



The Armthorpe School

A Specialist School in The Arts and Sport



Head of Department

Role and Responsibilities

Responsible to: the relevant Line Manager

To fulfil the Conditions of employment of teachers other than Headteachers as set out in the current edition of the School Teachers' Pay and Conditions of Employment in the context of The Armthorpe School. This job description provides an outline of the key areas, for specifics the school and curriculum area policies should be consulted.

Core Purpose

The Head of Department (HoD) provides professional leadership and management for a curriculum area to secure high quality teaching, effective use of resources and improved standards of learning and achievement and in creating an environment conducive to that. To maintain a relentless focus on improving the quality of teaching and learning for all students.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. (CRB checks are compulsory)

The Head of Department has the following specific responsibilities:

Knowledge and Understanding

HoD will have knowledge and understanding of:

- the school's values, priorities, targets and action plans;
- the relationship of the subject to the curriculum as a whole;
- any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress;
- the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students;
- the implications of the Code of Practice for Special Educational Needs for teaching and learning and liaising with SEN department.

Planning and Setting Expectations

HoD will:

- set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching;
- work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs;
- establish, with the involvement of relevant staff, a Departmental Improvement Plan for the development and resourcing of the subject which:
 - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline;
 - are based on a range of comparative information and evidence, including the attainment of students;

- identify realistic and challenging targets for improvement;
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales, milestone indicators, and criteria for success and MER processes;
- ensure that school routines are adhered to by staff and that deadlines are met by all.

Teaching and Managing Student Learning

HoD will ensure:

- curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs;
- teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;
- guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- effective development of students' literacy, numeracy and information technology skills through the subject;
- teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens;
- teachers of the subject know how to recognise and deal with racial, gender, sexuality, ability and appearance stereotyping;
- effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school;
- that work is set and classes organised when departmental staff are absent; setting work and organising classes in emergencies;
- that they take a lead role in the management of student behaviour in the department;
- that teachers apply the school and departmental management of student behaviour policies.

Assessment and Evaluation

HoD will:

- analyse and interpret relevant national, local and school data to inform policies, practice, expectations, targets and teaching methods;
- establish and implement clear policies and practices for assessing, recording and reporting on student achievement and, for using this information to recognise achievement and to assist students in setting targets for further improvement;
- ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;
- evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.

Student Achievement

HoD will:

- establish clear targets for student achievement and evaluate progress and achievement by all students, including those with special educational and linguistic needs;

- use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students;
- liaise with form tutors, Heads of Year and other staff and parents as appropriate over the progress and welfare of students.
- ensure the learning environment has appropriate display e.g. exemplar material, levelled work, grade/level descriptors, annotated student work.

Relations with Parents and Wider Community

HoD will:

- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- develop opportunities for effective links with outside learning experiences within the subject area eg fieldwork, speakers, industrial visits to enhance teaching and develop the students' wider understanding;
- communicate effectively, orally and in writing with parents, governors and appropriate agencies.

Managing own Performance and Development

HoD will:

- prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;
- achieve challenging professional goals;
- take responsibility for their own professional development;

Managing and Developing Staff and Other Adults

HoD will:

- help staff to achieve constructive working relationships with students;
- establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, evaluating practice; and developing an acceptance of accountability;
- implement the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher;
- lead professional development through example and support, and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs and subject associations;
- ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standard for induction in line with school;
- advise and be fully involved in the process of appointing new staff to the department;
- develop and implement a range of strategies to monitor teaching and learning.

Managing Resources

HoD will:

- establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money;

- deploy, or advise the headteacher on the deployment of staff involved in the subject, to ensure the best use of subject, technical and other expertise;
- ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- maintain existing resources, ensuring all members of the department are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- ensure that there is a safe working and learning environment in which risks are properly assessed.

Strategic Leadership

HoD will:

- create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;
- ensure that the headteacher, line managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans;
- establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;
- contribute to the development of school policy and oversee its implementation.

A.Cope
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