
Head of Department / Subject Leader

Core Purpose:

- To be responsible for outcomes (attainment) in your subject
- To lead and manage the development of the curriculum to ensure progress is made towards expected and aspirational targets, including opportunities for the development of agreed professional and personal attributes and values
- To advocate learning and understanding within your subject such that pupil perspective and experience is central to the work happening in your subject
- Be responsible for the analysis and use of information and data within your department, with a view to raising the quality of education
- Co-ordinate the delivery of the curriculum, and liaise with other Heads of Department, where necessary, to ensure continuity and progress across the whole curriculum
- Support, guide and intervene in behaviour and conduct matters for your subject

Reporting to: Vice Principal

Responsible for: A team of subject teachers and technical support staff where applicable

Allocated additional time: Core HoD 2 key stages– 4 hours a week allocated time

Leadership and Management

- To lead by example and model exemplary leadership behaviours
- To manage the teachers and technical support staff within your subject. To ensure they are motivated, happy and feel valued. To ensure they are clear on what is expected of them including key policies for feedback and marking, behaviour, safeguarding. Provide support/training when they require this in order to meet UTC expectations
- To create a climate which enables staff to develop and maintain positive attitudes towards teaching and learning within their classroom
- To promote a shared understanding of the importance and role of the work of the pastoral team in contributing to pupils' personal, social, spiritual, moral and cultural development, and in preparing them for adult life
- To make a significant contribution to the induction of new teachers referring any individual training needs to the member of LT with responsibility for Staff CPD
- To organise and chair regular meetings within your faculty, establishing an organised and reflective ethos on pedagogy, professional development and raising standards

- To support and be proactive in upholding the highest standards of behaviour and conduct, directing staff to the pastoral team where appropriate and providing guidance and advice to your subject team
- To monitor and evaluate the performance of your Subject Team and use this to inform priorities and targets for improvement and continued professional development
- To liaise with HoY in the summer term to organise academic class groupings for the following year based on known student information and data (including but not limited to, CAT4 data)

Duties

- To lead staff development sessions, pertinent to your area of expertise
- To take 1 on-call duties a week, subject to timetable allocations of contact time
- To take 1 Reflection Booth duty a week

Student Recruitment

- To attend school recruitment events
- To oversee and ensure your subject area is organised and ready for recruitment events, be proactive in communicating to prospective parents and pupils, liaising with marketing colleagues as appropriate

Quality of Education, Curriculum, Progress, Delivery and Attainment

- The curriculum model represents progress through the key stage, and the Head of Department will ensure the function of assessment is to provide accurate and relevant diagnosis of gaps in knowledge and skills, such that the faculty team plan to fill in these gaps
- To work with other Heads of Department to ensure a cross-curricular approach to the above
- To analyse data and information to summarise pupil progress and likely attainment at designated Assessment Points during the academic year
- To evaluate and discuss data and information with your subject team in order to secure and sustain effective learning in all classes and ability ranges, promoting high aspiration to work toward and exceed target grades (based on FFT50)
- To use assessment data such as CATs and AP data to inform an analysis of individual student progress. Know when to refer / make use of the form tutor and/or

pastoral team in identifying and shaping individual action plans to support the academic progress of students

- To use all of the above to identify underachievement with a view to establishing and coordinating improvement strategies, with particular reference to the proportion of students and groups of students meeting Progress Targets
- To have insight and experience of the range of barriers to learning that are impacting on individual student and class progress, with reference to behaviour for learning, in and out of the classroom
- To keep up to date with innovations and pedagogy in teaching and learning within your subject area, and selecting pertinent opportunities for CPD with your team
- To monitor the communications happening during parents' evenings and information evenings, and being proactive in establishing good conduits of communication to and from home
- To evaluate the quality of learning within your subject area, liaising with the VP and other Heads of Department, contributing to the whole school evaluation of our Quality of Education
- To continually evaluate the relevance and quality of the subject curriculum to ensure it facilitates the progress and attainment of students through the provision of stimulating sequences of work that plan to fill gaps in knowledge and skills

Behaviour

- To monitor student behaviour, punctuality to lessons and achievement in your subject, and be proactive in implementing the UTC's behaviour and conduct policy
- To play the leading role in the disciplining of students referring situations to the appropriate member of LT or HoY

Social and personal development

- Evaluate and plan for opportunities to promote and model aspects of British Values, Personal Social and Health Education, Religious Education within your subject area
- Contribute to the whole school evaluation of Personal Development

Resources and Environment

- To ensure that finances and resources are deployed in a just, fair and efficient manner
- To ensure that resources and finances are used to create a stimulating and successful learning environment, making efficiency savings in a proactive way
- To ensure resources are well maintained, stored securely and used safely, in line with Health and Safety Regulations and established good practice including recommendations from relevant external agencies (E.g. CLEAPSS)
- Work with your subject team to ensure the environment is stimulating and fosters the processes of learning, curiosity and application to the relevant industry or commercial applications

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

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the UTC and the professional development of the staff.

This job description may be reviewed at any time in consultation with the post holder.

Selection Criteria

Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> Qualified teacher status, relevant degree 	<ul style="list-style-type: none"> Relevant further degree, further relevant professional studies Relevant professional body memberships Middle leader qualification
Experience	
Essential	Desirable
<ul style="list-style-type: none"> A good teacher who has a track record of producing good results for students Experience in delivering vocational qualifications A track record of raising standards with students of all abilities in a challenging environment Demonstrable use of innovative approaches to the development of teaching and learning Relevant curriculum development and development of monitoring and evaluation strategies Demonstrable pastoral and disciplinary experience with students High aspirations for all students Knowledge and understanding of safe working practices of a workshop 	<ul style="list-style-type: none"> An excellent teacher who has a track record of producing excellent results for students Experience of OCR Nationals, Pearson BTEC awards and EAL Award Successful leadership and management experience Experience of innovative and successful collaboration with business and the community Ability to lead on action planning and monitoring of improvement Commercial experience or experience of working in an engineering or sciences industry Successful partnership working with other schools, agencies and stakeholders Ability to run industrial standard machines and tools

Knowledge/skills/abilities	
Essential	Desirable
<ul style="list-style-type: none"> • Thorough knowledge and understanding of current curriculum developments • The ability to analyse and interpret student performance data and set challenging and realistic targets • Knowledge and application of the teacher Standards • Ability to create an ethos and structure within a team that allows staff to work together • Aspiration for all students to achieve their potential • Ability to work effectively with the Leadership Team • Ability to challenge self, staff and students to develop new outcomes through an entrepreneurial attitude 	<ul style="list-style-type: none"> • Understanding of students' issues relating to transitioning schools at 14 • Excellent understanding of how maths supports engineering and science and the opportunities that this presents • Understanding of how engineering supports other curriculum areas • The ability to form good working relationships with partner schools and other educational establishments • Knowledge and understanding of principles and practices of performance management • Ability to work effectively with members of local industry and the community
Equality and Diversity	
Essential	Desirable
<ul style="list-style-type: none"> • Demonstrable knowledge and understanding of, and commitment to, equality of opportunity and inclusive education • Ability to integrate equality policies into service delivery and employment practices 	<ul style="list-style-type: none"> • Knowledge of appropriate national standards • Understanding of multicultural issues in the context of the secondary school
Other requirements	
Essential	Desirable
<ul style="list-style-type: none"> • Good organisational and communication skills with the ability to prioritise 	<ul style="list-style-type: none"> • Ability to turn hand to anything during early phases

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| <ul style="list-style-type: none">• Ability to work under pressure, resilient• A 'can do' attitude• Able to represent the values of the Trust and the ethos of the school with all stake holders• Must be able to maintain the right work/life balance | |
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A strong commitment to your own personal development. The necessary aspiration and ambition to reach the next stage in your professional career.