

Northolt High School
Job Description
Second in charge of the Humanities Department

School area of accountability:	Teaching and learning responsibility for Geography
Grade:	Standard national scale in line with the current <i>School Teachers' Pay and Conditions</i> document plus TLR2B payment (£4,782)
Responsible to:	Subject Leader for Humanities
Supervisory responsibility:	Appraisal responsibility for identified members of staff in the Geography Department

Main purposes of the job:

- In conjunction with the Subject Leader for Humanities, take specific responsibility and accountability for the day to day management and organisation of the Geography team;
- Line manage and appraise identified members of the staff team in your area;
- Be an excellent classroom practitioner;
- Have an impact on educational progress beyond your assigned pupils;
- Assist in the smooth running of the school at all times, including being responsible in the absence of the Subject Leader.

Duties and responsibilities

In addition carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2B for the duties of acting as the second in charge of the Humanities Department.

Leadership and management

- Support and implement the vision and ethos of the school
- Contribute to, implement and evaluate the success of School Development Plan relevant to your TLR area
- Ensure that the work of the team is inclusive and issues are addressed in curriculum and/or pastoral management
- Ensure policies are translated into practice by the team and that you bring to the attention of Subject Leader any which may need revisions or amendments
- Together with the Subject Leader, lead on the school self evaluation process for your TLR area including lesson observations, monitoring of school standards and bringing about improvement

- As appropriate contribute to the writing of self-evaluation and policy documents
- Manage effectively the transition of pupils to and from your phase and within it
- Promote cross curricular approaches to teaching and learning
- Be a proactive and effective member of the middle leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management

Teaching and learning responsibility

- Lead the Geography Department in specific areas as negotiated with the Subject Leader for Humanities.
- Have overall responsibility and accountability for your TLR area ensuring curriculum design and implementation, continuity, consistency, balance, match and progression
- Lead regular meetings relevant to your TLR area with appropriate colleagues
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.

Monitoring and assessment

- Together with the Subject Leader, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area
- Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium term planning

Manage resources

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility
- Manage, monitor and accurately account for any budget for your area.
- Evaluate, organise and monitor the use of resources

Staff development

- Act as a reviewer with the arrangements for the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate

Other

- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Subject Leader.

Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

2 i/c Humanities (TLR 2B): Person Specification

Qualifications

1. Qualified teacher status or recognised equivalent (application form).

Experience – show evidence of

2. Experience of teaching across a variety of age ranges relevant to the post.
3. Recent experience of successfully co-ordinating or leading a curriculum area.

Professional knowledge

4. A clear understanding of the essential qualities necessary for improving the quality of learning and teaching.
5. In depth knowledge of the curriculum/area as relevant to the TLR role being applied for.
6. Up to date knowledge of statutory regulations and guidance relating to the post.

Professional skills

Can demonstrate the ability to:

7. Demonstrate consistently high quality teaching strategies.
8. Support and motivate both colleagues and pupils by leading through example.
9. Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate).
10. Manage a team to successfully achieve agreed goals.
11. Develop and deliver effective professional development for staff as appropriate.
12. Be an effective team player who works collaboratively and effectively with others.
13. Analyse data to evaluate this TLR area for the performance and achievement of pupil groups, pupil progress and be able to plan appropriate course/s of action for improvement.
14. Contribute effectively to the work of the headteacher and the senior leadership team.
15. Deal successfully with situations that may include difficult situations and conflict resolution.

Commitment

Demonstrate a commitment to:

16. equalities
17. promoting the school's vision and ethos
18. high quality, stimulating learning environment
19. relating positively to and showing respect for all members of the school and wider community
20. ongoing relevant professional self-development
21. safeguarding and child protection