



## **Bexley Grammar School**

### **Head of Department - Job Description**

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

Bexley Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description may be amended at any time following discussion between the Headmaster and member of staff, and will be reviewed annually as part of the performance management process.

**LINE MANAGER: Deputy Head/Assistant Head**

#### **GENERAL RESPONSIBILITIES:**

##### **A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL**

Within the context of the school's aims and policies, subject leaders will develop and implement subject policies, plans, targets and practices. They will:

1. Meet regularly with the designated Line Manager;
2. Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, and effective teaching and learning;
3. Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
4. Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experience of adult life;
5. Use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
6. Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
7. Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
  - a. Contribute to whole-school aims, policies and practices, including those in relation to rewards, behaviour, discipline, bullying, and racial and sexual harassment;
  - b. Are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
  - c. Identify realistic and challenging targets for improvement in the subject;
  - d. Are understood by all those involved in putting the plans into practice;
  - e. Are clear about action to be taken, timescales and criteria for success;
8. Monitor the progress made in implementing subject improvement plans and achieving subject examination targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;

9. Ensure the curriculum area is compliant, as appropriate, with the Every Child Matters agenda (ie 'being healthy', 'staying safe', 'enjoying and achieving', 'making a positive contribution' and 'achieving economic well-being');

## **B. TEACHING AND LEARNING**

Subject leaders will secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. They will:

1. Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational, emotional, behavioural or linguistic needs;
2. Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
3. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
4. Ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
5. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement (formative assessment);
6. Ensure that assessment opportunities are in place for learners to show what they know, understand and can do;
7. Ensure that teachers of the subject write reports and reviews for publication to parents where appropriate and ensure these have been proofread;
8. Ensure that all teachers of the subject keep up-to-date records of pupils' achievement and progress and that this information is readily available for potential use;
9. Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
10. Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching;
11. Establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational, emotional, behavioural or linguistic needs;
12. Monitor and 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;
13. Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
14. Ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
15. Ensure that teachers of the subject know how to recognise and deal with racial and other types of stereotyping;
16. Ensure consistent, firm and fair behaviour management across the curriculum area and compliance with whole school behaviour policies;
17. 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;
18. Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding;
19. Ensure that the requirements of Work Related Learning and Citizenship (as they relate to the subject area) are addressed through schemes of work and teaching;
20. Ensure that pupils in that curriculum area experience the ICT opportunities specified in school policy, the National Curriculum and examination syllabuses.

### **C. LEADING AND MANAGING STAFF**

Subject leaders will 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. They will:

1. Help staff to achieve constructive working relationship with pupils;
2. 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;
3. Ensure quality control in the completion of subject reports;
4. Ensure involvement of colleagues in the curriculum area's self-evaluation process and improvement plans and ensure timely completion and submission of these documents;
5. Sustain their own motivation and, where possible, that of other staff involved in the subject;
6. Performance manage colleagues as required by the school policy and use the process to develop the personal and professional effectiveness of the colleague;
7. Audit training needs of subject staff;
8. Lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as mentoring, coaching, drawing on other sources of expertise as necessary, for example, higher education, LEA advisors, subject associations;
9. 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 and standards for induction;
10. Enable teachers to achieve expertise in their subject teaching;
11. Work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education and/or behavioural plans are used to set subject specific targets and match work appropriately to pupils' needs;
12. Ensure that the headmaster, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

### **D. EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

Subject leaders will identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. They will:

1. Establish staff and resource needs for the subject and advise the headmaster and senior leaders 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 value for money;
2. Deploy, or advise the headmaster on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
3. Ensure the effective and efficient management and organisation of learning resources, including information and communication technology;
4. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside school;
5. Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
6. Ensure that there is a safe working and learning environment in which risks are properly assessed.

### **SPECIFIC RESPONSIBILITIES:**

1. As agreed with line manager.