

# GREAT MARLOW SCHOOL

## Head of Department - Job Description

### **Main Tasks**

To be accountable for and to provide professional leadership and management for the subject:  
To secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.  
To contribute to the development and maintenance of whole school strategy, policies and ethos.

### **Responsible to:**

Line managed by a member the LT.

### **Responsible for:**

Teachers in the department team and/or Technicians, if appropriate. Other staff in accordance with Performance Management Structure

### **Other specific duties applicable to this post:**

The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed.

The job description is not necessarily a comprehensive definition of the post and it may be subject to modification or amendment after consultation with the post holder.

### **Specific Responsibilities**

#### **Strategic direction and development of the subject**

- to have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives;
- develop and implement policies and practices for the subject which reflect the school's commitment to high achievement through effective teaching and learning;
- ensure that staff are clear about the importance and role of the subject in contributing to pupils' spiritual moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
- analyse and interpret, relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- to involve all departmental colleagues in the creation and execution of the yearly department development plan and department SEF. This will identify clear targets for its development and/or maintenance in line with the SDP which:
  - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
  - identify realistic and challenging targets for improvement in the subject;
  - are understood by all those involved in putting the plans into practice;
  - are clear about action to be taken, timescales and criteria for success;

- 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.
- to regularly review the progress towards the targets set in the departmental development plan and provide regular progress updates to the LT link to ensure that they are fully aware of all successes, issues and concerns.

### **Teaching and learning**

- to monitor and evaluate the department's specification and schemes of work.
- to engage all subject staff in the creation, consistent implementation and improvement of the schemes of work.
- ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- to ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group (except where some sets are following accelerated courses).
- to initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the subject.
- ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- 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;
- To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning.
- to provide quality assurance monitoring and intervention with all subject staff.
- to monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- to provide regular feedback to the LT link to help the school evaluate its practice.
- to assist the LT link in the regular review of the standards of leadership, teaching and learning in the subject area;
- To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

### **Leading and managing staff**

- help staff to achieve constructive working relationships with pupils;
- establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- to be responsible for inducting NQTs and new staff;

- performance manage staff as required by the school policy and use the process to develop the personal and professional effectiveness of the staff;
- to act as a performance management team leader for identified teachers;
- to ensure the performance management arrangements are effectively discharged by the other team leaders in the department;
- lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations;
- work with the DoL Support and /or 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 pupils' needs;
- ensure that the headteacher, LT members and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans;
- to monitor and evaluate the contribution and impact of other staff to school improvement;
- take initial responsibility for the pastoral care and welfare of all departmental staff.

**Efficient and effective deployment of staff and resources may include**

- establish staff and resources needs for the subject and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
- help in the selection of staff for the department; 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, in conjunction with ICT Manager foster and oversee the application of ICT in the subject, including development of materials for the VLE;
- maintain existing resources 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, well ordered, attractive 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 (health and safety).