

Job Title: Head of Sociology	Salary: TLR 2.1
Responsible to: Deputy Headteacher	Contract: Permanent, Full time

### Key Purposes:

- To carry out the professional duties of a teacher as described in the most recent School Teachers' Pay and Conditions Document
- To provide the leadership and management of Sociology
- To lead the development of Sociology

### Key Responsibilities:

#### Leadership and Management:

- Actively uphold and promote the vision and values of the school in all aspects of leadership
- Be an outstanding role model for the Sociology department in terms of the planning, teaching and assessment of lessons
- Contribute to a culture of reflection and self-evaluation so that the Sociology team is proactive in their professional learning and practice
- Ensure:
  - effective use of directed time to improve the quality of teaching, learning and assessment so that student outcomes improve
  - Pro-actively providing guidance and support for non-specialists teaching Sociology
  - proactively liaising with Teaching Assistants regarding planning and resourcing lessons they are covering
  - actively promoting positive learning behaviours in their classroom
  - Evaluate the departmental policies and update them as necessary to improve the impact upon student outcomes

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ALL STAFF MUST AGREE TO ABIDE BY THE CONTENT OF THE STAFF HANDBOOK/CODE OF CONDUCT AND BY ACCEPTING A POSITION WITH POOLE HIGH SCHOOL CONFIRM THAT THEY HAVE READ THIS DOCUMENT.

- In conjunction with others, mentor PGCE students, WSTP students and NQTs.
- Proactive in regard to whole school priorities and developments
- Systematically promote the subject within the school
- Establish strong external links and relationships to provide a meaningful context to learning, including through work experience placements, projects and speakers
- Systematically promote the profile of the school in the local community regarding its commitment to industry-relevant education

#### **Curriculum Development:**

- Ensure curriculum documents (including curriculum and assessment maps, schemes of learning) adhere to the principles of the Teaching and Learning Policy, including taking opportunities to develop whole school foci such as SMSC, British Values and CEIAG
- Ensure a collaborative approach to developing schemes of learning
- Establish lead planners, who have oversight for each scheme of learning
- Ensure the schemes of learning are prepared in full for
  - Sociology
- Ensure that revision materials/past papers/mark schemes are available in a timely fashion for staff/students teaching/studying exam courses
- Actively promote future studies in Sociology in lessons, at Open and Options and Parents evenings
- Ensure that curriculum information is updated in a timely manner and shared with all stakeholders through the website and school brochures for Open, Options and Parents Evenings

#### **Assessment for and of learning:**

- Ensure that AoL and AfL are integrated into schemes of learning and the timing of which enables accurate summative data to be reported upon both internally and externally
- Ensure that all assessments for externally examined course are moderated
- Ensure there is an departmental internal tracking system to record end of unit assessments and staff have their own records of formative assessment
- Ensure staff promote AfL ensuring that students are receiving concise guidance on how to improve their learning

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- Ensure staff use their AoL and AfL to inform their teaching to meet the needs of all students in each group

### **Monitoring:**

- Use internal and external data cycles to establish a monitoring and evaluation cycles, including Walk Throughs, Work Scrutiny and Student Learning Views
- Utilise student performance data to inform the focus of the monitoring and evaluation
- Monitor the performance of students studying Sociology, intervening as necessary to support student attainment

### **Quality Assurance:**

- Review and evaluate the quality of Sociology planning, including the use of assessment to inform planning and deliver of learning so that it meets the needs of all students in each class
- Review and evaluate the quality of feedback following assessment and impact of this upon progress
- Review and evaluate the quality of the curriculum and evaluate the contribution the curriculum makes to the achievement of students
- Undertake 'paired' aspects of the monitoring and evaluation cycle with the SLT link, and with members of the team
- Assess the consistency of the monitoring and evaluation process within the department and make necessary recommendations to improve this

### **Evaluation:**

- On a regular basis, review the success or otherwise of Sociology specific programmes of study, teaching, learning and assessment and make the necessary adjustments to courses running the next academic year in light conclusions reached

## **Requirements**

### **Essential**

### **Qualifications:**

- Good honours degree and teaching qualification
- Excellent teaching record
- An understanding of the role of Subject Leadership in improving student outcomes
- An excellent understanding of evaluating data to ensure student progress

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- An excellent knowledge of management strategies and experience of their successful implementation

### **Skills, knowledge and aptitudes**

- Excellent leadership skills.
- Potential to develop the leadership skills of others
- Highly effective communication skills; listening, speaking and writing
- Highly effective time and task management skills
- Data analysis skills and ability to communicate themes effectively
- Experience of the full range of ability students including able students
- Sound ICT skills used for tracking student progress, monitoring systems and ensuring good use of resources
- Experience of improving the quality of teaching, learning and assessment of colleagues

### **Vision and Ambition**

- Vision for developing Sociology in the future
- Commitment and vision for Sociology being a central part of all the schools working practices
- Commitment to create a sense of community belonging and inclusion in all respects for students
- Commitment to enabling all students to achieve their potential
- Ability to support, motivate and inspire
- Commitment to comprehensive education

### **Desirable**

- Recent relevant professional development
- Experience of a promoted post
- Experience of dealing with student issues and working with pastoral teams
- Staff Leadership skills
- Use of these skills to coordinate a team of staff
- Proven track record in using data to target intervention work
- Post 16 experience
- Familiarity with SISRA/ Excel / 4 Matrix
- Ability to demonstrate the development of a whole school approach that has engaged and inspired staff
- Demonstrated track record in enabling students to become more independent and resilient
- At least 2 years' qualified teaching experience

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