

INVICTUS

Education Trust

CANDIDATE INFORMATION PACK



Learn with **us**, Work with **us**, Belong with **us**!

Job Description

JOB TITLE:	Head of MFL
DEPARTMENT:	Wombourne High School
SALARY RANGE:	MPR/UPR + TLR 2b
REPORTING TO:	Senior Leadership Team
RESPONSIBLE FOR:	MFL Department Staff
LIASING WITH:	Headteacher, Senior Leadership Team, Governors, teaching and support staff, outside agencies, and the Trust's central team

Main Purpose

The Head of Department is responsible for the leadership, management and deployment of teaching allocated to work in the department area. S/he is ultimately responsible to the Headteacher.

The Head of Department will ensure that additional posts within the department are used effectively to co-ordinate subject provision, actively support improvement in teaching and learning and raise standards and progress.

The Head of Department also interacts on a professional level with their Line Manager and other members of the Senior Leadership Team/ Heads of Department with the aim of shaping and driving school improvement. The Head of Department is expected to act as a reviewer for staff as part of the school's Appraisal process and will also be involved in coaching and/or mentoring staff within his/her department to build capacity and improve provision.

The Head of Department will ensure that there is effective communication within the department and through the line management system and meetings cycle will help to provide opportunities for staff within the department to communicate issues, thoughts and ideas.

Main Duties

General Duties

The Head of Department holds a key position within the life of the school. They will provide high quality leadership based on ambition, high expectations, drive and an uncompromising commitment towards securing improvement. They will lead by example. They are responsible for ensuring that



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Vision

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Values

- Respect
- Resilience
- Relationships

students and staff within the department have the opportunity to fulfil their potential and will make valuable contributions to shaping and driving school improvement.

The Head of Department will establish and share an educational vision and ethos for the area that supports the school's overall vision and ethos and reflects the aspirations and objectives for the area. This will be based on rigorous self-evaluation and reflection and will be designed to secure continuous improvement.

The Head of Department is required to regularly review and evaluate provision within the area as part of the school's Self Evaluation Framework and will through the SEF and Department Improvement Plan provide evidence of priorities identified, actions taken and the impact of these on provision.

Through line management meetings, the Head of Department will provide inspirational leadership to other post-holders within the department to create a positive learning environment based on high expectations, challenge and support.

The post-holder will ensure the highest quality of learning and teaching within the department area through effective leadership and management and will have amongst their many skills the ability to deliver outstanding teaching.

They will demonstrate a clear understanding of learning and how it can be developed and promoted within his/her department area. They will work with staff to develop and embed effective learning skills. They will work with staff to ensure that students have access to high quality marking and feedback and know what they need to do to improve. S/he will work with teaching staff to ensure that there is effective teaching of reading, writing, communication and numeracy within the department. S/he will demonstrate commitment to providing exciting, challenging, innovative and inspirational learning opportunities across the department and will encourage collaboration with colleagues to share good practice, plan educational experiences and help drive improvement in teaching and learning across the school.

In addition to the duties outlined below, it is expected that s/he will seek to keep abreast of developments in education, both in his/her own department area and with pedagogy and practice generally, so that s/he can work directly with staff to build capacity within his/her department area and across the whole school.

Staffing and Resources

The Head of Department is responsible for the leadership, management and deployment of teaching and non-teaching staff allocated to work in the department area. They are ultimately responsible to the Headteacher.

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Strategic Leadership

- Contributing to the review and evaluation of the school's performance during and at the end of the year
- Working with the school's leaders to shape short and medium term improvement priorities;
- Contributing to specific whole school improvement priorities with other members of the school's leadership team
- Working collaboratively to drive school improvement, enhance provision and secure better outcomes
- Supporting the establishment of a positive and aspirational school ethos based on high expectations of all members of the school community

Curriculum, Teaching and Learning

- Leading the development, planning, implementation and review of the curriculum within the department area in response to national changes and within the framework of national guidelines
- Ensuring appropriate syllabuses are established and reviewed and directing staff in the development of schemes of learning that reflect the full range of educational experiences offered to students and support good or better progress
- Working with staff to ensure that the quality of learning and teaching within the department is 'good' or better (see above)
- Encouraging 'outstanding' teachers and providing opportunities for them to share good practice
- Building capacity within staff to support students to develop effective learning skills;
- Ensuring that homework of appropriate challenge and sufficient amount is set according to school policy
- Drawing up and implementing department policies that reflect whole school policies;
- Fostering a climate within the department of positive attitudes to learning, good behaviour and a sense of community

Standards and Monitoring

- Taking responsibility for monitoring, evaluating and reviewing the quality of educational provision within the department and working with the Senior Leadership Team and Trust Directors to provide evidence of the impact of actions taken on student progress and standards
- Ensuring through target setting, department provision, assessment, intervention and monitoring that student progress is good or better
- Working with Line Managers Trust Directors and department staff to identify individuals and groups within the department area who are underachieving and design and implement intervention strategies to address underachievement
- Liaising with the Line manager to review the impact of actions taken to improve progress and raise standards within subject areas and across the department



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Communication

- Meeting with the Senior Leadership Team and Governors (on occasion) to monitor and evaluate school provision, shape priorities and support school improvement
- Meeting with department staff to discuss, monitor and evaluate provision and share good practice
- Acting as a means of communication between the Headteacher, Senior Leadership Team and department staff
- Representing the department area at appropriate meetings in school and with other agencies
- Contributing to the creation of a climate within school where good practice is shared
- Supporting cross phase liaison (e.g. primary-secondary, KS3/KS4 and secondaryPost-16)
- Appropriate liaison with colleagues in all other matters concerning timetable, curriculum, pupil groupings, examinations and related matters
- Meetings and communications with parents to report student progress, discuss issues and encourage partnership working
- Liaison with external partners including primary schools to access information and share good practice

Professional Development

- Building capacity in teaching and learning across the department, ensuring good practice is shared within the department and contributing to sharing this good practice across the school
- Contributing to the selection for appointment of teaching and non-teaching staff in the department
- Supervising and supporting the work of staff to promote high standards and involving all staff in the developmental work of the area
- Ensuring that Early Career Teachers and trainee students are mentored in line with National Standards (if required) and new staff are supported in their induction to the school
- Participation in performance management in line with statutory requirements
- Assessing through discussion with area staff their specific training needs
- Providing input to the planning and development of the school's CPD programme

Subject Profile

- Ensuring the department area presents a stimulating learning environment
- Arranging, supporting and promoting such activities as will enhance students' awareness of department subjects and thus enrich the life of the school

Resources Safety and Environment

- Ensuring that the department's learning area provides a supportive, stimulating, ordered environment for learning (including assigned space in corridors)
- Management and effective use of the department area budget
- Ensuring that stock and equipment are accurately recorded and economically and effectively used
- Supporting the Health and Safety of students and staff within the department area and communicating any issues to the Facilities and Operations Manager



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Rewards, Sanctions and Attitudes to Learning

- Encouraging within all students a positive attitude to learning and desire to improve
- Ensuring that the school policy on rewards and sanctions is fully implemented within the department area and encouraging positive attitudes to learning
- Working with student support staff to address issues relating to students who display persistently challenging behaviour

Other Professional Requirements

- Establish and maintain regular communication in the Trust
- Communicate with parents/carers and outside agencies where appropriate
- Attend professional meetings as required
- Be responsible for personal professional development and to keep up to date with educational initiatives that impact on the Trust and specifically in relation to Teaching and Learning
- Attend Governance meetings as and when required
- Actively engage in the Trust's appraisal process
- Take part in the Trust's staff development programme
- Attend and contribute to meetings
- Work as a part of a team and positively contribute to effective working relationships
- Take part in Trust events as directed by the CEO
- Undertake the professional duties of a teacher and leader as set out in the school teachers pay and conditions document
- Be a role model of the Teachers' Standards

Other Specific **Duties**

- Play a full part in the life of the Trust community, to support its vision, mission and values
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example
- Be courteous to colleagues and be welcoming to visitors
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary



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Support for the **Trust**

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required
- Participate in training, other learning activities and appraisal as required
- Recognise own strengths and areas of expertise and use those to advise and support others
- It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people

Safeguarding **Requirements**

We are deeply committed to safeguarding and promoting the welfare of Children and expect all Staff and Volunteers to share this commitment. All necessary Safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertaken can be found at: [Keeping Children Safe in Education, 2024](#)

This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.

It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Positions at the school are exempt under the Rehabilitation of Offenders Act 1974 and as such appointment to a post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). DBS Filtering guidance can be found on the GOV.UK website.

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>

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Person Specification

	ESSENTIAL	DESIRABLE	MEASURE (A, D, I, T)
QUALIFICATIONS	<ul style="list-style-type: none"> A teaching qualification together with Qualified Teacher Status (QTS) An honours degree in a relevant subject 	<p>A higher degree, such as Masters</p> <p>A commitment to continued professional development and recent further recognised Middle Leadership training (NPML or equivalent – Excellence in Education etc)</p>	
EXPERIENCE	<ul style="list-style-type: none"> A clear philosophy on how and why the subject should be taught Successful Experience of subject / Key Stage / middle leadership and impact Familiarity with current national strategies Ability to use and promote a range of teaching & learning strategies 	<p>Ability to teach an additional subject to KS3 (Good A-level)</p> <p>Experience of teaching Sixth Form students</p>	
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> Knowledge and understanding of the National Curriculum requirements across Key Stage 3 and 4 Awareness of the strategies available for improving the learning and achievement of students who are underperforming at any ability level or stage. A good understanding of curriculum developments in the specific subject area 		



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	<ul style="list-style-type: none"> • An understanding of the role of the Form Tutor in supporting the welfare and achievement of students • Ability to plan and deliver schemes of work to match the needs of learners • An understanding of how assessment for learning can improve student performance • A confident and competent user of ICT • Knowledge and understanding of how ICT can be used in the teaching of the subject to enhance student learning • Ability to use student level data to raise standards • Ability to communicate both orally and in writing to students and their parents/guardians • Ability to demonstrate a commitment to equality of opportunity for all students • Ability to create a stimulating and safe learning environment for all students by: <ul style="list-style-type: none"> ○ Establishing high expectations ○ Implementing effective classroom management and organisation 		
<p>PERSONAL QUALITIES</p>	<ul style="list-style-type: none"> • Enthusiasm and a positive outlook • The ability to work independently and collaboratively as a member of a team • The ability to lead and motivate colleagues • Creativity in problem solving, together with a willingness to take on or try new approaches and ideas • A positive attitude towards professional development and their own learning • Reliability and integrity 		



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	<ul style="list-style-type: none">• Excellent personal organisation		
FLEXIBILITY	To work flexibly to meet the needs of the Trust and its educational establishments. Can be required to work in any location within the Trust		



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