

Job Description: Head of Department

Reports to: Vice Principal

Pay Scale: PT/EPT + TLR

Working hours: 37.5 Hours Per Week

The Role:

The Head of Department is responsible for providing vision and strategic leadership to ensure that all areas are managed effectively to the highest educational standards at National, local and school levels. The Head of Department line manages staff within their department.

Principal Responsibilities:

- Identify appropriate student targets for achievement
- Monitor student standards and achievement against annual targets
- Monitor planning, curriculum coverage and learning outcomes
- Lead evaluation strategies to contribute to overall school self evaluation
- Plan and implement strategies for improvement in areas of identified need
- Ensure that relevant achievement targets are met
- Maintain personal expertise and share this with others
- Act as a role model of good classroom practice for other teachers, modelling effective strategies with them
- Monitor and evaluate standards of teaching, identifying areas for improvement
- Plan and implement strategies to improve teaching in areas of identified need
- Induct, support and monitor new staff
- Act as a Performance Management team leader for identified teachers
- Identify relevant school improvement issues
- Define and agree appropriate improvement targets
- Co-ordinate CPD needs and opportunities
- Evaluate the impact of all improvement activities on the quality of teaching and learning.
- Attend meetings and training in addition to those required of all teachers as required by the TLR post.
- Provide the senior leadership team with relevant subject, curriculum area or student performance information.
- To act on advice and guidance from the UL Subject Advisors.
- Ensure that Performance Management arrangements are effectively discharged by other team leaders in the key stage or department
- Monitor and evaluate the contribution and impact of other staff to school improvement across key stages or departments
- Plan the deployment of staff expertise to achieve school improvement objectives.
- Take initial responsibility for the pastoral care and welfare of department.

General Accountabilities:

- Be responsible for one’s own safety and not endanger that of colleagues/visitors to the workplace.
- Work in compliance with the Codes of Conduct, Regulations and policies of the Cluster, and its commitment to equal opportunities and safeguarding.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

Person Specification – Head of Department:

Essential Criteria
<p><u>Qualifications:</u> Qualified teacher status. Appropriate degree or equivalent qualification.</p>
<p><u>Experience:</u> Proven experience of successfully leading initiatives and improvements which had measurable impact on standards. Experience of driving forwards and achieving very high standards and challenging existing practices and levels of performance. Experience of establishing, reviewing and monitoring progress and achievement. Experience of monitoring and evaluation at whole school level. Experience of leading change processes at a pace. Experience of development planning at a strategic level. Experience of leading the development of learning and teaching. Experience of leading and managing teams to the achievement of common goals. Experience of managing a complex workload of competing demands.</p>
<p><u>Skills and ability:</u> Excellent classroom practitioner with a wide range of teaching skills. Ability to contribute to the development, communication and implementation of a shared vision and values within the Academies. Ability to actively contribute to the strategic development of the Academies. Ability to contribute to the development, embedding and management of policies within the Academies. Ability to identify and share strategies to promote progress for groups of students. Ability to inspire, support, challenge, motivate and empower others. Ability to use data to track progress across time and identify patterns/trends. Ability to plan for, lead and evaluate staff development. Ability to effectively establish, monitor and achieve challenging objectives. Ability to plan in the short, medium and long term.</p>
<p><u>Behavioural qualities:</u></p>

Exceptional written and verbal communication skills with the ability to successfully engage with people at all levels.

Ability and willingness to support and challenge colleagues on a personal and professional level.

Ability to work successfully within a team and to engender a mutually supportive work environment.

High level of initiative and self-motivation.

Creativity with a desire to be innovative.

High level of integrity and discretion.

Commitment and other requirements:

Satisfactory Enhanced Disclosure with the Disclosure & Barring Service (DBS)

Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people.

1. Knowledge and Understanding	2. Teaching & Assessment
<ul style="list-style-type: none"> ▪ Continually update their knowledge and understanding of educational best practice across a range of areas; ▪ Contribute at a strategic level to whole school curriculum development; ▪ Understand the organisational and financial rationale of policies and plans with the Academies; ▪ Have a high awareness of behavioural strategies to be applied across the Academies; ▪ Promote the use and development of technology in order to achieve efficient and effective ways of working to improve pupil learning and achievement. 	<ul style="list-style-type: none"> ▪ Act as mentors to other staff encouraging a learning culture; ▪ Effectively use lesson observation as a tool for enhancing the techniques of others in improving teaching and learning styles; ▪ Evaluate their own and others' teaching constructively and use this to improve overall effectiveness; ▪ Analyse and articulate the craft of teaching and associated professional expertise and use this as a base for coaching others.
3. Student Learning and Progress	4. Wider Professional Effectiveness
<ul style="list-style-type: none"> ▪ Inspire and motivate pupils and staff to develop skills, talents and attributes; ▪ Lead and manage the development of processes to ensure improvements in pupil learning are monitored; ▪ lead teams of other staff in the area of improved pupil learning and student achievement through the setting and monitoring of team goals. 	<ul style="list-style-type: none"> ▪ Actively contribute to the creation of the school's ethos and culture; ▪ Seen as sources of expert advice both inside and outside the school and are recognised as leaders in their field; ▪ they raise the profile of the school in the community, are aware of and contribute positively to ULT's objectives.
5. Professional Characteristics	
<p>ULT leaders and managers have high level coaching skills, set challenging targets for colleagues and provide support for those to be achieved, creating an atmosphere of continuous professional development.</p> <p>They seek ways to develop and enhance their own leadership and management skills, taking ownership for their personal development.</p>	