

JOB DESCRIPTION & BACKGROUND INFORMATION

Post: Team Leader for Health and Social Care and Early Years	
The role	<ul style="list-style-type: none"> To provide highly effective leadership and management of HCEY department, supporting, challenging and developing the team to secure excellent progress and outcomes for all students. To manage, lead and develop the curriculum and the team's professional learning to ensure high quality teaching based on excellent subject knowledge and pedagogy. To manage, lead, develop and implement the new KS5 curriculum offer To manage the effective use of resources, including the learning environment, and to contribute to the wider work of the school, e.g. enrichment, building cultural capital and creating positive relationships with the whole school community.
Grade	TLR2C- £8,610
Line Manager	Member of the Senior Leadership Team with responsibility for HCEY
Headteacher	Sarah Creasey
Team summary	The team has posts of responsibility for: One Teacher
Terms & conditions	This post is offered subject to the terms and conditions in the Teachers' Pay and Conditions Document 2017, the National Standards for Qualified Teacher Status and the Teachers' Standards 2021.
Reason for vacancy	Resignation of post holder and introduction of T Level responsibility
Equal opportunities	The school operates an equal opportunities policy. We believe in the right of all individuals, regardless of ethnicity, age, disability, sexuality, gender or background to be treated with respect and fairness.
Safeguarding	Parliament Hill School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this. All successful candidates will be subject to DBS checks along with other relevant employment checks.
Employment checks required	<ol style="list-style-type: none"> Fully completed application form (curriculum vitae NOT acceptable) Rehabilitation of Offenders Act declaration Right to work in the UK Enhanced DBS Employment history including explanation of any gaps Proof of academic and professional qualifications Qualified Teacher Status Statutory Induction Standards (if appropriate) General Teaching Council registration Occupational Health check Receipt of at least two satisfactory references

Information about the recruitment process:	
Start date	September 2026
Closing date for applications	Tuesday 21 st October 2025
Interview dates	TBC
Interview panel	Sarah Creasey, Ella Schlesinger

Main responsibilities for all Team Leaders

1. To develop best practice in curriculum design, and in the team's classroom and enrichment provision for all students including disadvantaged, SEND and English as an additional language.
2. To ensure that all team members, including new staff, understand and are actively implementing the school's mission statement and all aspects of school and department policies.
3. In line with whole school targets and in discussion with the SLT line manager, determine subject targets and monitor the team's progress towards those targets, leading effective interventions as needed.
4. To lead the team's co-creation and implementation of a department development plan (DDP) based on the school development plan (SDP) and in light of local and national initiatives. To monitor the progress towards achieving the DDP targets, amending the plan and taking the actions necessary to ensure all team members contribute positively.
5. To develop a deep understanding of the strengths and professional learning needs of the team through systematic monitoring and discussion, e.g. through student voice, work scrutinies, line management and classroom visits.
6. To line manage department post-holders, promoting high expectations and modelling exemplary leadership behaviours.
7. To provide regular constructive feedback which recognises good practice and holds the team to account and to develop leadership potential.
8. To lead, monitor and evaluate the impact of the team's professional learning on students' achievement and well-being, ensuring equality of opportunity for all team members and succession planning for the next steps in their careers. To promote well-being in the team to positively impact on retention and recruitment.
9. To create opportunities to share best practice in the department and across the school, e.g. through co-constructing schemes of learning, contributing to professional learning of others and collaborating with other Team Leaders.
10. To celebrate students' successes, including contributing to the school's marketing and publicity strategies.
11. To lead appraisal in the team and to quality assure any appraisal carried out by post-holders, ensuring the appraisal process makes a measurable, positive impact on all students' achievement.
12. To ensure the budget achieves best value for money in line with identified priorities.
13. To be responsible for health and safety during classroom activities and for enrichment activities, carrying out risk assessments in line with school policy.

In addition to the above, the role includes these specific responsibilities:

1. To teach HCEY to all year groups, including at GCSE, vocational and Technical programmes as applicable.
2. To liaise effectively with Team Leaders for HCEY and other relevant Key Stage 5 subjects in the LaSWAP schools and LB Camden in order to secure excellent outcomes for students.
3. To engage with the relevant professional organisations, exam boards, universities, colleges and schools with excellent practice in the teaching of HCEY to ensure the department is at the forefront of developments in the subject.
4. To lead on the implementation of Parliament Hill School's new KS5 curriculum, identifying a suitable specialism, developing an appropriate curriculum model, recruiting students and overseeing delivery of all aspects of the qualification for first teaching in September 2026
5. To work with other post 16 leaders across LaSWAP to build a network of employers and partnerships to fulfil the requirements for work-based learning
6. Develop a curriculum model in accordance with DfE and AoC guidance, including a focus on key skills and work-based learning;
7. Take part in training to ensure the successful delivery of the new KS5 curriculum

The successful candidate will possess some, or all, of the following

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good Honours Degree in a related subject • Qualified Teacher Status • Evidence of continuing professional learning 	
Experience	<ul style="list-style-type: none"> • Teaching the subject across the age range, including GCSE and A level, and/or vocational qualifications • Sound knowledge of curriculum developments in the subject. • Curriculum development based on research into best practice with sustained experience of curriculum planning, implementation and review • Proven track record in raising achievement and securing excellent outcomes for students • Responsibility for leading and aspect of learning and teaching, innovation or change 	Experience of planning or implementation of T Levels.
Knowledge and Understanding	<ul style="list-style-type: none"> • Demonstrate a good knowledge and understanding of current educational issues relating to the specialist Subject areas – including national policy, legal frameworks, wider developments in curriculum and assessment • Knowledge and understanding of the T level programme and the context around technical and vocational education more generally • Demonstrate an informed interest specifically in issues and priorities surrounding physical education for girls and young women • A thorough knowledge and understanding of effective practices to safeguard children • A sound knowledge and understanding of how to promote equalities and ensure inclusive teaching and learning practices 	
Leadership	<ul style="list-style-type: none"> • A vision for education based on models of best practice • Ability to manage sections of the departmental development plan including reviewing and monitoring • Efficiency and good organisational skills • Ability to communicate effectively to a range of audiences • Ability to establish good relationships with students and staff 	
Qualities and skills	<ul style="list-style-type: none"> • Excellent classroom teacher • An ability to find and build strong relationships with potential employers • Leads by example and displays a 'can do' attitude • Commitment to closing the attainment gap between disadvantaged and non-disadvantaged students • Ability to recognise and celebrate others' successes and hold colleagues to account • Excellent communication skills in writing and orally • High expectations of attainment, behaviour and professionalism • A vision and knowledge of how to promote excellent 	

	<p>learning in the subject</p> <ul style="list-style-type: none"> • The ability to evaluate and assess work placements with relevant occupational competency/knowledge. • Able to make learning relevant and exciting • Ability to create excellent professional relationships with all members of the school community to facilitate team working within and across departments and schools • Evidence of commitment to Equal Opportunities • Able to use technology creatively to enhance learning and management of the department 	
Equal Opportunities	<ul style="list-style-type: none"> • Proven commitment to equal opportunities reflected in effective practice 	
Personal and professional qualities and attributes	<ul style="list-style-type: none"> • Very good skills as a classroom practitioner and a commitment to ongoing development of personnel classroom practice • Promote ability and willingness to inspire, challenge, motivate and empower a team of teachers to carry forward a shared capacity to development of vision of excellence • Promote individual teachers and nurture a team that contribute to school improvement and development • Strong ability to build and maintain effective relationships with staff, students and parents • Strong skills in managing change and conflict and empowering individuals • Willingness to listen to and reflect on feedback from others – colleagues, students, governors • ability to think creatively to anticipate and solve problems • Eagerness to collaborate and network with others within and beyond the school • Commitment to setting and achieving ambitions, challenging goals and targets • Ability to think and plan strategically and manage efficiently and effectively at an operational level 	