



Head of Sociology Job Description

TITLE AND GRADE OF POST

Head of Sociology TLR2B £4945

AIM OF KHS

The aim of Kesgrave High School is to provide an environment where our pupils feel safe, secure, nurtured and are encouraged to grow. This positive and inclusive nature allows our youngsters to be able to reach their full potential across their own individual range of abilities and talents.

PURPOSE OF JOB

To provide professional leadership and management for the Sociology Department, ensuring:

- The provision of an appropriately broad, balanced, relevant and differentiated curriculum
- High quality teaching
- Effective use of resources
- High standards of behaviour, learning and achievement for all students

CONTRACT TERMS AND DUTIES

This job description should be performed in accordance with the provisions of the ***School Teachers' Pay and Conditions Document*** and within the range of teachers' duties set out in that document.

ACCOUNTABLE FOR

All teachers of Sociology

ACCOUNTABLE TO

Leadership Coach

In addition to the roles and responsibilities of a main scale teacher a TLR post holder must also ensure their role:

- (a) is focused on teaching and learning;**
- (b) requires the exercise of a teacher's professional skills and judgement;**
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;**
- (d) has an impact on and is accountable for the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and**
- (e) involves leading, developing and enhancing the teaching practice of other staff.**

In addition, before awarding a TLR1, the relevant body must be satisfied that the significant responsibility referred to in paragraph 25.2 of the STPCD includes line management responsibility for a significant number of people.

The roles and responsibilities for all TLR holders at KHS are amplified in appendix 1 to this document. This TLR job specification should be reviewed annually as part of the Performance Management Process and/or if there are any significant changes to the role / personnel.

In addition to the responsibilities amplified in appendix 1 this specific TLR also includes the following responsibilities:

To oversee the organisation and delivery of GCSE and A level Sociology.
To prepare and manage effective teaching resources for the delivery of GCSE and A level Sociology.
To ensure that assessment furthers learning.
To oversee the administration of GCSE and A level Sociology and to liaise with the exams officer and heads of year regarding examinations, groupings and any pupil issues.
To maintain the necessary links between parents and outside agencies.

Appendix 1 – Amplification of KHS roles and responsibilities for TLR holders

KEY RESPONSIBILITIES

PURSUING EXCELLENCE

- To ensure a well-focused improvement plan is implemented yearly which is based on robust self-evaluation
- To ensure the consistent application of school and departmental policies and procedures
- To encourage and model effective communication with all stakeholders so that pupils, parents and staff are committed to our vision
- To encourage collaboration and therefore mutual respect and courtesy by staff towards each other and pupils thus maintaining high morale
- To ensure you and the department keep abreast of National data, research and pedagogy

MONITORING AND EVALUATING

- To monitor and track students' progress in other classes as well as your own (discuss the progress of students and share information, intervene where necessary)
- To assess results and change strategies where needed (share the analysis of results across the department and put strategies in place to address weaknesses)
- To analyse students' outcomes with 'outstanding' attainment and achievement as the aim (set with the schools challenging targets ensuring they are clear to all teachers and revisited termly)
- To analyse, evaluate and be accountable for the achievement and progress of all groups of pupils across all key stages, including those for whom the pupil premium provides support, relative to other schools nationally (in conjunction with school provided data)
- To ensure that marking / feedback to students is detailed, meaningful and timely (ensure the school monitoring schedule is clear to teachers in your subject area, ensuring clear feedback and targets are given).
- To seek the views of students and parents yearly to monitor satisfaction
- Monitor / implement SOW / DDP and SEF for your department
- To ensure the department adheres to the school meetings structure
- To ensure the department is fully represented at whole school events
- To successfully line manage other TLR holder within your department

PERFORMANCE MANAGEMENT AND IMPROVING TEACHING

- To observe the requisite number of lessons and judge them consistently and fairly (ensuring you tackle 'difficult conversations' about progress in lessons, providing clear feedback and offer pointers for development)
- To offer support sessions to staff for subject specific skills – academic and pastoral (creating opportunities for CPD within the department that all staff contribute to)
- To introduce new T&L ideas to the department (and create opportunities for others to do this)
- To support the development of subject knowledge (recommend ideas / further reading for staff and distribute material for reading / advise on research)
- To provide specific strategies for teachers to improve teaching in collaboration with Leadership (offer suggestions and/or mentoring to teachers for alternative teaching strategies during feedback and ensure you model best practice)
- To encourage the use of new technology where appropriate (encouraged this in the subject area or use the expertise of the teachers around you to share good practice)
- To set Performance Management targets with teachers which are ambitious (Ensure PM meetings address the issues that are relevant and will bring about individuals' improvement, identify individual PD opportunities and monitor them)

CURRICULUM AND BEYOND

- To set the curriculum from Year 7 – 13 to ensure that it provides a clear and coherent learning journey, fosters subject based understanding of new knowledge, concepts and methods and develops a readiness for the next stage.
- The curriculum should develop a depth of understanding that is broad and balanced, brings richness to the subject and a breadth of understanding that enriches wider life and learning.
- To create opportunities for exciting and inspiring enrichment and support for students (Ensure the department is running exciting trips which enrich the curriculum, or use other means to do so)
- Ensure the curriculum enables students not only to acquire knowledge, but also gives opportunities for recall and application that develop fluency.
- To ensure that the Department contributes to whole school initiatives where applicable
- To support pupils enabling them to make progress in literacy and numeracy.
- To ensure that the curriculum promotes high levels of achievement and good behaviour and successful progression to the pupils' next stage of education, training or employment.
- To promote the spiritual, moral, social and cultural development of all pupils.

DEPARTMENTAL ADMINISTRATION

- To write the department timetable in collaboration with your department
- To oversee the completion of exam documentation
- To oversee cover set for long term staff absence within the department
- Liaise with Cover supervisors, Supply Teachers and external agencies when appropriate
- To successfully manage the budget and capitation within the department
- To ensure students reports are free from errors and completed on time for the department
- To ensure you are fully prepared for coaching meetings