**JOB DESCRIPTION**

**TEACHER - HEAD of DEPARTMENT**

**Post: Head of department**

**Grade: TLR1 (Core department)**

**Responsible to: Leadership Team**

**Date: July 2018**

This appointment is with the Governing Body of Saint Pius X Catholic High School under the terms of the Catholic Service contract signed by the Governors as the employers. It is subject to the current conditions of service and other current employment legislation.

All job descriptions may be reviewed and amended after consultation.

All teachers must meet the Teachers’ Standards (attached as an appendix). These must be read in conjunction with this job description.

**MAIN PURPOSE OF THE JOB**

The Head of Department is expected to:

* Ensure the smooth day to day management of the department.
* Lead teaching and learning in the department and ensure its quality across the department.
* Be accountable for the attainment and progress of students across the department.
* Be a good role model for staff and students by maintaining high standards of punctuality, attendance, professional dress and behaviour in accordance with whole school expectations and encouraging the same in others.

**SPECIFIC RESPONSIBILITIES**

**LEADERSHIP and MANAGEMENT**

The Head of Department is expected to:

* Ensure an appropriate curriculum in all year groups, delivered by suitable staff and deploy support staff effectively.
* Monitor planning, curriculum coverage and learning outcomes.
* Identify improvement issues, producing the Department Development Plan to address those issues and monitoring progress towards targets.
* Evaluate the impact of all improvement activities on the quality of teaching and learning and outcomes for students.
* Utilise the departmental budget effectively.
* Ensure the learning environment is kept tidy and safe.
* Keep up-to-date with subject and general educational developments and disseminate information as appropriate.
* Help to maintain a calm and purposeful atmosphere around school through good pastoral care and behaviour management of students both in and out of the classroom.
* Establish and maintain effective communication and good working relationships with staff in the department.
* Assist in the recruitment and appointment of staff as required.
* Attend and contribute fully to Middle Leader meetings.
* Organise and chair department meetings.
* Ensure whole school policies and practices are implemented within the department.

**TEACHING, LEARNING and ASSESSMENT**

The Head of Department is expected to:

* Maintain personal expertise and act as a role model of consistently good classroom practice.
* Ensure staff have high expectations for students around behaviour and academic outcomes.
* Monitor and evaluate standards of teaching and implement strategies and plans where needs are identified.
* Ensure assessment procedures are rigorous, co-ordinated, standardised and provide accurate information about students’ progress.

**OUTCOMES FOR STUDENTS**

The Head of Department is expected to:

* Ensure student and department targets are met through appropriate tracking, monitoring and intervention, observing closely the impact of any intervention put in place.
* Evaluate assessment information for individuals, groups and cohorts presenting reports to SLT, governors and parents as requested.
* Monitor standards of student behaviour and implement strategies for improvement.

**LINE MANAGEMENT**

The Head of Department is expected to:

* Ensure deadlines are met by staff.
* Carry out appraisal through the agreed systems providing, or seeking, support where necessary.
* Take initial responsibility for the care and welfare of staff.
* Induct and support new staff.

**WIDER PROFESSIONAL RESPONSIBILITIES**

The Head of Department is expected to:

* Support staff in developing good relationships with students and their parents.
* Liaise with external organisations as required.

**RESPONSIBLE FOR THE FOLLOWING POLICIES/DOCUMENTS**

Ensure the:

* Department Improvement Plan
* Appraisal documents
* GCSE exam review

Are current and accessible.

Undertake any other duties as specified by the School Teachers’ Pay and Conditions document at the request of the Headteacher.

**APPENDIX**

**TEACHER STANDARDS**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**TEACHING**

A teacher must:

**Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

**Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ 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
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**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 pupils 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).

**Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ 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 pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, 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.

**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 pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**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 pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**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 pupils’ achievements and well-being.

**PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.