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| Job description |
| **Education for the 21st Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21st Century is fully committed to equality and to valuing diversity as an employer and a provider of education.** |
| Summary of the role: | **Head of Department / Subject**To provide professional leadership and management for a curriculum area to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students. |
| Line management responsibility for | Staff within Department (more than 4) |
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| Main duties and responsibilities: | Strategic direction and development of the subject Within the context of the school’s aims and objectives, Head of Subjects develop and implement subject policies, plans, targets, and practices * develop and implement policies for the subject which reflect the school’s commitment to high achievement and effective teaching and learning
* make contributions to whole school strategic direction and development
* create a climate which enables other staff to maintain positive attitudes to 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, intellectual, 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 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, in to inform policies, practices, expectations, targets and teaching methods
* establish and develop curriculum in line with short-, medium- and long-term plans for the development and resourcing of the subject, which:

 − contribute to whole school aims, objectives, policies, and practices − are based on a range of comparative information and evidence, including in relation to the prior attainment of students and the results of any other tests used by the school  − identify realistic and challenging targets for improvement in the subject  − are understood by all those involved in putting the plans into practice  − are clear about action to be taken, responsibilities, timescales, and criteria for success * ensure members of the subject team are informed and party to the strategic development of the subject and role holders are managed appropriately to lead on their key areas
* monitor the progress made in achieving subject plans and targets, evaluate the impact on teaching and learning and use this analysis to inform further strategies for improvement
* prepare an annual self-review, including an analysis of public examination results, and attend a meeting with the Leadership Group to discuss.

 **Leading and managing staff** Head of Subjects provide to all those with involvement in the teaching of the subject, the support, challenge, information, and development necessary to sustain motivation and secure improvement in teaching and learning * establish clear expectations and constructive working relationships among staff involved in the subject, through teamwork and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability
* lead with the Trust and school values at the heart of everything you do
* sustain the motivation of all staff involved in the subject
* organise and participate in the recruitment of subject staff
* audit training needs, participate in performance management and use the process to develop the professional and personal effectiveness of staff
* lead professional development of staff through example and support, and co-ordinate the provision of high-quality professional development in the subject area
* lead on support plans where required to improve performance of colleagues
* devise a focused programme of lesson observation and use the findings to disseminate good practice
* ensure that Beginning, Teach First and Newly Qualified Teachers are appropriately trained, monitored, supported, and assessed in relation to national standards. Flag what support is required to the relevant lead where this is not happening
* liaise with other colleagues, on cross-curricular matters and support for students with special educational needs
* oversee the Curriculum Area’s presence at whole school functions
* ensure that the Leadership Group and governors are kept well informed about subject policies, plans and priorities, your success in meeting objectives and targets and subject-related professional plans Directors secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards attained and set targets for improvement
* ensure curriculum coverage, continuity, and progression in the subject for all students, including those of high ability and those with special educational needs
* ensure that teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate this information to students
* ensure that all teachers produce a detailed plan for every lesson, in accordance with the Eden Park High School and E21C policy
* provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students
* plan the most effective grouping of students to meet all needs
* ensure effective development of students’ literacy, numeracy, and ICT skills through the subject
* establish, implement, and monitor clear policies and practices for assessing, recording, and reporting on student achievement and use this information to recognise achievement and to help students in setting targets for further improvement
* ensure consistency in the regular setting, monitoring, and marking of homework appropriate to all year and ability groups
* through monitoring the regular setting of homework establish intervention strategies and follow-up procedures as required to embed the home learning policy.
* ensure that information about students’ achievements in previous classes and schools is used effectively to secure good progress in the subject
* set expectations and targets for staff in relation to the quality of teaching
* set expectations and targets for staff and students in relation to examination results and evaluate progress towards these outcomes
* evaluate the teaching of the subject and use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching and learning
* ensure development of students’ individual and collaborative study skills necessary for them to become increasingly independent learners both in and out of school
* ensure that teachers are aware of the subject’s contribution to students’ understanding of the duties, opportunities, responsibilities, and rights of citizens
* take responsibility for the management of students by using effective strategies at an early stage, thus avoiding the need to refer problems to others
* 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, to extend the subject curriculum,

enhance teaching and to develop students’ wider understanding  **Efficient and effective deployment of staff and resources** Head of Subjects identify appropriate resources for the subject and ensure that they are used efficiently, effectively, and safely * establish staff and resource needs for the subject and advise the Leadership Group 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
* prepare and manage the curriculum area’s budget plan and be accountable for curriculum area expenditure
* deploy, or advise the Principal on the deployment of staff in the subject to ensure the best use of subject, technical or other expertise
* ensure the effective and efficient management and organisation of learning resources, including ICT
* maintain existing resources and explore opportunities, including preparing bids, to develop or incorporate new resources from a wide range of sources inside and outside school
* use accommodation to create and effective and stimulating environment for the teaching and learning of the subject including display
* ensure that there is a safe working and learning environment in which concerns are properly assessed reported and acted upon

 Line Leader Role * Line lead in accordance with the School’s Appraisal Policy and structure.
* Meet regularly with these staff, identify training needs and act as their reviewer and coach for the purposes of performance management.
* Induct staff effectively into School policies and continuously model and reinforce high standards.

 General Responsibilities * Promote the values and ethos of the School in accordance with its Professional Code.
* Identify personal training needs with line leaders and work actively to develop professional expertise by participating in ongoing professional development.
* Support the professional development of colleagues.
* Ensure that personal knowledge base is in always keeping with the School’s needs, to undertake all duties with due regard for Health and Safety regulations.
* Comply with all School policies including the Staff Code of Conduct.
* Be a highly effective practitioner in the classroom
* Contribute to the School duty rotas and enrichment programme.
* Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the school
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You may also be required to undertake such other comparable duties as the Head requires from time to time.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

This job description will be reviewed annually as part of your Professional Review Meeting.

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| Person specification |
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|  | Essential | Desirable | Method of assessment |
| Relevant Experience | Evidence of successful involvement in teaching at KS3, KS4 or post 16, including recent developments in the teaching and learning of curriculum areas. | Involvement in key departmental development.Strong involvement in whole school and extra-curricular activities. | Application form |
| Qualifications | Teaching Qualification Degree level in related subject | Evidence of other professional studies Proven track record of achieving good results | Production of the Applicant’s certificatesDiscussion at interviewIndependent verification of qualifications |
| Experience | Successful teaching experience at eitherschool(s) or on main teaching practiceTrack record of good or outstandingLessonsGood understanding of effective and engaging teaching methodsUse of ICT for curriculum and administration purposes | Leading and managing a teamworking in an all-ability school across the 11 to 19 age rangeRaising levels of achievement, in value addedterms, as demonstrated by results at the end ofcoursesOrganising and delivering INSET | Contents of the application formInterviewProfessional references |
| Skills | Strong and methodical administrative skillsPositive student behaviour management skillsExcellent communication and interpersonal skills. Being able to communicate effectively, orally and in writing, with the leadership Group, other staff, students, parents, governors, external agencies, and the wider community, including business and industryChair meetings effectivelyStrong ICT competenceAnalytical and problem-solving skills | Willingness to take personal responsibility for further training and developmentExcellent planning and organisational skillsProven ability to make decisions and solve problemsProven ability to lead and manage others to work towards common goals | Contents of the application formInterviewProfessional references |
| **Knowledge** | Strong public presence Good communicator Ambitious and self-confidentStudent focused commitment Ability to inspireKnowledge of recent developments in the teaching and learning of the subjectA clear educational visionStrong motivation and sense if initiativeOpen transparent work ethic FlexibilityRole model for students and staffSeek support and advice when neededExcellent attendance and punctuality |  | Contents of the application formInterviewProfessional references |
| Personal competencies and qualities | Personal impact and presenceAdaptability to changing circumstances and new ideasGenuine passion and belief in the potential of every student which is demonstrated by upholding a student-centred approachAbility to work effectively supported by a member of the school team and to work as part of a teamHolds high aspirations for children and young people and is passionate about providing learning opportunities for them which prepare them well for an adulthood which includes employment, independent living, good health, and community contributionsDemonstrate a continual commitment to safeguarding and promoting the welfare of children and young peopleBe flexible to changing demands of the postReflective thinking, learn from mistakes and focus on key points during time of challengeConfident and effective presentation skillsTake pride in a job well done.A willingness to work flexible | Ability to act on own initiative and to work without supervision | Contents of the application formInterviewProfessional references |
| Equal Opportunities | An understanding of and commitment to equality of opportunity |  | Contents of the application formInterviewProfessional references |
| Additional Factors | Ability to form and maintain appropriate relationships and personal boundaries with children and young peopleCommitment to quality and diversityCommitment to Health & SafetyCommitment to sustaining regular attendance at work |  | Contents of the application formInterviewProfessional references |