



## Post Title: Head of Media Studies

### Line Manager: Head of Performing and Creative Arts

#### Key Responsibilities:

##### A. Strategic direction and development of the subject

Within the context of the school's aims, policies and development plan, the Head of Department will develop and implement subject policies, plans, targets and practices to promote student progress and achievement.

The Head of Department will:

- i) develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;
- ii) create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- iii) 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;
- iv) use a range of data effectively to identify individual student targets, monitor progress and develop strategies to support staff and students in achieving them;
- v) analyse and interpret research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- vi) establish with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject documented via the Department plan which:
  - ☐ contribute to whole-school aims, policies and practices;
  - ☐ 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;
  - ☐ are clear about action to be taken, timescales and criteria for success;
- vii) 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.

##### B. Teaching and Learning

The Head of Department secures and sustains effective teaching of the subject, evaluates the quality of teaching and standards of students' achievement and sets targets for improvement. The Head of Department leads by example, demonstrating high skill levels and success in their own teaching and classroom practice.

The Head of Department must

- i) ensure curriculum coverage, continuity and progression in the subject for all students;
- ii) ensure that teachers are clear about the teaching objectives in lessons (including cover teachers when subject staff are absent), understand the sequence of teaching and learning in the subject, and communicate such information to students;
- iii) provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- iv) ensure effective development of students' literacy, numeracy and information technology skills through the subject;
- v) implement whole school policy on assessment and monitoring to secure student progress, including information on prior attainment through cross-phase liaison;
- vi) set high expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students;
- vii) 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;
- viii) ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- ix) ensure that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens;
- x) ensure that teachers of the subject know how to recognise and deal with racial and other forms of stereotyping;
- xi) 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;
- xii) develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding;
- xiii) liaise with the Deputy Head (KS4) and Assistant Head (KS3) on the grouping of students in the subject.

### **C. Leading and managing staff**

Heads of Department provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

The Head of Department will:

- i) help staff to achieve constructive working relationships with students;
- ii) 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.
- iii) sustain their own motivation and, where possible, that of other staff involved in the subject;
- iv) line manage other staff in the Department – to include monitoring of absence, undertaking appraisal interviews of colleagues as required by school policy and providing relevant support;
- v) audit training needs of subject staff;
- vi) lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development;
- vii) ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry profiles and standards for induction;
- viii) enable teachers to achieve expertise in their subject teaching;

- ix) work with the 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;
- x) ensure that the Headteacher and senior managers are well informed about all matters relating to the curriculum area and liaise with the line manager on development of policy;
- xi) head regular Department meetings and copy agenda and minutes to Line Manager and other colleagues as appropriate.

#### **D. Efficient and effective deployment of staff and resources**

##### **Heads of Department identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely**

The Head of Department will:

- i) 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 best value;
- ii) 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;
- iii) ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- iv) maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- v) use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- vi) ensure that there is a safe working and learning environment in which risks are properly assessed.

#### **Professional Attributes**

##### **Relationships with children and young people**

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour.

##### **Frameworks**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and statutory frameworks. Contribute to the development, implementation and evaluation of the policies and practice, including those designed to promote equality of opportunity.

##### **Communicating and working with others**

- (a) Communicate effectively with children, young people and colleagues.
- (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
  - Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
  - Have a commitment to collaboration and cooperative working where appropriate.

#### **Personal professional development**

- Evaluate performance and be committed to improving practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

### **Professional knowledge and understanding**

#### **Teaching and learning**

- Maintain a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and adapt them, including personally learning to provide opportunities for all learners to achieve their potential.

#### **Assessment and monitoring**

- Know the assessment requirements and arrangements for the subjects/curriculum areas including those relating to public examinations and qualifications.
- Use a range of approaches to assessment, including formative assessment.
- Use local and national statistical information to evaluate the effectiveness of teaching to monitor progress and raise levels of attainment.
- Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

#### **Subjects and curriculum**

- Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including: the contribution that subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for subjects/curriculum areas and other relevant initiatives across the age and ability range.

#### **Literacy, numeracy and ICT**

- Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

#### **Achievement and diversity**

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Make effective personalised provision including those for whom English is an additional language or who have special educational needs or disabilities, and take practical account of diversity and promote equality and inclusion.
- Work with colleagues having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, to contribute to the learning development and well-being of children and young people.
- Draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to respond to sources of information, advice and support from external agencies.

#### **Health and well-being**

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.

- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## **Professional skills**

### **Planning**

- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate with phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate learning.
- **As a tutor** (where applicable) seek to further the personal development of students as well as their academic learning, to support students as persons as well as learners.

### **Teaching**

- Teach challenging, well organised lessons and sequences of lessons across the age and ability range.
  - (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
  - (b) build on the prior knowledge and attainment of students in order that learners meet learning objectives and make sustained progress
  - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
  - (d) adapt language to suit learners introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
  - (e) manage the learning of individuals, groups and whole classes effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- **As a tutor**
  - (a) work with students to gain their confidence, trust and collaboration for the task of learning
  - (b) provide academic support and tutoring but also personal support and encouragement
  - (c) establish and maintain high standards of conduct, attendance and punctuality

### **Assessing, monitoring and giving feedback**

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- **As a tutor**
  - (a) oversee academic achievement of students in the tutor group
  - (b) act as an effective link between home and school

### **Reviewing teaching and learning**

- Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

## **Learning environment**

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
  - (b) Make use of the local arrangements concerning the safeguarding of children and young people.
  - (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
  - (d) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
  - (e) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
  - (f) Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- **As a tutor** promote the ethos of the school/House/Sixth Form and SMSC development of students

## **Team working and collaboration**

- Work as a team member and identify opportunities for working with colleagues, managing work and sharing the development of effective practice.
- Ensure that colleagues are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

## **Teaching Standards**

### **TS.1 Set High Expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

### **TS 2: Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

### **TS 3: Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

### **TS 4: Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **TS 5: Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **TS6: Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### **TS 7: Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

#### **TS 8: Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.