

Job Description	
Post:	Head of Department
Pay Scale:	Main Pay Scale - Upper Pay Scale plus TLR
Responsible to:	SLT Line Manager
Main Location:	School-based
Main Duties	
Responsibilities and Duties	
The post holder is expected to undertake the professional duties of a schoolteacher within the School Teachers' Pay and Conditions Document together with the more specific duties/responsibilities which are listed below. In addition to the role of classroom teacher and form teacher, the role of Head of Department is to raise standards of student attainment and achievement within the curriculum area in line with national and school policies/priorities. This will include leading, developing and managing the quality of teaching; monitoring and supporting student progress to raise standards in the quality of learning and making strategic evaluations of teaching and learning.	
Professional Requirements and Responsibilities	
• To respect, support and contribute to the aims, ethos, and faith of the school. • To promote the spiritual, moral, social and cultural development of pupils and prepare them for the opportunities, responsibilities, and experiences of adult life. • Adhere to the Trust's policies and practices. • To contribute to and support the raising of achievement in the school. • To have a working knowledge of teachers' professional duties and legal liabilities. • To ensure you have a clear knowledge and understanding of the school policies and procedures, particularly those relating to safeguarding. • To contribute to the learning culture within the subject area by identifying, sharing and deploying good and effective practice. • To adhere to the school's procedures to register accurately and codify attendance and absence, and to complete class registers for all groups taught. • To adhere to the Teachers' Standards and adopt a professional, self-reflective, and pro-active approach to improving your practice as a teacher. • Participate fully in Performance Management. • Adopt the culture of aspirational target setting which is embedded at School from whole school to individual staff and pupil targets. • To reflect on your own practice and contribute to the school and department's self-review /evaluation processes. • To undertake the duties of Form Tutor (if required), supporting the Catholic ethos of the school and contributing pro-actively to the PSHE and enrichment curriculum. • To attend all meetings within the agreed school structure. • To make a positive contribution to the wider life and ethos of the school, including the extra-curricular life of the school.	
Leadership	

- Develop self-evaluation strategies within the department to monitor, evaluate and improve the quality of teaching and learning through:
 - A structured, rigorous and recorded programme of lesson observation for all staff, providing feedback and advice on improvement, as appropriate.
 - Completing self-evaluation to identify strengths and areas for improvement.
 - Ensuring that this process informs improvement planning within the department.
 - Developing and formalizing arrangements for the security of pupils' work and staff planners.
- Manage the performance of management process in the department, working to enhance the skills of others for continued professional growth and career development including sharing good practice.
- Mentor and coach colleagues providing effective feedback and advice in order to contribute to the overall effectiveness of the department. Liaising with Senior Managers to support teachers within the department by identifying their CPD needs which will enhance teaching and learning; induction of new teachers to the department, including Early Careers Teachers (ECTs), and the support of trainee teachers.
- Produce a detailed Departmental Improvement Plan in line with agreed whole school priorities.
- Develop, implement and monitor the impact of an area of school improvement which will contribute to the school developmental plan.

Pastoral Care Responsibilities

- To contribute to the pastoral care of pupils and students and to support their spiritual, moral, social, and cultural development.
- To pray daily with your form and ensure that your form group fulfils a daily Act of Worship.
- To participate in the worshipping life of the school, as a Catholic School, including supervision of pupils, assistance with and preparation of appropriate acts of worship and the promotion of the contribution which each subject areas and school activity makes to the spiritual wellbeing of the school.
- To communicate, as appropriate, with parents, of students or outside agencies concerned with the welfare of individual students, after consultation with appropriate staff.

Teaching & Learning

- To demonstrate appropriate consistent progress for pupils, including all vulnerable and ability groups and irrespective of social or ethnic background.
- To comply with the teaching and learning approaches adopted in the subject/guidance area as directed by the appropriate leader.
- To make effective use of planning, preparation, and assessment time (PPA) to plan lessons thoroughly in advance, to record outcomes and to compare and review the performance of pupils with colleagues as appropriate.
- To maintain high levels of behaviour and discipline. To be responsible for the management of your classroom and to provide a stimulating learning environment

to increase the learning potential of pupils and students.

- To incorporate the use of ICT to enhance the delivery of the curriculum.
- To plan all lessons, differentiating work and materials to meet the educational needs of the pupils' different abilities.
- To use the principles of Assessment for Learning to inform lesson planning.
- To ensure that the development of literacy, numeracy, citizenship, and enterprise is included, where appropriate, in lesson planning and delivery.
- To provide the curriculum leader/ assistant curriculum leader with evidence of planning and assessment of pupil / student work as appropriate.
- To support the effective use of Teaching Assistants assigned to work in your lessons.
- To contribute to the development of the subject area by sharing examples of good and effective practice.
- To work collaboratively with colleagues within and outside your subject area to improve teaching and learning throughout the school.
- To set regular worthwhile homework tasks to complement classroom learning.
- To promote adherence to the school's Positive Behaviour Management system, reinforcing this with all taught classes and tutor groups.

Assessment Recording Reporting

- To adhere to the data/record keeping systems across the school and use appropriate data to inform target setting for individual pupils and students.
- To ensure work is marked, assessed, and recorded appropriately.
- To attend Parents' Evenings, produce accurate reports on all pupils/students in the reviewing and reporting to parents, processes, meeting deadlines and setting appropriate targets.
- To support Target Setting and Review Day processes, checking and reinforcing targets. To monitor pupil and student progress and identify, encourage, and reward success.

General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with, all Trust policies and procedures, in particular those relating to child protection, health, safety, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Be committed, passionate, dynamic, and supportive.
- Be innovative and high performing.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.
- Commitment to high attendance.
- Ability to relate well to children and adults.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation, marital status or socio-economic background or whether you are pregnant or on maternity, adoption, parental or other family leave. We welcome applicants from all communities and from people that identify with those characteristics.

Person Specification		
Key E Essential, R References, I Interview, C Certificate, D Desirable, A Application		
	Essential / desirable	Evidence
Qualifications		
Qualified Teacher Status	Essential	A/C
Honours degree in a relevant subject	Essential	A/C
Catholic Certificate of Religious Studies (completed or undertaking)	Desirable	A/C
CPD		
Evidence of appropriate professional development e.g. Catholic Leadership Programme	Desirable	A/C
Successfully undertaken appropriate Child Protection training	Essential	A/C
Leadership qualifications or evidence of further professional development in school leadership	Desirable	A/C/I
Knowledge & Experience:		
An expertise in the subject	Essential	A/I

Understanding of strategies for raising student attainment	Essential	A/I
Evidence of exam success (excluding NQT)	Essential	A/I
Thorough understanding of KS3 & KS4	Essential	A/I
Knowledge and application of a range of teaching and learning strategies	Essential	A/I
Good disciplinary standards	Essential	A/I/R
The ability to inspire and motivate pupils	Essential	A/I/R
High level of interpersonal skills	Essential	A/I/R
Ability to communicate effectively with staff, pupils, parents, and support services	Essential	A/I/R
Ability to work in a team	Essential	A/I/R
Good imaginative use of resources, including new technologies	Essential	A/I
Sound understanding of the distinctive nature of a Catholic school	Essential	A/I
Understanding of the role of Form Tutor as agent for School Improvement	Essential	A/I
Knowledge and experience of pastoral care systems	Essential	A/I
Knowledge and experience of behaviour management procedures	Essential	A/I/R
General knowledge of current educational issues	Essential	A/I
Technical Skills & Ability		
The ability to implement assessment for learning	Essential	A/I/R
Effective time management skills	Essential	A/I/R
Good organizational and administrative skills	Essential	A/I/R
The ability to use ICT both to support children's learning and to communicate and evaluate data	Essential	A/I/R
Effective behaviour management	Essential	A/I/R
Personal characteristics		
Commitment to supporting the full Catholic life of the school	Essential	A/I
The desire to constantly evaluate and improve your own practice and learn from others	Essential	A/I
The ability to be flexible and adaptable and have a positive 'can do' attitude	Essential	A/I/R

Commitment to equality of opportunity	Essential	A/I
Professional appearance	Essential	A/I
Leadership Qualities:		
Proven leadership experience within a school setting, preferably in a middle or senior leadership role	Desirable	A/I
Experience in leading or coordinating teams, including managing performance and providing professional development	Desirable	A/I
Strong leadership skills with the ability to inspire, motivate, and develop staff at all levels	Essential	A/I
Ability to strategically plan, monitor and evaluate progress to ensure the department and school meet performance targets	Essential	A/I
Ability to engage and collaborate with a range of stakeholders, including staff, students, parents, and external partners	Essential	A/I
A collaborative and team-oriented approach to leadership, with the ability to engage and empower staff and students	Essential	A/I

NB:

Head of Department roles vary significantly in size and accountability throughout the Trust. Lower-range TLR's are typically appropriate for smaller departments with limited staffing and curriculum breadth, whilst higher-range TLRs reflect responsibility for larger teams, wider curriculum provision, significant examination accountability, budget management and the strategic development of teaching and learning. When determining the level of TLR attached to a specific role, consideration is given to staff management responsibilities, examination outcomes, curriculum leadership, faculty size and whole-school influence. In larger departments, consideration is also given to the number of staff managed, examination groups, curriculum pathways and wider faculty responsibilities.