

Job Description

Post Title: **Head of Department: PSHE & Citizenship**

Purpose:

- To raise standards of student attainment and achievement within the whole department and to monitor and support student progress.
- To be accountable for student progress and development within the department area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Principal of the school.
- To be accountable for leading, managing and developing the subject / curriculum areas within the department.
- To effectively manage and deploy teaching / support staff, financial and physical resources within the department to support the designated curriculum portfolio.
- To collaborate with Phase Leaders, Heads of Year, Form Tutors and the Deputy Head Teacher for EDI to track and support with PSHE related content within the school's Pastoral Program (i.e. assemblies and Form Time) and whole school celebration weeks/months

Reporting to: **Deputy Head teacher** Equality, Diversity and Inclusion

Responsible for: Teaching staff and other relevant personnel within the department.

Liaising with: Senior Leadership Team, other Heads of Department, Pupil Support Services and relevant staff with cross-school responsibilities, relevant support staff, parents/carers

Working Arrangements: As per contract

Salary / Grade: **TLR1A**

Disclosure Level: Enhanced

MAIN (CORE) DUTIES

Teaching, learning and assessment

- › focus relentlessly on improving teaching and learning and to take highly effective actions to secure and sustain improvements to teaching, learning and assessment
- › ensure focused professional development is provided for all department staff, especially those who are newly qualified and at an early stage of their careers
- › contribute to whole school training
- › use the school's performance management process incisively to encourage, challenge and support teachers' improvement
- › ensure the overall quality of teaching is consistently good, and always improving, with the Teachers' Standards being met by all teachers in the department
- › ensure assessment is used to help learners embed and use knowledge and skills fluently or to check understanding and inform teaching, but it isn't used in a way that creates unnecessary burden on staff or pupils
- › support teachers to provide pupils with incisive feedback from assessments, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding, and skills. Pupils are supported to use this feedback effectively
- › embed assessment tracking and monitoring strategies ensure that no pupils fall behind or underachieve

Curriculum planning

- › ensure that the department's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital to succeed in life
- › ensure that the curriculum is in line with statutory requirements and keep a watching brief on national developments
- › ensure that the curriculum aligns with the school's wider curriculum aims, and with the school's vision and values
- › ensure the curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning and employment
- › ensure the curriculum inspires pupils to learn, and they are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve
- › ensure the curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour
- › for pupils generally, and specifically for disadvantaged pupils and pupils with SEND or high needs, progress is above average, or, if below this, it is improving rapidly (for subjects with national progress measures)
- › ensure that pupils' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the department's work

Educational experiences

- › support the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding, and to improve their skills
- › design, implement and evaluate the curriculum to ensure breadth and balance, and depth and challenge.
- › design, implement and evaluate the curriculum to ensure has a highly positive impact on pupils' outcomes, and their personal, development, behaviour and welfare

- › liaise with external providers to continue “drop down” days, assembly provision, parent/carer support/training etc

Department culture

- › communicate an ambitious vision for the department
- › establish a culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important
- › set high expectations for the conduct of pupils and staff, and relationships between staff and pupils are exemplary
- › pursue excellence to improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners’ progress and skill development
- › focus consistently on improving outcomes for all pupils, but especially for disadvantaged pupils, and it has secured substantial improvements in progress
- › base actions on a deep and accurate understanding of the department’s effectiveness, informed by the views of pupils, parents, and staff

Sharing best practice

- › create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. Staff within the department reflect on and debate the way they teach. They feel deeply involved in their own professional development
- › contribute to training and resources so wider staff body feels supported in teaching sensitive topics/addressing wider student concerns which can impact on well being
- › apply rigour and accuracy of departmental self-evaluation leading to planning that secures continual improvement

Resource management

- › use funding, including the pupil premium, effectively and measure its impact on outcomes for pupils
- › where the department has received external support, for example from the local authority, academy proprietor or trust, this has been used effectively to improve outcomes for pupils

Child Protection:

To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the postholder’s responsibilities within the school

To also be fully aware of the principles of safeguarding as they apply to children and young people in relation to the postholder’s responsibilities

To ensure that the postholder’s line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

General:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

PERSON SPECIFICATION – HEAD OF DEPARTMENT [PSHE & Citizenship]

	ESSENTIAL	DESIRABLE	EVIDENCED BY
QUALIFICATIONS	<p>Qualified Teacher Status Evidence of appropriate continuing professional development</p>	<p>Good Honours Degree Qualification in testing for access purposes</p> <p>Ability to teach Psychology/Sociology</p>	The application
SKILLS/EXPERIENCE	<p>An excellent understanding of the PSHE & Citizenship curriculum</p> <p>Successful teaching experience in the secondary sector</p> <p>Evidence of successful middle management experience or responsibilities in the secondary sector</p> <p>Experience of working within a self-review and evaluation framework.</p> <p>Proven experience of monitoring the performance of staff and pupils</p> <p>Successful experience of training staff and providing other professional support</p>	<p>Experience of working with pupils from a wide range of socio-economic backgrounds.</p>	Application and interview
LEADERSHIP SKILLS	<p>Whole school vision. Motivating and inspiring pupils, staff, parents, governors and the wider community.</p> <p>Setting standards of personal example and leading a high performing management team.</p> <p>Seeking advice from both within and outside the team.</p> <p>Delegating tasks and responsibilities and monitoring outcomes.</p> <p>Ability to work as an effective team leader and member.</p> <p>Researching, writing up reports for outside agencies and presenting to SLT, governing body.</p> <p>Anticipating and solving problems and identifying opportunities.</p> <p>Analysing, interpreting and acting upon relevant information and data.</p>	<p>Provide professional direction to the work of others.</p> <p>Budget deployment and control</p>	References and interview
COMMUNICATION	Communicating effectively orally and in		Application,

SKILLS	<p>writing with external agencies, LAs, etc.</p> <p>Working effectively with parents/carers</p> <p>Communicating to all audiences effectively.</p> <p>Communication skills to support the delivery of effective staff training</p> <p>Chairing meetings effectively.</p> <p>Negotiating effectively.</p> <p>ICT literate.</p>		interview and references
SELF MANAGEMENT	<p>Achieving challenging professional goals.</p> <p>Prioritising work.</p> <p>Working to deadlines.</p>		Application, interview and references
ATTRIBUTES	<p>Enthusiasm</p> <p>Personal impact and presence</p> <p>Self-confidence</p> <p>Resilience in a challenging and changing environment</p> <p>The confidence to make courageous decisions and inspire support</p> <p>Willingness to engage with pupils out of school hours through enrichment and other extra-curricular activities</p> <p>Dedication to promoting & supporting inclusion & diversity</p>		Interview and references