T**HE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**THREE RIVERS ACADEMY**

**JOB PROFILE – HEAD OF SUBJECT**

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| **Job Title:** | Head of Sociology | | | |
| **Reporting to:** | Head of Faculty (Social Sciences) | | | |
| **Salary:** | MPS/UPS + TLR 2a | | | |
| **Start date:** | September 2023 | | | |
| **Job Purpose:** | * To ensure that all staff within the department provide high-quality teaching and learning that supports students to make as much progress as possible * To lead and develop a team and participate in activities that support the improvement priorities of the school * To consistently maintain the Teacher Standards | | | |
| **Key accountabilities** |  | | | |
| **Strategic Leadership** | **Teaching and Managing Student Learning** | **Assessment and Evaluation** | **Professional Development** | **Communication** |
| * To develop, promote and monitor whole school policies and procedures with specific responsibility for improving the quality of teaching and learning within the department * To audit and plan the curriculum provision and enrichment within the department * To identify areas for improvement within the department and contribute to whole-school self-evaluation and improvement planning * To set expectations and targets for staff and students in relation to student achievement and monitor progress towards these targets * To contribute to the appointment of staff to the department * To deploy teaching and support staff within the department * To carry out Performance Management in line with whole school procedures * To manage a budget and oversee effective allocation of material resources within the department | * To ensure that teaching and learning within the department is of a consistently high standard and provides challenge and engagement * To create, review and update effective schemes of work for all key stages which support the highest quality teaching and enable progression for all students * To observe and analyse classroom practice, offering targeted support when necessary in line with whole school Quality Assurance procedures * To develop students’ communication, literacy and numeracy skills * To keep abreast of new curriculum thinking (including KS2) and examination specifications * To promote the use of the VLE and extra-curricular opportunities to extend learning beyond the classroom * To manage student behaviour, sanctions and rewards within the faculty in line with school policy | * To establish and implement clear practices for assessing, recording and reporting on student progress in line with school policy * To lead the implementation of intervention strategies to ensure outstanding progress for all students | * To role model outstanding classroom practice * To inspire and motivate staff within the faculty and develop a cohesive team * To promote collaborative working within the faculty, with other subject areas and other THPT schools | * To attend regular line management meetings with the faculty line manager * To organise department meetings ensuring the focus is on the improvement of Teaching and Learning * To establish effective communication with parents / carers * To develop lines of communication between feeder schools and department staff to ensure continuity and progression. * To attend parent / information evenings in line with role |

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| **Subject Specific Information** |
| The Social Sciences Faculty is a newly created Faculty which incorporates the following departments/subjects:   * Sociology (taught at KS4 and 5) * Psychology (taught at KS5) * Business & Economics (taught at KS4 and 5 and KS5 only respectively) * Computing (taught in Year 9, KS4 and Level 2 course (KS5) * Aware (our PSHE provision taught at KS3 and 4)   Most teachers are subject specialists and when they are not, high-quality professional development is provided. Classrooms are all equipped with interactive boards and each teacher has their own laptop. There is a Social Sciences staff work room area. Social Science lessons are active, engaging, well-planned and students respond positively to the high expectations we have of them. Each department is distinct but one of our strengths is working collaboratively across the faculty; sharing good practice and discussing pedagogy with the common goal of ensuring that all students are supported and challenged to achieve their best.  Social Science subjects are very popular at GCSE and A Level. High options numbers reflect students’ interest and confidence in the subjects and the teaching within the faculty. Sociology has seen an increase in student numbers year on year, with three year 10 classes in the current cohort. We forecast continued interest in Sociology and Social Sciences as students better understand the benefits of studying subjects that prepare them for life outside of the classroom.  Strong support of Social Science subjects continues at KS5 as many students choose to study at least one Social Science at A Level and every year a high number of these students pursue Social Sciences at university. The faculty offers Sociology, Psychology, Business and Economics at A Level. |

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| **Additional Information** |
| * For details of how the school day is structured, please see school specific websites. * ECTs will have a reduced timetable * The majority of staff will be form tutors * For more information about The Howard Partnership Trust ([www.thehowardpartnership.org](http://www.thehowardpartnership.org)) |

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**PERSON SPECIFICATION – HEAD OF SUBJECT**

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| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status | ü |  | Application |
| Relevant specialist qualifications in your subject | ü |  | Application |
| Commitment to CPD and improving practice through reflection | ü |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism | ü |  | Application / Interview |
| Experience as a form tutor and / or pastoral work |  | ü | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards | ü |  | Application / Interview |
| Demonstrable experience of improving student outcomes | ü |  | Application / Interview |
| Experience of carrying out monitoring and evaluation of colleagues |  | ü | Application / Interview |
| Experience of leading CPD opportunities for colleagues |  | ü | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating learning environment | ü |  | Application / Interview |
| To lead a team, inspiring others and to promote faculty / department procedures | ü |  | Application / Interview |
| To be a confident user of IT as a teaching tool | ü |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ü |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults | ü |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress | ü |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards | ü |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively | ü |  | Application / Interview |
| **Safeguarding** | | | |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | | | |