*Transforming Lives, Transforming Communities*

**JOB DESCRIPTION**

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| **Job Title:** | **Head of Department: History** |
| **Base:** |  |
| **Reports to:** | **SLT link** | **Grade:** |  |
| **Staff Responsibility for:** | **Staff within the faculty** | **Salary:** | **MPS+TLR** |
| **Term:** | **Full Time****Permanent**  |
| **Additional:** | **As assigned** |

**JOB PURPOSE SUMMARY:**

To contribute to the development of a school that is transforming the educational standards and character enhancement of our young people with an emphasis on creating a culture that inspires personal growth, development and performance driven outcomes.

**JOB PURPOSE**

To provide inspiring and purposeful leadership for the learners within the History Department.

To work in partnership with the Chief Executive, Principal, Senior Leadership Team, Local Governing Body, Trust (FET), staff, learners and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.

To work within the overall aims and objectives of the school.

To promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school’s ethos within and beyond the school.

To liaise as required with a range of educational partners, internal and external, to underpin the raising of learner attainment.

To support the school’s home and community liaison work through the appropriate participation in events.

**In addition to their role, and working under the Director of Learning, the Head of Department: History will: -**

1. **Leadership**
2. Be responsible for the organisations, teaching, assessment and development of the subject(s) throughout the school, ensuring that each learner is encouraged to develop their potential to the full in a climate of ‘positive achievement’.
3. Foster a lively and enthusiastic atmosphere within the department for both learners and staff.
4. Take responsibility for involvement in school development.
5. Take responsibility for own professional development.

**2. Management of Teaching Staff**

1. Lead, train, coach and develop colleagues in the department.
2. Assist colleagues in the planning and delivery of the schemes of work and to provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different learners.
3. Guide and support colleagues in the management of learners in the classroom in line with the school’s Behaviour Policy.
4. Recognise and utilise the strengths of each member of the department by differentiating and delegating tasks appropriately.
5. Hold departmental meetings and to keep records of matters discussed and decisions taken.
6. Ensure that work is provided for classes of absent colleagues and that cover is arranged in accordance with the school’s agreed procedures.
7. Liaise with the SLT Link on present and future departmental staffing matters including recruitment, induction, current responsibilities, professional review and development.
8. Support the school’s programmes for New Staff induction, NQT Induction and Initial Teacher Training.
9. Take a lead role in the professional review of colleagues in the department.

**3. Management of Learners**

1. Organise learners into teaching groups.
2. Provide schemes of work that ensure continuity and progression in the subject for all learners, including those of high ability and those with learning support needs.
3. Identify, after consultation with colleagues, able and talented learners and those with learning support needs and to arrange appropriate action.
4. Devise a departmental policy for rewarding achievement in line with the school’s Rewards Policy.
5. Promote Personalised Learning by encouraging the use of teaching and learning strategies which develop the competence and confidence of every learner.
6. Organise the setting and marking of school examinations and to supervise entries for public examinations.
7. Provide careers advice relevant to the department.
8. Initiate and foster extra-curricular activities which widen learners’ appreciation of the subject and contribute to the general life of the school.

**4. Management of Resources**

1. Estimate and manage the departmental budget.
2. Plan and administer the development and storage of equipment, books and other resources.
3. Advise on security needs of the department and to keep a record of stock and equipment.
4. Supervise the departmental area, fabric, facilities and resources.
5. Assess all areas of departmental responsibility from a Health and Safety viewpoint in liaison with the Business Manager.
6. Ensure that departmental rooms present stimulating environments which help to influence learners’ attitudes positively towards the subject.

**5. Planning and Development**

1. Plan and co-ordinate the work of the staff in the Department and to disseminate information efficiently.
2. Plan, implement and review syllabuses, teaching schemes, assessment policies and reporting procedures in accordance with school aims, policies and practices.
3. Set expectations and targets for staff and learners in relation to standards of learner achievement and the quality of teaching.
4. Keep abreast of current developments in the subject area and to adapt curriculum content and methods of teaching and examining as appropriate.
5. Consider such developments in the context of the school’s philosophy for the curriculum as a whole.

**6. Monitoring and Evaluation**

1. Analyse and interpret relevant national and school data to inform policies, practices and teaching methods.
2. Monitor teaching standards in the department and use this analysis to identify both effective practice and areas for improvement.
3. Ensure learners’ work is regularly assessed and that homework is in line with school policy.
4. Use information gained from assessment, recording and reporting procedures to generate further improvement in learner achievement.

**7. Communication and Liaison with other Colleagues**

1. Represent the subject, the department or the school in appropriate meetings.
2. Ensure the line manager and Principal is informed on all issues concerning the department.
3. Liaise with the business support team in all matters concerning to administration, health and safety and external agencies.
4. Liaise with the pastoral team in respect of learner records, rewards and sanctions.
5. Liaise with the examinations team in issues relating to external examinations.
6. Maintain effective relationships with other middle and senior leaders in the school.
7. Maintain appropriate links with teaching colleagues in all sections of Feversham Schools.
8. Liaise with other schools, post 16 and post 18 education providers and local employers where appropriate. To maintain appropriate links with feeder schools.

**8. Communication with Parents and the Wider Community**

1. Establish a partnership with parents to involve them in their child’s learning of the subject.
2. Provide information for parents about curriculum, attainment and progress.
3. Ensure that the department is represented on Consultation Evenings.
4. Oversee the departmental input to Personal Records for learners.
5. Assist the pastoral support teams in preparing extra information for parents, when requested, on the attainment, progress and effort of individual learners.
6. Develop effective links with the wider community, including business and industry, in order to extend the subject and enhance teaching and learning.

**9. Other**

1. Take responsibility for promoting and safeguarding the welfare of the children and young people in school.
2. Carry out any other reasonable duties given by the Principal.

*This appointment is with the Governing Body of the School, with the Trust as employers.  The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.*

**PERSON SPECIFICATION**

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|  | **Assessed by:** |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App****Form** | **Interview****/Task** |
| **QUALIFICATIONS** |
| 1. | A degree in the relevant subject. | **E** |  |  |
| 2. | Qualified Teacher Status. | **E** |  |  |
| 3. | Evidence of continuous professional development. | **E** |  |  |
| 4. | Middle Management qualification. | **D** |  |  |
| **EXPERIENCE** |
| 5. | Track record of delivering ‘outstanding’ teaching. | **E** | 🗸 | 🗸 |
| 6. | Successful and sustained delivery of outstanding attainment and achievement. | **E** | 🗸 | 🗸 |
| 7. | Innovation & creativity to engage, enthuse & progress learners. | **E** | 🗸 | 🗸 |
| 8. | Partnership working and collaboration within a school or local authority context. | **E** | 🗸 | 🗸 |
| 9. | Effective management of people and team of professionals within a school setting. | **E** | 🗸 | 🗸 |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App****Form** | **Interview****/Task** |
| 10. | Use of data to plan and implement intervention strategies to raise academic performance. | **E** | 🗸 | 🗸 |
| 11. | Developing and leading strategies to sustain whole school improvement. | **E** |  |  |
| 12. | Leading the delivery of coaching and INSET sessions to support the professional development of others. | **E** |  |  |
| **ABILITIES, SKILLS AND KNOWLEDGE** |
| 13. | Ability to teach History subject(s) to GCSE standard. | **E** |  |  |
| 14. | Ability to teach a History subject to A Level standard  | **D** |  |  |
| 15. | Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets. | **E** | 🗸 | 🗸 |
| 16. | Ability to develop and disseminate effective learning and teaching and classroom management strategies. | **E** | 🗸 | 🗸 |
| 17. | Ability to communicate, verbally and written, with a range of people and groups. | **E** | 🗸 | 🗸 |
| 18. | Knowledge of effective intervention strategies to raise attainment. | **E** | 🗸 | 🗸 |
| 19. | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes. | **E** | 🗸 | 🗸 |
| 20. | Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant faculty. | **E** | 🗸 | 🗸 |
| 21. | Ability to prioritise conflicting demands. | **E** | 🗸 | 🗸 |
| 22. | Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively. | **E** | 🗸 | 🗸 |
| 23. | ICT skills to develop, manage and report on performance data. | **D** | 🗸 | 🗸 |

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| **PERSONAL QUALITIES** |

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| 24. | A passionate belief in the school’s mission statement. | **E** | 🗸 | 🗸 |
| 25. | Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners. | **E** | 🗸 | 🗸 |
| 26. | A strong belief in the value of education in developing citizens. | **E** | 🗸 | 🗸 |
| 27. | Highly organised, literate and articulate. | **E** | 🗸 | 🗸 |
| 28. | Highest levels of professional and personal integrity. | **E** | 🗸 | 🗸 |
| 29. | A strong commitment to inclusion and overcoming barriers to learning and achievement. | **E** | 🗸 | 🗸 |
| 30. | Personal resilience, persistence and perseverance. | **E** | 🗸 | 🗸 |
| 31. | Commitment to the pursuit of continuous professional development by oneself and others. | **E** | 🗸 | 🗸 |
| 32. | Sympathetic to and supportive of the ethos, vision, values and mission of Feversham Education Trust (FET). | **E** | 🗸 | 🗸 |