

NORTH BROMSGROVE HIGH SCHOOL
JOB DESCRIPTION

Job Title: **Head of Humanities Faculty**
(Teaching specialism in Geography/History/RS or any subjects combined)

Accountable to: **SLT**

Main purpose of the role:

To take a pivotal role in ensuring high quality Learning and Teaching across the Humanities Faculty (Geography, History, RS) in ensuring maximum success for all. To be a champion in developing faculty and whole school CPD in enhancing the delivery of Teaching and thereby ensuring high quality Learning. To be a role model for the school community and raise levels of school achievement.

The successful candidate will have a proven track record of raising standards of attainment and achievement in the delivery of RS and/or Geography.

Responsibilities:

To lead staff and students in raising standards of teaching and learning in the Humanities Faculty by:

- **Planning** high quality lessons and leading the delivery of consistently good and outstanding teaching and learning opportunities.
- **Leading**, inspiring and motivating colleagues in developing their teaching and learning.
- **Identifying** and addressing areas for improvement in teaching and learning. Supporting the development of Faculty staff to meet the challenge of any future changes to the curriculum.
- **Securing outstanding outcomes** for all students as a result of good and increasingly outstanding teaching.
- **Providing** inspirational CPD innovative and motivational leadership supporting the improvement of teaching to enable all students and staff to achieve their highest potential (both in Humanities and across the school where necessary).
- **Establishing** a culture that promotes excellence, equality and high expectations for all students.
- **Carrying out the day to day duties of a classroom teacher on an exemplary basis in line with the School Teachers Pay and Conditions Document and Teachers Standards.**

Teaching:

To lead and support the monitoring and evaluation of the quality of teaching within the Humanities Faculty and contribute to the improvement quality of teaching by:

- Developing a high-quality ethos of learning amongst students based on high expectations and a shared vision.
- Planning and preparing effective Schemes of Learning, lessons and CPD courses.
- Taking a lead role, working closely (coaching/ mentoring where required) with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement.

- Analysing national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the SLT line manager.
- Using local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning.
- Taking a lead role in improving the effectiveness of assessment practice in the Humanities Faculty in evaluating the effectiveness of teaching and learning.
- Researching and evaluating innovative curricular practices/ pedagogy and drawing on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- Supporting the Director of Sixth Form in the development of post-16 courses across the faculty, in liaison with external organisations.
- Supporting the More Able Coordinator in ensuring that students make exceptional academic progress.

Monitoring, Assessment, Recording, Reporting, and Accountability

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- Contribute towards the implementation of SEND provision plans as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
- Assess students' work systematically and use the results to inform future planning, teaching and curricular development.
- Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Professional Standards and Development

- Be a role model to students through personal presentation and professional conduct.
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
- Cover for absent colleagues as is reasonable, fair and equitable.
- Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety and Literacy.
- Establish effective working relationships with professional colleagues and associate staff.
- Be involved in extra-curricular activities such as making a contribution to afterschool clubs and visits.

- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- Be aware of the role of the Governing Body of the School and support it in performing its duties.
- Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.
- Consider the needs of all students within lessons (and implement specialist advice) especially those who have SEN, PP or are gifted and talented.

Health and Safety

- Undergo relevant First Aid training and update health and safety courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Professional development:

- To contribute to the maintenance and development of the school's ethos, values and overall purpose.
- To assist with the development of a programme of CPD.
- To deliver CPD designed to meet the needs of teaching staff.
- To coach and mentor Humanities team members and encourage them to engage in appropriate CPD.
- To use meetings to share good practice, cascade training and to inform team members of any changes to national guidelines and procedures.
- To observe Humanities colleagues and others as necessary, providing evaluative feedback that encourages further development (coaching and mentoring as appropriate).

PERSON SPECIFICATION

Training Qualifications and Experience	
Essential	Desirable
A good Honours Degree	Evidence of further professional development/ Higher qualification e.g., MSc, PhD, NPQML, NPQSL, SLE status
Qualified Teacher Status	
Experience of planning and monitoring the impact of Teaching and Learning and interventions	Experience of successfully developing aspects of teaching and learning strategies

Experience of raising standards of students Experience of leadership and management, the ability to lead, motivate and support a staff team Evidence of a sound knowledge of effective teaching and learning strategies Minimum of three years teaching experience	Experience of leading on aspects of whole school strategies Experience of leading whole staff training Experience of working in more than at least one school and improving students' outcomes Experience of exam board marking and assessment Able to deliver more than one humanity subject Experience of working in more than one school
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Professional Knowledge And Understanding

Essential	Desirable
Excellent Humanities subject knowledge across Year 7-13 An understanding of the importance of impactful teaching and learning Knowledge of the range of strategies which impact on students' progress and outcomes Evidence of excellent progress in own lessons To be able to evaluate good teaching and learning in other's lessons and provide supportive and constructive feedback to secure improved staff practice and student outcomes A good understanding of the Ofsted framework. Knowledge of relevant associations and external bodies Knowledge of statutory responsibilities including safeguarding	Proven track record of improving the practice of other teachers Membership of professional body e.g., Chartered College, CSciTeach, NATE

Abilities And Skills

Essential	Desirable
Excellent teacher of Humanities with consistently strong demonstrable student outcomes Ability to use assessment data to analyse students' progress to secure improved outcomes Ability to use comparative data to inform school improvement and intervention planning	Understand and practise the principles of change leadership/ management Experience of presenting to Governors and external agencies/ Stakeholders Experience of working and leading on others beyond your own department

Demonstrate excellent time and management skills and analyse, prioritise and meet deadlines Ability to communicate effectively, both verbally and in writing, with a range of stakeholders, teachers; parents/carers and students Excellent interpersonal and organisational skills, ability to plan and prioritise time effectively Ability to hold others to account Ability to work collaboratively and effectively as part of the wider school team Ability to use IT effectively for teaching and leadership/management tasks	
Personal Qualities	
Essential	Desirable
A commitment to improving student outcomes Self- motivated and seizes the initiative Clear vision and moral purpose A commitment to own professional development and that of the whole staff A positive and resilient individual with drive, integrity and a cheerful disposition Ambitious and diligent professional who can motivate and inspire others Approachable, able to listen and reflect on the needs of the stakeholders Ability to actively 'live out' our school CARE values and ethos Commitment to safeguarding and promoting the welfare of children and young people The post holder will require an enhanced DBS	Desire for further career progression