Job Description

Job Title	Head of Department (Curriculum)
Grade	Main Pay Scale / Upper Pay Scale with TLR
Responsible To	Vice Principal / Principal
Staff Managed	Teachers within Department
Job Family	Teaching
Job Purpose	Head of Department is responsible for all aspects of the work of the curriculum area or areas which form their designated areas of responsibility. The core focus of the Head of Department's role is raising pupil achievement. Central to this is leading and guiding staff working within the designated curriculum area(s), and, in so doing, fostering an environment within which teaching and learning is the key priority with a desire for it to be of the highest possible quality and each member of the team is able to develop to the full the pupils in our care.
Job Context	The role of Head of Department includes responsibilities as set out in the appropriate national standards and in the academy's role specifications and documentation.

Accountabilities / Main Responsibilities

Operational Issues	- Monitoring the achievements of pupils, ensuring that the expectations that staff working within the curriculum area have of the pupils in their care are realistic but high, and leading the curriculum area in developing the full potential of pupils in both academic progress and personal development. - Supporting pupils through contact home or department support plans where necessary. - Supporting subject teachers in the curriculum team in ensuring a calm, ordered, focused working atmosphere in lessons with pupils on task in line with the academy policy and guidelines, through guiding and supporting subject staff in classroom management, intervening as required, and accepting disciplinary referrals as appropriate. - Allocating and resetting of pupils to teaching groups within the curriculum area, in conjunction with the Vice Principal Curriculum and Standards, pastoral staff and data manager as appropriate, and providing up-to-date lists. - Ensuring that parents are aware of significant concerns over progress, effort, attainment, behaviour or homework, including concerns that might lead to an impoverished external examination grade, and seeking to work with parents in finding a solution. - Overall responsibility for the oversight and maintenance of engaging schemes of work, in line with the academy and exam board guidelines. - Oversight of and responsibly for accurate exam entries in KS4, working in conjunction with the exams office. - Evaluating the work of the curriculum area through regular and robust results analyses, department reviews, work and book trawls and quality of teaching reports, and contributing as required to self-review for the Trust or other external agencies; planning for development in the light of the needs of curriculum area, department and whole-academy priorities, identifying targets, and contributing to the academy development planning. - Ensuring that the curriculum area works with common purpose and shared aims, within whole-academy policy, while fostering the strengths and enthusiasms of individual staff; - Ensuring that whole-academy policies and guidance documents including safeguarding, citizenship, equal opportunities, British Values, health and safety, ICT, AfL, literacy, numeracy and charging and remissions, are implemented within the curriculum area. - Ensuring that the work of the curriculum area furthers the aims of the academy's mission, strategic aims, curriculum statement and other academy policies and guidelines.

Communications	• Promoting the well-being and development of the academy through furthering whole-academy policies and procedures, promoting within the designated curriculum area(s) the agreed aims, ethos, attitudes and values of the academy and the Trust, and, within the agreed structure of academy policy, exercising leadership both within the curriculum area and where appropriate outside it.
Partnership or Corporate Working	• Where appropriate, liaising with the ITT Professional Tutor, writing reports, and ensuring that any ITT work furthers the work of the curriculum area as well as the development of the ITT pupils. • Working with colleagues in the academy, across the Hope learning trust as well as advisers and other academy improvement partners in the continuous development of the curriculum area. • Maintaining and developing links with other curriculum areas in the academy, pastoral staff, 14-19 partners. • Develop functional transitional links with pre-11 and post 16 partners and institutions as appropriate in order to provide clear pathways for pupils and individuals within the community. • Liaising with pastoral staff as appropriate over concerns with individual pupils.
Resource / People Management	• Ensuring that resources are well looked after, inventories are kept up-to-date, teaching materials are checked for relevance, bids for resources are realistic, and funds are spent wisely. • Ensuring that rooms, boards and facilities linked to the curriculum area are cared for, feature attractive displays that include pupils' work, and offer a working environment that is ordered, positive and welcoming. • leading a team of colleagues and taking active responsibility for its work and for that of pupils; • Supporting colleagues within the curriculum area in creating an ordered working environment, including advising on classroom management, and accepting overall responsibility for the behaviour and conduct of pupils within the curriculum area; • Furthering the professional development of staff contributing to the curriculum area, including planning effective use of CPD training and staff development time, observing lessons supported through a range of Quality Assurance actions and offering professional feedback, monitoring classroom management, advising on procedure, and acting as performance management team leader as required; • Playing a key part in the appointment of new staff, and inducting and guiding staff new to the curriculum area in accordance with the Staff Handbook; • Liaising with and advising the Vice Principal Performance on curriculum implications and timetable allocations, and liaising with staff within the curriculum area as appropriate; • Ensuring that teaching assistants and others within the learning environment are effectively inducted, guided, deployed and monitored. • Ensuring that the curriculum area develops appropriate resources and teaching strategies to meet the needs of the full range of age, aptitude and ability including pupils with special educational needs and implementing the academy's Special Educational Needs and Disabilities policy
Skills Development	• Keeping abreast of subject developments, and evaluating and revising schemes of work and approaches to teaching as part of a continuous cycle of curriculum review and development. • Ensuring that the curriculum area fulfils its cross-curricular obligations as required in accordance with whole-academy policy, including Citizenship, Information and Communication Technology, Literacy, Numeracy, Assessment for Learning, Academy Values, British Values, thinking skills, skills for life and other cross-curricular dimensions and themes.

Safeguarding	- To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate - Know about data protection issues in the context of your role. - Maintain confidentiality as appropriate - Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.
Systems and Information	- Maintaining and updating key curriculum documentation in accordance with whole-academy guidelines, and making copies available as required. - Writing each year the following reports and attending review meetings of these reports with the Principal and Vice Principals: exams analysis, SEF and department development plan. - Ensuring that the curriculum area assesses and records pupil achievement in line with whole-academy policy, and that appropriate records and evidence of pupils' work are maintained;
Planning and Organising	- Ensuring that lesson preparation is thorough with appropriate work, homework across the whole department is set in accordance with the academy homework policy and timetable, and work is marked promptly; - Ensuring that teaching leads to good learning and progress, supported by crisp pace, high challenge, pro-active classroom management, consistent use of the academy behaviour policy, good organisation and resources, embedded assessment for learning, and positive relationships; - Monitoring and reviewing the quality and effectiveness of teaching and learning within the curriculum area, including, as appropriate, lesson preparation, classroom management, relationships, written work, assessments, pupil progress, added value and homework; - Monitoring the learning and progress of individuals, groups and the subject as a whole, with a view to ensuring that pupil progress and added value are in line with, or better than, the academy targets and expectations; - Seeking to ensure that pupils' passion, enjoyment and experience of the curriculum area is enriched through activities within and beyond the formal curriculum. - Preparing and maintaining schemes of work and ensuring that teaching across KS3 provides the solid foundation for examination work within KS4 and ultimately prepare pupils effectively for internal and external examinations.
Data Protection	To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. - To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	- We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. - Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. - Develop own understanding of equality issues.
Flexibility	- Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. - Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. - Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures

Customer Service	• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

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Grade	Main Pay Scale / Upper Pay Scale with TLR
Responsible To	Vice Principal / Principal
Staff Managed	Teachers within Department
Job Family	Teaching

Essential	**Desirable** (if not attained, development may be provided for successful candidate)
Knowledge	
• High level of specialist subject knowledge	• Knowledge of core standards for teachers and how they apply in practice
Experience	
• Previous Teaching Experience	• Ability to teach more than one subject • Willingness to contribute to the wider life of the school
Occupational Skills	
• Ability to motivate learners of all abilities to learn and to make good progress • Good oral & written communication skills • Ability to listen & respond to young people establishing excellent relationships with them • Ability to analyse data effectively and use data to set clear, challenging targets • Ability to use ICT for planning, teaching, organisation and assessment purposes • Ability to plan consistently, creatively and effectively to support excellent progress • Very good classroom management • Ability to reflect upon own practice & respect the contribution of others • Ability to work effectively as part of a team	• Ability to use e-technologies effectively • Ability to lead activities which support the development of a colleague or team
Qualifications	
• Qualified Teacher • Graduate with relevant degree.	• Evidence of continuous professional development • Willingness to undertake further professional development
Other Requirements	
• Enhanced DBS clearance • Commitment to safeguarding and protecting children and young people • Passion for own subject specialism/excellence • Excellent role model to learners & students • Ability to organise learning resources and accommodation efficiently	• Understanding of Health & Safety