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*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

**Shirley High School**

**Performing Arts College**

***“Striving for Excellence”***

**Job Description:**

Post: Head of Subject (All subjects within the department)

Line Manager: Director of Faculty

### Areas of responsibility and guidance:

* To provide clear leadership of the department and lead by example to ensure the vision and values of the school are consistently met;
* To lead the department in the teaching of History throughout the school at all phases that consistently meet and exceed the expectations of the school;
* To delegate through 2i/c or LP (assigned better of staff) where appropriate the management of specific subjects.
* To develop and plan resources that can be used within the department that will challenge all students and improve academic outcomes;
* To support in the monitoring and evaluation of teaching and learning within the department;
* To promote the ethos of inclusion and challenge within the vision and mission statement of the academy;
* To maintain the standards, expectations and policies of the school and the department at all times;
* To create a positive climate of teaching and learning in line with the vision and values of the school;
* To contribute to the School Improvement Plan;
* To be responsible for the Department Improvement Plan;
* To ensure that the environment for learning within the department is in line with the school expectations;
* To support the pastoral life of the school including behaviour within the department and across the school;
* To support and encourage school and extracurricular opportunities, especially those that enhance the cultural capital of students;
* To maintain the teacher standards assigned to this role;
* Strong knowledge of curriculum, appropriate syllabuses and national curriculum requirements;
* To be accountable for student attainment, progress and outcomes within personal classes and the department;
* Keep up to date on the latest research and strategies that can enhance the department's teaching and learning experience;
* Be responsible for the analysis of data to determine areas of strength and development within the department(s);
* Have extensive knowledge and understanding of curriculum and related pedagogy through wider professional networks and the latest research and national policies;
* To ensure that the subject curriculum is a model of progression and is sequenced to ensure all learners make progress and reflect the expectations of the school, national curriculum and specifications (where appropriate);
* To be responsible for the medium-term plans and 3i’s document within the department;
* To lead on department data input (within deadlines set) and ensure robust assessment;
* To provide cover where required for those working within the department;
* To manage department budget and ensure all stock is accounted for and leads to greater progress and opportunities for learners;
* To source other funds for investment such as external bids;
* To promote the ethos of inclusion and challenge within the vision and mission statement of the academy;
* To exhaust all strategies, styles and initiatives to help ensure all students achieve at least expected progress and the majority make more than expected;
* To challenge and support colleagues in the student's best interest;
* To be responsible for department exams including PPE;
* To lead on department standardisations and moderation;
* To lead on department staff appraisals, including target setting, lesson observations and reviews;
* To assist with recruitment within the department;
* Participating in first aid training if required;
* To ensure that marking and feedback meet the expectations of the school throughout the department;
* To ensure that homework is set in line with school expectations;
* To be responsible for liaising with the school ECT mentors, tutors and managers. Support trainees teaching within the department through mentoring, coaching and other forms of professional development;
* Contribute effectively to the work of the school and the achievement of the school’s key priorities;
* Deploy staff in line with specific job descriptions;
* Lead subject meetings and record action points;
* To ensure all department displays meet the expectations of the school;
* To liaise with feeder primary schools when appropriate and requested;
* Attend all meetings linked to the role;
* To promote and run CPD within the department and support where appropriate across the school;
* To promote teamwork and motivate staff to ensure effective working relations;
* Meet with the Principal when required to discuss the performance and direction of the department.

### Personal Qualities:

* Flexible, enthusiastic and innovated towards student and staff development;
* Consistently demonstrate the vision and values of the school;
* Reliable, talented and conscientious teacher with high expectations in line with the school;
* Demonstrate great communication skills with all within the school community;
* Neat appearance in line with the school policy; act as a positive role model for students;
* Ability to work as part of a successful team and work effectively under pressure;
* Have the determination and resilience to ensure that all students are challenged in all aspects of school life;
* Have the potential to be a strong senior leader.

### Think Green:

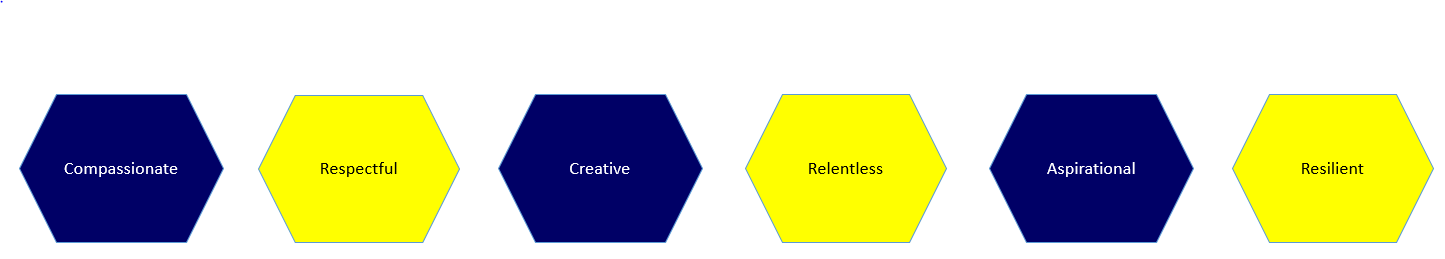
* Support the school in demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, recycling and waste reduction) wherever possible in day-to-day work.

### Safeguarding and Child Protection:

* To reinforce and enforce the school's commitment to safeguarding and promoting the welfare of children and young people.
* Uphold the duty of care to ensure that if there are any concerns relating to the welfare or safety of a child they are immediately relayed to the Designated Person(s) with responsibility for safeguarding children.

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| **Qualification** | Essential | Desirable |
| Honours degree or equivalent / Graduate status in subject area or related subject |  |  |
| Qualified Teacher Status |  |  |
| Evidence of commitment to continuing professional development / Evidence of  relevant post-graduate training |  |  |
| Additional teaching qualifications or training |  |  |
| **Professional and Experience** | Essential | Desirable |
| Passion for learning and inspiring others |  |  |
| Experience of 11-18 education and can teach all phases |  |  |
| Ability to develop successful team(s) |  |  |
| Track record of improving student performance and outstanding student  progress within identified subject area |  |  |
| Strong classroom management skills and excellent practitioner |  |  |
| Ability to form and maintain appropriate relationships and personal boundaries  with staff and students |  |  |
| Ability to work closely with DOF and SLT |  |  |
| Evidence of active involvement in school-wide provision or initiatives including  Saturday and holiday provision for identified students |  |  |
| Evidence of raising student achievement in line with expectations and where possible above national averages |  |  |
| Evidence of strategic thinking |  |  |
| Have an overall understanding of the National Curriculum and developments affecting  secondary and post-16 education |  |  |
| Experience in designing and delivering an ambitious and diverse curriculum |  |  |
| **Skills** | Essential | Desirable |
| Sound knowledge of current educational developments, including the use of IT  and Remote Learning expertise |  |  |
| Ability to hold staff to account with support within a faculty |  |  |
| Active involvement in curriculum development initiatives |  |  |
| Ability to drive improvements and identify underperformance |  |  |
| Ability to analyse data to effectively track student progress and specifically all subgroups |  |  |
| Experience in managing a budget |  |  |
| Ability to recognise individual learning needs and ensure adequate curriculum provision |  |  |
| Commitment to raising the achievement of all students of all abilities |  |  |
| Evidence of effectively using assessment data to inform learning and teaching |  |  |
| Evidence of consistent and constructive marking procedures |  |  |
| Willingness to offer intervention, extended learning and catch up |  |  |
| Evidence of involvement in pastoral care and supporting behaviour expectations of the school |  |  |
| **Personal Attributes** | Essential | Desirable |
| Respect for all and consistently demonstrate the values of the school |  |  |
| Relentless drive for improvement and success. A strong belief that students have  the potential to be the best |  |  |
| Ability to work effectively as part of a team |  |  |
| Excellent organisational skills, ability to work under pressure and meet deadlines |  |  |
| Ability to plan, monitor, evaluate and review |  |  | |
| Enthusiasm, energy, resourcefulness, creativity |  |  | |
| Communicate clearly and concisely both verbally and in writing, with all  Stakeholders (students, parents, colleagues, external contacts, etc.) |  |  | |
| Ability to create innovative solutions to solve problems |  |  | |
| Be enthusiastic and positive in the face of challenges and change |  |  | |
| Be able to manage time effectively and be generous with own time |  |  | |

We want all at SHS to believe in and maintain the values of our school:



Signed: ……………………………………………………………………………………… Dated: …………………….…………………………