



## HEAD OF DEPARTMENT - HUMANITIES

**RESPONSIBLE TO:** Assistant Headteacher

**GRADE:** Main scale, plus TLR 1

### PURPOSE OF POST:

To inspire minds and build futures through the successful leadership of the Humanities department.

**DIMENSIONS:** Accountable for:

**Pupils:** All pupils

**Staff:** Humanities Teachers

**Resources:** All physical resources they use including classrooms, teaching materials and ICT equipment

### DUTIES & RESPONSIBILITIES:

1. In consultation with the Senior Leadership Team, design and lead aspirant and exciting Humanities curriculum which '*inspires minds and builds futures*'.
2. *Drive extra curricular participation and excellence in all of the Humanities subjects.*
3. Identify and act upon department priorities, using effective professional development and line management to build and lead a cohesive and highly effective team.
4. Communicate effectively with all school stakeholders.
5. Provide highly tailored weekly mentoring and coaching to team members.
6. Ensure the completion of all department documentation including department data analysis and subsequent intervention planning.
7. Lead highly effective weekly team meetings and subject enhancement sessions.
8. In accordance with curriculum plans, ensure that the department is delivering lessons which are appropriate to the age and ability of the pupils to facilitate exceptional learning and progress.
9. Ensure that teaching across the department is being delivered in line with the school's teaching and learning philosophy of *CAMMFES*.
10. Support promoting positive effort, focus and behavior of pupils among the team.
11. Act as a positive role model and leader across the school, performing all duties effectively.
12. Ensure that assessment is regular, thorough, and informs future planning and teaching.
13. Ensure feedback is being provided across all classes that moves learning forward.
14. Manage and allocate department resources so as to create a positive and exciting learning environment which makes effective use of resources.
15. Ensure that relevant and purposeful homework is set, and monitored across the department.
16. Ensure the department budget is managed in accordance with academy policy.
17. Manage own and others' workload to maintain an appropriate work/life balance.
18. Work in effective partnership with other relevant leaders in the Trust.
19. Support students throughout the day by fulfilling pastoral responsibilities.

20. Attend and lead meetings/CPD and carry out administrative tasks and duties as specified on the academy calendar.
21. Consistently implement all academy policies.
22. Contribute to decision-making and consultation procedures.
23. Report any safeguarding concerns immediately to the DSL using the school software.
24. Carry out any other reasonable duties as requested by the Headteacher.

***This job description is not necessarily a comprehensive definition of the post, and will be reviewed annually***

**CONTEXT:**

All classroom teachers are role models to pupils within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2007.

The Job-holder will ensure that Chiltern Academy's policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act( 1984, 1998)

**This job profile needs to be read in conjunction with the generic job description for teachers.**

**The Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.**

**All personnel may be required to work across the Trust by agreement with the Chief Executive.**

## **SAFEGUARDING CHILDREN**

**CONTEXT:**

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post will be exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional) and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role of which they are applying. However in the event of the post being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in schools.

## PERSON SPECIFICATION

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This acts as selection criteria and gives an outline of the type of person and the characteristics required to do the job.

Essential (E) = without which candidate would not be shortlisted

Desirable (D) = useful for choosing between two good candidates

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How measured	Desirable	How measured
<b>Experience</b>	Demonstrable experience of ensuring the best possible outcomes for pupils at KS4.	1,2	Working with children with English as an Additional Language.	1,2
	Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1,2	The recruitment of staff.	1,2
	Demonstrable experience of leading highly successful extra curricular activities and performances.	1,2	Experience of effectively using technology in lessons	1,2
	Experience of leading and managing the work of others.	1,2	Whole school self-evaluation experience	1,2
<b>Skills/ Abilities</b>	Ability to communicate effectively with a variety of stakeholders (e.g. colleagues, parents, the community, external agencies).	1,2	Ability to lead on a whole school project or initiative and have a positive impact.	1,2
	Ability to form and maintain appropriate relationships and personal boundaries with children and young	1,2,5	Ability to lead purposeful and positive subject enhancement sessions for other staff	1,2,5
			Ability to create a vision for a humanities department and inspire others to bring it to fruition.	1,2

	<p>people. Ability to lead, coach and mentor others, persuading and influencing those resistant to the management of change.</p> <p>Ability to use new technologies to support both the curriculum and work organisation.</p> <p>Ability to monitor, evaluate and improve the quality of teaching and learning in others</p> <p>Ability to identify the necessary resources which ensure high quality teaching and learning.</p> <p>Ability to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.</p>	<p>1,2</p> <p>1,2,5</p> <p>1,2,</p> <p>1,2</p> <p>1,2</p>		
<b>Equality Issues</b>	<p>Demonstrable commitment to inclusive teaching and learning.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</p>	<p>2,5</p> <p>1,2</p>		
<b>Specialist Knowledge</b>	<p>High levels of subject and curriculum knowledge, especially at KS4</p>	<p>1,2,5</p>	<p>Ability to impart subject specific knowledge and lead training sessions for a department to develop their practice</p>	<p>5</p>
<b>Education and Training</b>	<p>Qualified Teacher Status</p> <p>Evidence of proactive continuing</p>	<p>4</p> <p>1,2</p>	<p>Knowledge of personnel issues and procedures, and in the accredited safe recruitment modules.</p>	<p>1,2</p>

	professional development			
<b>Other Requirements</b>	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification  
5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct