

Park High School

Head of Department - Job Description and Person Specification

JOB DESCRIPTION:	Head of Mathematics TLR 1D
STATUS:	FULL TIME
RESPONSIBLE TO:	Senior Leadership Team (SLT)
JOB PURPOSE:	Actively supporting the vision and values of Park High School, the post holder will work to provide professional leadership and management for Mathematics, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students.

Other specific duties applicable to this post:

The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed.

The job description is not necessarily a comprehensive definition of the post and it may be subject to modification or amendment at the discretion of the Headteacher.

Specific Responsibilities

Strategic direction and development of the subject:

- To have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement through effective teaching and learning.
- Ensure that staff are clear about 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, where necessary, create and implement effective plans of action to support those students.
- Analyse and interpret, relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

- To involve all departmental colleagues in the creation and execution of the yearly Department Development Plan and Department Review. This will identify clear targets for its development and/or maintenance in line with the School Development Plan which:
 - are based on a range of comparative information and evidence, including in relation to the attainment of students;
 - identify realistic and challenging targets for improvement in the subject;
 - are understood by all those involved in putting the plans into practice.
- To be clear about action to be taken, timescales and criteria for success.
- To 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.
- To regularly review the progress towards the targets set in the Departmental Development Plan and provide regular progress updates to the SLT link, to ensure that they are fully aware of all successes, issues and concerns.

Teaching and learning:

- To monitor and evaluate the department's curriculum and schemes of work.
- To engage all subject staff in the creation, consistent implementation and improvement of the schemes of work.
- ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
- To ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's curriculum and marked according to a scheme common to the whole year group.
- To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the subject.
- To ensure effective development of students' literacy, numeracy and information technology skills through the subject.
- To establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- To ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- To set expectations and targets for staff and students and establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs.
- To 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.
- To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning.
- To provide quality assurance monitoring and intervention with all subject staff.
- To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- To provide regular feedback to the SLT link to help the school evaluate its practice.
- To assist the SLT link in the regular review of the standards of leadership, teaching and learning in the subject area.

- To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

Leading and managing staff:

- Help staff to achieve constructive working relationships with students,
- 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; evaluating practice; and developing an acceptance of accountability.
- To be responsible for inducting NQTs and new staff.
- To participate in Performance Development as required by the school policy and use the process to develop the personal and professional effectiveness of the staff.
- To act as a Performance Development mentor for identified teachers.
- To ensure the Performance Development arrangements are effectively discharged by the other team leaders in the department.
- 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, LEAs, subject associations.
- Work with the Head of Learning Development, SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs.
- Ensure that the headteacher, SLT members and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- Take initial responsibility for the pastoral care and welfare of all departmental staff.

Efficient and effective deployment of staff and resources:

- Establish staff and resources 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.
- Help in the selection of staff for the department; deploy, or advise the headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.
- Ensure the effective and efficient management and organisation of learning resources, in conjunction with ICT Manager foster and oversee the application of ICT in the subject, including development of materials for the VLE.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use accommodation to create an effective, well ordered, attractive and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety).

Person specification

Essential Criteria	Desirable Criteria	Evidence
<p><u>Qualifications:</u></p> <p>Qualified teacher status.</p> <p>Appropriate degree or equivalent qualification.</p>	<p>Further professional qualifications, e.g. Lead Practitioner NPQML, Master's</p>	<p>Interview</p> <p>Application Form</p> <p>References</p> <p>Proof of Qualifications</p>
<p><u>Experience:</u></p> <p>Proven experience of successfully leading initiatives and improvements which had measurable impact on standards.</p> <p>Experience of driving forwards and achieving very high standards and challenging existing practices and levels of performance.</p> <p>Experience of establishing, reviewing and monitoring progress and achievement.</p> <p>Experience of monitoring and evaluation at whole school level. Experience of leading change processes at a pace.</p> <p>Experience of development planning at a strategic level.</p> <p>Experience of leading the development of learning and teaching.</p> <p>Experience of leading and managing teams to the achievement of common goals.</p> <p>Experience of managing a complex workload of competing demands.</p>		<p>Application form</p> <p>Interview</p> <p>References</p>
<p><u>Skills and ability:</u></p> <p>Excellent classroom practitioner with a wide range of teaching skills.</p> <p>Ability to contribute to the development, communication and implementation of a shared vision and values within the school.</p> <p>Ability to actively contribute to the strategic development of the school.</p> <p>Ability to contribute to the development, embedding and management of policies within the school.</p> <p>Ability to identify and share strategies to promote progress for groups of students.</p> <p>Ability to inspire, support, challenge, motivate and empower others.</p> <p>Ability to use data to track progress across time and identify patterns/trends.</p>		<p>Application form</p> <p>Interview</p> <p>References</p>

<p>Ability to plan for, lead and evaluate staff development.</p> <p>Ability to effectively establish, monitor and achieve challenging objectives.</p> <p>Ability to plan in the short, medium and long term.</p>		
<p><u>Disposition/Attitude:</u></p> <p>Exceptional written and verbal communication skills, with the ability to successfully engage with people at all levels.</p> <p>Ability and willingness to support and challenge colleagues on a personal and professional level.</p> <p>Ability to work successfully within a team and to engender a mutually supportive work environment.</p> <p>High level of initiative and self-motivation. Creativity with a desire to be innovative. High level of integrity and discretion</p>		Interview Task References
<p><u>Commitment and other requirements:</u></p> <p>Satisfactory Enhanced Disclosure with the Disclosure & Barring Service (DBS)</p> <p>Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people.</p> <p>Excellent attendance record.</p>		Application form Interview References