



## ST. MARY'S CATHOLIC HIGH SCHOOL

### Role Profile

<b>Job Title:</b>	<b>Head of Department</b>
<b>Department:</b>	<b>Science</b>
<b>Grade Range:</b>	<b>Leadership</b>
<b>Working Time:</b>	<b>195 days per year. Full Time</b>
<b>Location:</b>	<b>St. Mary's Catholic High School</b>
<b>Reports to:</b>	<b>Deputy Headteacher</b>
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Role Purpose and Role Dimensions:</b>	<ul style="list-style-type: none"><li>• Overall responsibility for teaching and learning, achievement and attainment within the department.</li><li>• To inspire their departmental colleagues and all students who study in their curriculum area with a love for their subject, leading them to explore it and value it for their whole life.</li><li>• Organisation of the delivery of the subject in the school. To contribute to the development and maintenance of whole school strategy, policies and ethos.</li><li>• The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document for a main-scale teacher.</li></ul>
<b>Commitment to Diversity:</b>	As a member of the School Team to take individual and collective professional responsibility for championing the council's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.
<b>Key External Contacts:</b>	<ul style="list-style-type: none"><li>• Parents/Carers</li><li>• Various External Agencies</li><li>• LEA Representatives</li></ul>
<b>Key Internal Contacts:</b>	<ul style="list-style-type: none"><li>• Headteacher</li><li>• Senior leadership Team</li><li>• Staff</li></ul>

## **Key Accountabilities and Result Areas:**

### **Strategic direction and development of the subject**

## **Key Elements:**

### **This will involve:**

- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- To have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
- To display a developing and professional knowledge base together with the ability to identify the key implications for subject development.
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
- To establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular analysis of this data.
- To establish and implement a variety of systems and processes which provide good information gathering about students' prior learning, their progress and achievements and the quality of teaching and learning in the subject.
- To involve all departmental colleagues in the creation and execution of the yearly departmental development plan. This will identify clear targets, times-scales and success criteria and contribute to the School Development Plan.
- To develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the SDP.
- To support, facilitate and monitor the progress of the departmental development plan to ensure it makes a significant contribution to the SDP
- To regularly review the progress towards the targets set in the departmental development plan and provide regular progress updates to the SLT link to ensure that they are fully aware of all successes, issues and concerns.
- To ensure, where appropriate, representation of the department at HODs meetings. If not attending the HODs meetings, to keep abreast of debate and contribute through a representative colleague.
- To hold regular departmental meetings; keeping subject staff up-to-date with decisions and proposals made by different groups to seek departmental views of these.

## Teaching and Learning

### This will involve:

- To lead the subject staff in the teaching of the subject, and provide a role model for high quality teaching and learning in the subject, in line with the SDP.
- To keep abreast of new developments in content and teaching style, including use of new technologies.
- To monitor and evaluate the department's specification and schemes of work.
- To engage all subject staff in the creation, consistent implementation and improvement of the schemes of work.
- To ensure that all subject staff follow the agreed syllabus/specification.
- To ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group (except where some sets are following accelerated courses).
- To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the subject.
- To provide regular feedback and INSET to all subject staff on teaching and learning which recognises good practice and supports their progress.
- To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning.
- To provide quality assurance monitoring and intervention with all subject staff.
- To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- To provide regular feedback to the SLT link to help the school evaluate its practice.
- To assist the SLT link in the regular review of the standards of leadership, teaching and learning in the subject area
- To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

## Leading and Managing Staff

### This will involve:

- To give necessary help and guidance to all subject staff.
- To help in the selection of teaching staff for the department.
- To be responsible for inducting NQTs and new staff.
- To ensure that all subject staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies.
- To assist members of the department in discipline matters.
- To secure, maintain and integrate the collaborative effort of the subject staff so that involvement, commitment and team spirit are promoted.
- To ensure that subject staff are familiar with and follow all school and departmental policies e.g. reports, disciplinary procedures, setting and marking of work.
- To assist the headteacher in drafting reports and references on present and past members of the department.
- To manage the support staff in the department.
- To alert the SLT link of any complaints regarding subject staff and discuss strategies for the support of teachers as required.
- To implement and promote the use of performance management to develop the personal and professional effectiveness of subject staff.
- To act as a performance management team leader for identified teachers.
- To ensure the performance management arrangements are effectively discharged by the other team leaders in the department.
- To ensure that all subject staff have high quality professional development opportunities.
- To monitor and evaluate the contribution and impact of other staff to school improvement.
- Take initial responsibility for the pastoral care and welfare of all departmental staff.

## **Resource Management**

- To maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject.
- To administer efficiently and effectively the resources and capitation of the department.
- To ensure that the teaching area allocated to the department is kept in good order.
- To ensure colleagues create a stimulating learning environment for the teaching and learning of the subject.
- To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
- To discuss departmental timetable schedules with all members of the department and to ensure a fair and realistic distribution of teaching load in accordance with information issued by SLT.
- To plan the deployment of staff expertise to achieve the targets in the SDP.

## **Quality Assurance**

- To help to implement school quality assurance procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## **Management Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for the information systems, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform learning and teaching.

## **Communication**

- To communicate effectively with the parents/carers of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

## **Marketing & Liaison**

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

## **Other Specific Duties**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by SLT not mentioned above.

## **Key Accountabilities and Result Areas:**

## **Key Elements:**

### **Green Statement**

#### **This will involve:**

- Seek opportunities for contributing to sustainable development of the borough, in accordance with the council's Green Commitment. In particular, demonstrate good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

### **Equalities**

#### **This will involve:**

- The council has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

### **Health and Safety**

#### **This will involve:**

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

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 leader to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*This job description is current at the date shown, but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the job which are commensurate with the salary and job title.*

May 2018

## Person Specification

**Job Title:**

**Head of Science Department**

### Introduction

- This person specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities of a Head of Department.
- The core purpose of the Head of Department is to provide professional leadership and management of the Department, to secure high-quality teaching, effective use of resources and improved standards and achievement for pupils with special needs. In our Catholic school that professional leadership is provided in the context of a community rooted in the Catholic faith. Thus it is a desirable requirement that applicants have a strong, personal faith and recognise the opportunities and challenges facing the Catholic school as a vibrant part of the mission of the Church in education.
- The Governing Body and the Diocese acknowledge the importance of the role of Head of Department in a Catholic school and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

### Essential Training and Qualifications

- Recognised Graduate Qualification
- Qualified Teacher Status
- Recent Participation in a range of In-Service

### Professional Knowledge , Qualities and Abilities

- All applicants are required to be familiar with the National Standards for Qualified Teacher Status. The Governing Body acknowledge that the Standards reflect the evolving role of teachers in the early 21<sup>st</sup> Century and that they apply as much to experience teachers as they do to aspirant teachers.
- Applicants should be able to demonstrate a good knowledge of the following areas relevant to the school and of their implication for St. Mary's Catholic High School

	Essential	Desirable	Source
Proven classroom teacher experience in a secondary school, ideally to GCSE	X		R
Effective experience of managing eh provision for SEN students aged 11-16		X	A
Good working knowledge of 'Every Child Matters' and the ability to develop implementation	X		I



The ability to track and monitor the progress of students and use this information to inform learning and teaching.	X		A, R
Effective experience of leading and managing a team of Teachers and Assistants		X	A, R
A willingness to train and share methodology in Initial Teaching Training and beyond	X		I
Experience in effectively working with external agencies in order to improve provision and support students		X	A, R
Good working knowledge of using systems for identifying, assessing and reviewing provision	X		A, I
The ability to meet deadlines	X		I
Experience in effectively and efficiently managing the department budget	X		I
Ability to contribute to whole school development relating to student inclusion and support	X		I, R

### Knowledge

- Applicants should be able to demonstrate a good knowledge of the following areas relevant to the school and of their implication for St. Mary's Catholic High School.

	Essential	Desirable	Source
Strategies for raising achievement and achieving excellence	X		I
Models of learning and teaching	X		I
Principles of effective teaching and assessment for learning	X		I
School Self Evaluation		X	I
Principles and models of self-evaluation	X		I
The use of a range of evidence including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	X		I
The work of other agencies and opportunities for collaboration		X	I

### Personal Qualities and Abilities

- Applicants should be able to provide evidence that they have the necessary personal skills and abilities required by the post to

	Essential	Desirable	Source
Demonstrate personal enthusiasm for commitment to learning process	X		I, R
Demonstrate the principles and practice of effective teaching and learning	X		I
Access, analyse and interpret information	X		I
Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement	X		A, I, R
Acknowledge excellence and challenge poor performance across the department	X		I
Develop, empower and sustain individuals and teams	X		I
Collaborate and network with others within and beyond the school	X		A, I

Challenge, influence and motivate others to attain high goals	X		I, R
Give and receive effective feedback and act to improve personal performance	X		I, O
Accept support from others including colleagues, governors the diocese and the LEA	X		R
Establish and sustain appropriate structures and systems	X		R
Manage the department efficiently on a day- to- day basis	X		R
Prioritise plan and organise themselves and others	X		R
Make professional, managerial and organisation decisions based on informed judgements	X		I, R
Think creatively to anticipate and solve problems	X		I
Demonstrate political insight and anticipate trends		X	I
Combine the outcomes of regular department self-review with external evaluations	X		I

A – Application    I – Interview    R – References    O – Observation

### Other Requirements

- Application forms should be completed in full
- Supporting statements should be clear and concise
- Should address the criteria identified in the person specification

### Confidential References and Reports

- Written reference(s) will only be considered
- References will confirm professional and personal knowledge, skills and abilities as referred to above
- Positive recommendation from current employer
- Satisfactory health and attendance record

### Special conditions:

- Enhanced DBS check