



## Heads of Department – Job Description

Teaching is a varied and dynamic job which requires a constant drive for improvement. It is important that this is recognised in all aspects of a teacher's role at HLC.

Teachers take on a huge number of roles. This variety is what gives the job its fascination and its interest. It also contributes to its complexity. Our expectations are that in all our work: "Everything we do has to be in the interests of the pupils for whom we work."

Heads of Department/Subject Leaders have a particular responsibility for embodying and promoting the culture of the School. They have to support the School's leadership team and be seen to support School policies wholeheartedly. They themselves are important leaders within the School and the skill and commitment they bring to their jobs are critical to the School's success. They have to manage and lead the colleagues for whom they are responsible.

### Details of the Head of Department job description:

Accountable to: Nominated Educational Leadership Team (ELT) member

#### Key responsibilities:

1. **Teaching and Learning:** HoDs will secure and sustain effective teaching, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. They will:
  - a. be an excellent teacher;
  - b. promote the importance of improving and promoting teaching and learning to pupils, staff and parents;
  - c. review teaching and learning for their own department through a programme of lesson observations, work scrutiny, pupil voice and learning walks and from this draw up ideas for improvement;
  - d. implement strategy to improve teaching and learning within their department;
  - e. ensure that pupils are assessed, supported and tracked individually and consistently; exam entries are made and other necessary administrative responsibilities fulfilled;
  - f. oversee the setting, marking and analysing of internal examinations;
  - g. attend meetings with the Assistant Head Teaching & Learning, the relevant ELT and HoDs meetings, to discuss teaching and learning within their department and the wider school;
  - h. work with their equivalent subject leader in Highfield to ensure transition from Highfield to College is smooth;
  - i. liaise with the Head of Inclusive Learning and Heads of School as necessary;
  - j. make appropriate and best use of support teachers in the classroom;
  - k. analyse staffing requirements and departmental timetabling/rooming with the relevant ELT member
  - l. prepare documentation for annual review with the Principal and Assistant Head Teaching & Learning;
  - m. choosing and implementing specifications for public examination courses in discussion with the Assistant Head Teaching & Learning and Senior Deputy and communicating this effectively to parents;

- n. production of stimulating displays in and around the department and ensuring a high standard of up-keep in those rooms used by the department.

**2. Strategic direction and development of the teaching and learning:**

HoDs will help to plan a successful teaching and learning future for the school within the context of the school's aims and policies. They will have:

- a. a carefully planned approach within their own department to the development of excellent teaching and learning reflected in comprehensive and up to date departmental paperwork and practice;
- b. a willingness to engage in professional development in order to become up to date in their understanding of teaching and learning.

**3. Leading and managing staff:**

HoDs will support the senior team by:

- a. leading and managing their own department in an exemplary manner; including the appointment and induction of new teachers, professional support and development for colleagues, maintaining high standards in all aspects of the department; and representing the needs of the department to senior management;
- b. generating positive relationships with colleagues;
- c. ensuring that classes are left relevant and appropriate work;
- d. ensuring that schemes of work, departmental handbook, departmental development plan and other departmental documentation are reflective of the aims of the school, the needs of the pupils and compliant with regulations;
- e. sharing Departmental preparations for important events, eg Taster Day/Open Day/Sixth Form Information Morning/Options Evenings, theatre visits etc
- f. participate in the interview and examination of candidates for entry to the School;
- g. organising the yearly educational trip abroad or field trips, where relevant;
- h. strategic planning, preparing their examinations entries, result analysis and departmental reviews;
- i. ensuring that all activities undertaken in the department conform to current Health and Safety legislation and that Risk assessments are completed and stored as required;
- j. overseeing and managing the work of non-teaching members of the department, such as technicians and assistants.

**4. Efficient and effective deployment of staff and resources:**

HoDs identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. This is done through:

- a. weekly departmental meetings, minutes of which should be kept and circulated to the relevant ELT and Principal;
- b. supportive and thorough performance management;
- c. an ability to find resolution for interpersonal difficulties;
- d. the encouragement of a positive learning environment;
- e. the development of learning opportunities outside the classroom via trips, activities etc
- f. The management of their own budget, understanding the need for co-operation with other departments where appropriate.

## **5. Pastoral Responsibilities:**

- a. to carry out pastoral duties in accordance with the school's pastoral policies to ensure the safety and wellbeing of all our pupils;
- b. to ensure that each pupil is given the individual attention they require;
- c. act as a Form Tutor;
- d. attend relevant Parents' Meetings;
- e. award rewards and misdemeanours in line with the School policy;
- f. ensuring that expectations of dress, behaviour and work ethic are closely monitored and clearly communicated to all pupils;
- g. be fully aware of best practice relating to Safe Recruitment and Child Protection. Every teacher should be aware of how to contact the Child Protection Officer and should not hesitate in contacting the CPO about any concerns relating to a child's welfare.

## **6. General Responsibilities:**

- a. to participate in appropriate meetings with colleagues and parents to facilitate the above;
- b. the HoD is expected to attend regular meetings with the relevant ELT, Assistant Head Teaching & Learning and HoDs meetings;
- c. to undertake a share of general supervisory duties in accordance with the school's organisation of duty rotas;
- d. to contribute to the school's extra-curricular programme;
- e. be aware of requirements for ISI inspections and contribution to updating of policies, documents, lesson plans as requested;
- f. it is expected that the Teacher will undertake a number of duties, from time to time, for the better running of the School as directed by the Principal. Such duties include additional prep supervision, attending events, supervision in boarding and involvement in Travel Day arrangements.

## **7. Educational commitments:**

- a. Commitment to the School's Aims and Values;
- b. Commitment to the development of schemes of work which will promote the achievement of each individual pupil;
- c. Commitment to improving teaching and learning in the subject through research/development.

## **Person specification:**

### **1. Skills of a HoD:**

- a. Leadership skills: attributes and professional competence;
- b. Communication skills: the ability to make points clearly both orally and in writing and understand the views of others - pupils, parents, staff, other stakeholders and the public;
- c. Self- management: the ability to plan time effectively and to organise oneself well.

### **2. Attributes of a HoD:**

- a. Adaptability, resilience, energy and perseverance;
- b. Self-confidence and enthusiasm;

- c. Intellectual ability;
- d. Reliability;
- e. Emotional intelligence;
- f. Good organisational and time-management skills;
- g. Judgement and attention to detail;
- h. Ease with, and interest in, young people;
- i. Understanding or experience of leadership and management of a subject.

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