**Job Title: Head of Department**

**Salary: MPS / UPS plus TLR**

**Responsible to: Deputy Headteacher/Assistant Headteacher**

**Purpose of the Job**

The Head of Department is responsible for all teaching and support colleagues in Drama.

They are responsible for raising student attainment and achievement within the Drama curriculum are. They will take lead responsibility for providing leadership and management within their subject area, in order to secure:

* High quality teaching
* Effective use of resources
* Improved standards of learning and achievement for all

They will also contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the area child protection procedures.

**Duties and responsibilities**

***The post holder will:***

* Carry out the professional duties as set out in the current Teachers Pay and Conditions document issued under the Teachers Pay and Conditions Act 1991.
* Be responsible for the overall management of the teaching of the subject and the learning and progress of students in that subject across the school.
* Be committed to professional self-development in order to carry out the job successfully.
* Co-ordinate the department’s contribution to the School Development Plan and create the Departmental Development Plan.
* Provide a link between the Department and the Leadership Group. Feedback results of all monitoring activities. Produce an annual report for the Leadership Team.
* Liaising with colleagues in other Departments and the Leadership Group.
* Responsibility for the Department budget.

***Strategic direction***

* Develop and implement policies and practices for Drama which reflect the school’s commitment to high achievement, effective teaching and learning
* Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
* Establish a clear, shared understanding of the importance and role of the subject in contributing to students’ spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life
* Use data effectively to identify students who are underachieving in the subject, and create and implement effective plans to support those students where necessary
* Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
* With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the subject
* Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
* Direct colleagues to support the extra-curricular provision within the department
* Develop a programme of outreach to establish links with local primary schools and support their teaching of Drama.

***Teaching and learning***

* Ensure curriculum coverage, continuity and progression in the subject for all students, including high prior attaining students, students with special educational needs, disadvantaged students (Pupil Premium) and students with English as an additional language
* Make sure that teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students and parents where appropriate
* Ensure that the Drama curriculum is fully mapped with detailed schemes of work, lesson resources and differentiated materials available for all colleagues
* Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students
* Ensure effective development of students’ literacy, numeracy and IT skills through the subject
* Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement, set targets, and secure good progress
* Set expectations and targets for staff and students in relation to standards of pupil achievement and the quality of teaching
* Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
* Ensure effective development of students’ individual and collaborative study skills
* Work with staff to establish a partnership with parents to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress and targets
* Develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop students’ wider understanding
* Ensure that the curriculum is constantly reviewed to reflect changes in national policy and exam board specifications

***Leading and managing staff***

* Help staff to achieve constructive working relationships with students and parents
* Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate
* Sustain your own motivation and, where possible, that of other staff involved in the subject
* Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
* Audit training needs of subject staff
* Lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations
* Make sure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed
* Enable teachers to achieve expertise in their subject teaching
* Work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to students’ needs
* Make sure that the headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans

***Efficient and effective deployment of staff and resources***

* Establish staff and resource needs for the subject and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
* Deploy, or advise the headteacher on the deployment of staff involved in the subject to make sure the best use of subject, technical and other expertise
* Make sure the effective and efficient management and organisation of learning resources, including ICT
* Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
* Use space to create an effective and stimulating environment for the teaching and learning of the subject
* Make sure that there is a safe working and learning environment in which risks are properly assessed.

***Formal Monitoring***

* Formally observe all teaching members of the Department at least once every two terms (not necessarily full lessons). Provide feedback to staff, monitor improvements and keep line manager informed.
* Check books (frequency and quality of formative feedback, quality of student work, SoW coverage, etc) on a monthly basis to cover all staff twice within each academic year. This should also include monitoring the teaching records of staff (planning, record keeping, etc).

**Health and Safety**

*Where applicable:*

• Implement the Health and Safety Policy of the school, including the production of subject specific Health and Safety Policies where relevant.

• Monitor on a monthly basis all rooms and stock cupboards for faults, deficiencies, damage, cleanliness and hygiene.

• Include Health and Safety on the Agendas of Department Meetings at least termly.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Head of Department will carry out. The postholder may be required to do other duties appropriate to the level of the role.

**Person Specification**

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| **Qualifications and training** | * Honours degree within Drama or other related degree * Qualified teacher status |
| **Experience** | * Leadership responsibility * Teaching experience of KS3 – KS5 within Drama |
| **Skills and knowledge** | * Expert knowledge of Drama curriculum from KS3 - 5 * Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve * Awareness of local and national organisations that can provide support with delivering the subject * Ability to build effective working relationships with staff and other stakeholders * Ability to adapt teaching to meet students’ needs * Ability to build effective working relationships with students * Knowledge of guidance and requirements around safeguarding children * Strong IT skills * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others |
| **Personal qualities** | * A commitment to getting the very best outcomes for all students and promoting the ethos and values of the school * Ability to motivate others and to adopt a positive approach to education * Energy, enthusiasm and perseverance * Uphold and promote the ethos and values of the school * Ability to work under pressure and prioritise effectively * Ability to work independently and be a team player * Maintain confidentiality at all times * Commitment to safeguarding and equality |