

Job title:	Head of Department
Primary location:	The Sir John Colfox Academy
Salary	Main Pay Scale/ Upper Pay Scale in line with STPCD/TLR
Reporting to:	Headteacher

Main job purpose

- To work within Initio Learning Trust Values, Ethos and Vision
- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, AC members, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- To lead a department and ensure that the standards of teaching and learning expected by all initio teachers are in place
- To communicate effectively with SLT and Department
- To use Data to assess progress in department and ensure interventions are in place for students falling behind

Main responsibilities and duties

All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document.

Teachers should also meet the Teacher Standards (2012). Teachers’ performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school. The Trust’s appraisal policy outlines the full approach which the Trust adopts in this area.

All teachers are required to speak English fluently, in order to fulfil all requirements of the role, specifically to communicate effectively with pupils/students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents/carers and relevant external organisations.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document
- Monitor the quality of education in your department and support teachers to maintain the expected high standards

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- To implement and embed the therapeutic behaviour policy in your own and your department classrooms

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document
- Work effectively with SLT and line manager to ensure department is making the expected progress

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies

- Make a positive contribution to the wider life and ethos of the school
- Lead research group within the school on a teaching and learning theme

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions Document
- Report to the Head teacher on performance of department after assessment points
- Write the departmental development plan and Self evaluation form in line with the school improvement plan targets.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with the school's appraisal process

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the overall aims and ethos of the Schools and the Trust
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post

- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service deliver
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Job description prepared by:	Trust resources team - rebranded / formatted earlier proforma
Position:	
Date:	Feb 2023

Criteria	Essential	Desirable
Skills	<ul style="list-style-type: none"> ● Ability to inspire and motivate children ● Ability to assess children, use AfL effectively and plan accordingly; differentiating work to meet each child's needs ● Ability to promote disciplined behaviour throughout the class and school; and to have a positive approach to behaviour management ● Strong inter-personal skills to develop pupil and parental relationships ● Work effectively as a member of a team ● Communicate effectively (both orally and in writing) to a variety of audiences ● Use technology effectively to enhance children's learning as well as for planning, developing the curriculum and communicating ● Ability to identify own learning needs ● Excellent communication skills & organisational skills ● Ability to prioritise, work under pressure and to meet strict deadlines ● Ability to work as part of a team ● Fluency in English in order to fulfil all requirements of the role, specifically to communicate effectively with pupils/students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents/carers and relevant external organisations. Evidenced by competently answering interview questions in English and/or possessing a relevant recognised language qualification. 	<ul style="list-style-type: none"> ● Evidence of outstanding lesson observations ● Show evidence of commitment to taking an active part in school life, including out of school hours activities ● Evidence of continuous professional development and commitment to further professional development relating to curriculum/learning and teaching ● Effective management of a team
Qualifications	<ul style="list-style-type: none"> ● Qualified Teacher status ● Degree level qualification 	<ul style="list-style-type: none"> ● NPQ in Middle leadership or other relevant qualification
Knowledge	<ul style="list-style-type: none"> ● Effective teaching and learning styles 	<ul style="list-style-type: none"> ● Understanding of current developments regarding the National Curriculum

	<ul style="list-style-type: none"> ● The theory and practice of providing effectively for the individual needs of all children ● Understanding the core subject curriculum guidance, and principles and developments of the National Curriculum ● The monitoring, assessment, recording, tracking and reporting of pupil's progress ● The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection 	<ul style="list-style-type: none"> ● Understanding the positive links necessary within a school, and in turn with all its stakeholders ● Writing a curriculum journey
Experience	<ul style="list-style-type: none"> ● Experience of successfully teaching in secondary phase ● Experience of KS3, KS4 and Alevel ● 	<ul style="list-style-type: none"> ● Experience of working effectively in partnership with parents ● Experience of leading a subject area, with ability to show whole school improvement ● Experience and willingness to provide extra-curricular activities for children ● Leading a Team or individual ● Working with ECTs
Aptitude and attitude	<ul style="list-style-type: none"> ● Ability to work independently on own initiative and also to contribute as part of a management team ● Willingness and ability to be flexible in duties and hours worked ● Ability to get on well with a wide variety of people, be tactful and ensure confidentiality ● Completer and finisher ● An interest in issues relating to teaching & learning ● Smart and professional appearance ● Commitment to safeguarding and protecting the welfare of children 	