

## 2i/c or HEAD OF DEPARTMENT– Job Description

**Salary:** M3-M6 or UPS1-3 plus TLR 2a for the majority of subjects

**Duties:** The duties and competencies outlined in this job description complement those covered by the latest School Teacher's Pay and Conditions Document. The precise activities described below may develop and vary over time according to the needs and demands of the subject and other school-wide or Trust-wide demands. Such changes are to be anticipated whilst still falling with the spirit and intent of this job description.

**Responsible to:** Members of the Leadership Group / relevant Middle Managers.

**Responsible for:** Ensuring high standards in: Teaching, Learning and Assessment; Outcomes for Students; Personal Development and Behaviour and Welfare.

CWS has a clear Learning and Teaching methodology that lends structure and consistency across all classrooms, whilst at the same time allowing middle managers and class teachers to style their departments and classrooms in a way that suits their educational beliefs. 'Structure liberates' but too much structure stifles and CWS is constantly reviewing the balance in this regard to allow teachers to teach in their own style within organised classroom environments.

Significant work has been done by teachers and middle leaders thus far, to establish clear schemes of work and lesson structures that enable all students to make at least expected progress on their individualised GCSE flightpaths.

### Responsibilities

Head of Department roles will have overall responsibility for the development, content and delivery of GCSE and A level courses, plus continuing and extending the departmental expertise through staff training at all levels. 2i/c will additionally lead on some projects.

### Ensuring high standards of Teaching, Learning and Assessment:

- Deliver high quality lessons in the spirit of the vision for learning set out by the Leadership Group of the school and the Learning and Teaching principles of the school.
- Plan effectively for high quality teaching, learning and assessment through the creative design and effective implementation of Assessment Schedules and Schemes of Work.
- Engage in a collaborative approach to planning as far as possible.
- Engage in or deliver appropriate Continual Professional Development opportunities to enhance the quality of teaching, learning and assessment.
- Maintain a high awareness of current pedagogical and subject specific developments and adopt as appropriate.
- Assist in, and engage with, the monitoring and evaluation of the quality of teaching, learning and assessment within your Subject Area, in line with school policy, through the frequent use of learning observations, drop ins, works samples, student/parent/staff voice and assessment moderation.
- Ensure homework is used effectively to enhance and develop student learning.

- Accept and use regular feedback from monitoring and evaluation exercises.
- Plan and lead high quality educational trips and events that will enhance learning.
- Create a high quality learning environment in the Subject Area through learning focussed displays and resources.

### Ensuring excellent outcomes for students:

**Students must be exceptionally well prepared for the next stage of their education (Key Stage 4 and Key Stage 5), comparing well against national progress measures.**

**All staff at CWS support the objectives that:**

- Staff maintain a high awareness of how students can secure excellent outcomes in public examinations within their subject area through CPD, examination board training and thorough analysis of past papers, recalled scripts and examiners' reports.
- Assessments and Schemes of Work in all Key Stages are designed to give students a high awareness of how to be successful and equip them with the skills to achieve at target grade and beyond.
- Students receive effective feedback in line with the School's assessment policy that is responded to effectively to enable them to be successful.
- School and departmental systems track student attainment, progress, effort, conduct and organisation.
- Staff use internal and external attainment, progress and attitudinal data to identify and support students or groups of students causing concern for any reason including low attainment, slow rates of progress, poor effort, poor conduct or poor organisation.
- Attainment and progress data is used to differentiate effectively in lessons to ensure appropriate levels of challenge for students.
- Staff liaise with Form Tutors, Year Leaders, Senior Leaders and any other relevant people to communicate key information about student attainment, progress and behaviour.
- Staff communicate key information about students to parents/carers in a timely manner through appropriate forms of communication such as email, phone calls, face to face meetings or parent / carer evenings.
- Relevant SEND data is used to ensure personalised provision and high rates of progress for disadvantaged students.

### Ensuring high standards in Personal Development, Behaviour and Welfare:

**This includes students' spiritual, moral, social and cultural development which must equip them to become thoughtful, caring and active citizens in school and in wider society.**

- Ensure students are confident and self-assured learners. They are proud of their achievements and of their school.
- Ensure students are provided with opportunities to discuss and debate issues in a considered way showing respect for others.



- Deliver a curriculum that successfully enhances students' social, moral, spiritual and cultural development and reinforces key British values.
- Ensure there is a positive culture within your areas of work in which students are passionate about learning and conduct themselves impeccably.
- Build excellent, professional relationships with students based on mutual respect and trust.
- Use the School's Behaviour and Culture and Ethos policies correctly and effectively.
- Ensure students in your care are safe at all times and work in accordance with current School and nationwide child protection procedures.
- Record and log all sanctions, praise and intervention in accordance with Subject Area and School policy.
- Model high standards of professional conduct and dress at all times when representing the school.
- Deliver high quality form time sessions following guidance provided by Heads of Year.
- Mentor and intervene with members of your form group where appropriate, accurately logging interventions and monitoring their impact.
- Encourage your students to understand the importance of staying fit and healthy and to make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Promote an excellent understanding of how students can stay safe online and encourage an awareness regarding the inappropriate use of technology which includes social networking.

#### Leadership and Management (where appropriate):

- Maintain high quality working relationships with staff that contribute to creating a productive and happy working environment.
- Engage with the School's appraisal system and use it proactively to develop yourself and your team.
- Reflect on the effectiveness of subject delivery both informally and through the whole school Self-Evaluation Form and School Development Plan that are 'live' documents referred to and progress checked regularly at CWS.
- Prepare for Subject Area meetings using the 'common agenda'. Also attend all other meetings as timetabled or required in directed time.
- Support the School in fulfilling the School Development Plan targets and Self-Evaluation Form next steps.
- Work with school leaders internally and externally in reviews and partnerships to develop good practice.
- Contribute to the formulation and review of School policies and procedures.
- Support the training of PGCE students and ECTs within the school.
- Model and support safeguarding, equality of opportunity and diversity throughout all your practices.

### Other duties

- Attend all training and events required as part of directed time.
- Perform supervision duties as required.
- Contribute to the wider life of the school.
- Perform all other reasonable requests from the Headteacher.

### Outcomes

The work carried out helps raise student motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP).

Final responsibilities will be agreed with successful applicants.

## Teacher\*\* - Person Specification

Area	Essential	Preferred
Qualifications	<ul style="list-style-type: none"> <li>➤ Good Honours Degree</li> <li>➤ PGCE, QTS</li> </ul>	<ul style="list-style-type: none"> <li>➤ Higher degree or evidence of further study</li> <li>➤ A commitment to obtain further qualifications</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>➤ Evidence of relevant Continuing Professional Development (CPD)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teaching Advanced Level</li> <li>➤ Experience of researching and initiating subject focussed initiatives</li> <li>➤ Experience of subject focussed self-evaluation</li> </ul>
Experience	<ul style="list-style-type: none"> <li>➤ <b>** for subject lead or HOD roles a minimum of 2 years' teaching at A level</b></li> <li>➤ Experience of teaching good and outstanding lessons</li> <li>➤ Experience of raising student attainment in an aspect of school work</li> <li>➤ Experience of planning and managing change within an aspect of subject based school work</li> <li>➤ Experience of working with a group of students offering pastoral support</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teaching across two Key Stages</li> <li>➤ Teaching Advanced Level</li> <li>➤ Experience of researching and initiating subject focused initiatives</li> <li>➤ Experience of subject focused self-evaluation</li> </ul>
Knowledge and Skills	<ul style="list-style-type: none"> <li>➤ An outstanding subject knowledge and understanding of its place within the national curriculum</li> <li>➤ The ability to teach good and outstanding lessons</li> <li>➤ The ability to communicate how to teach outstanding lessons</li> <li>➤ Strong interpersonal and communication skills</li> <li>➤ Highly effective time management, organisational and administrative skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ability to analyse data for specific subject and pastoral focused purpose</li> </ul>



	<ul style="list-style-type: none"><li>➤ Up-to-date knowledge of best pedagogic practice and an understanding of strategies to improve Learning &amp; Teaching</li><li>➤ Familiarity with or understanding of specific subject focused curriculum development initiatives for students aged 11-19</li><li>➤ Advanced ICT skills and an imagination about the future impact of ICT on learning</li><li>➤ Aware of how to deal effectively with child protection issues</li></ul>	
Personal Qualities	<ul style="list-style-type: none"><li>➤ Ability to swiftly earn respect from staff and students</li><li>➤ A drive for continuous improvement</li><li>➤ High standards embracing honesty, integrity, loyalty and trustworthiness</li><li>➤ Strong intellect, energy and a positive approach to opportunities and challenges and resilient in times of adversity</li><li>➤ Capacity to think incisively and strategically</li><li>➤ Ability to be flexible and to welcome change</li><li>➤ Ability to maintain sound judgement under pressure</li><li>➤ Good team player and collaborative worker</li><li>➤ Supportive of the drive for health and fitness among the school community</li><li>➤ A good sense of humour</li></ul>	