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| **J o b D e s c r I p t I o n** | | | | |
| **Job Title:** | Head of Humanities |  | **Reporting to** | Principal, SLT Link |
|  |  |  | **Grade and Range:** | L3 – L7 |
| **Subjects within the faculty** | History, Geography, Religious Studies, Business Studies, Nosce Te Ipsum (PSHE) and Latin |  | **Liaising with:** | Senior Leadership Team, Heads of faculty, Assistant Heads of faculty, Heads of KS and Assistant Pastoral Leaders, Junior Heads of Phase and Subject Leads, SEND Manager, ITE providers, Teaching School Hub, Polam Hall Academy Council, Woodard Academies Trust and Parents. |
| **Resources** | Manage financial and physical resources for faculty |  | **Supervises:** | Assistant Head of Faculty, all teachers within the faculty |
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| **Purpose and context:** | * To provide strategic and operational leadership for the faculty in line with the ethos and aims of Polam Hall School. * To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum. * To be accountable for student progress and outcomes throughout the faculty. * To raise standards of student progress and achievement throughout the faculty, including through extra-curricular provision. * To be responsible and accountable for the performance of staff within the faculty. * To effectively manage and deploy teaching staff, financial and physical resources to secure the best outcomes for learners. * To lead the provision for ITE and ECTs across the secondary phase of the school. | | | |
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| **Main duties:**  **Strategic and Operational Leadership**   * To develop a faculty ethos which enables collaboration, the sharing of good practice, celebrates success and accepts responsibility for outcomes. * To review the effectiveness of the faculty in the light of national and international data and provide the lead for implementing intervention strategies which improve teaching and learning and student progress. * In collaboration with faculty staff, to formulate implement and monitor a Faculty Improvement Plan in line with the objectives of the School Improvement Plan. * To evaluate the work of the faculty and ensure that an annual evaluation highlights key successes and actions for improvement. * To prepare the faculty for external inspection and review. * To ensure that curriculum planning and resources are in place for each subject and key stage taking into account the needs of all learners, and that these are reviewed regularly and updated as necessary. * To be accountable for the staff within the faculty, delegating to the Assistant Head of Faculty as appropriate. * To oversee the effective and efficient deployment of resources to ensure high quality teaching and learning, including effective deployment of staff and physical resources. * To be accountable for budget allocations within the faculty to ensure that budgets are spent in line with faculty and school priorities and best value principles. * To draw up agendas for faculty meetings, chair meetings as appropriate and ensure that minutes are distributed. * To attend and play an active role in fortnightly Senior School Leadership meetings which will be a second calendared meeting in any given week. * To implement school policies and procedures. * To ensure that Health & Safety policies and practices, including risk assessments in the faculty are in-line with national requirements and are updated where necessary. * To lead an identified area of whole school responsibility, which is the provision for ITE and ECTs in the secondary phase of the school.   **Leadership of Teaching, Learning and Assessment**   * To lead the development of evidence informed teaching and learning, ensuring excellent standards of teaching across the faculty. * To ensure those students with SEND, EAL and those who are More Able are well supported in the faculty. * To establish and maintain high quality learning environments within the faculty. * To ensure that the faculty provides effective support, enrichment and challenge through the organization of off-site and extra-curricular activities. * To have responsibility for the quality, standardization and moderation of all aspects of assessment to ensure high standards and accurate tracking of students. * To monitor proactively student progress across the faculty and ensure appropriate intervention is put in place. * To oversee and ensure the implementation of the school behavior policy within the faculty * To lead the monitoring, evaluation and review cycle in the faculty, identifying good practice areas for development and working with staff to improve the quality of teaching and learning. * To lead the provision for IIT trainees and for ECTs within the faculty.   **Leadership of the Curriculum**   * To liaise with SLT and the Principal to ensure the delivery of an evidence-informed, comprehensive, high quality and cost-effective curriculum programme. * To lead curriculum development for the whole faculty, ensuring high quality schemes of work, resources and assessments are in place for all subjects. * To keep up to date with current developments in subject specific curriculum intent and implementation, ensuring rigorous and evidence informed development of faculty subjects. * To participate in monitoring, evaluation and review of curricula in all subjects within the faculty and ensure that identified actions are implemented. * To monitor actively and respond to curriculum development and initiatives at national, regional and local levels. * To ensure compliance with the requirements of relevant examination/validating bodies. * To be responsible for supporting the development of numeracy, literacy and ICT within the faculty.   **Leadership of Staff**   * To promote teamwork and motivate staff to ensure effective working relations. * To be responsible for the day-to-day management of faculty staff, acting as a positive role model. * To work with the Assistant Head of Faculty to ensure that robust appraisal arrangements are in place and that professional development of staff is identified and carried out with a focus on raising standards. * To act as a reviewer for a group of staff within the faculty. * To develop your own professional practice and leadership. * To establish and maintain high professional standards within the faculty through staff training, lesson observation, monitoring, evaluation and review. * To ensure that all teachers carry out their routine responsibilities accurately and effectively e.g. registers, timely provision of information. * To ensure that appropriate arrangements are in place for classes when staff are absent, liaising with the Vice Principal, Cover Supervisor and/or supply staff to secure appropriate cover within the faculty. * To undertake return to work interviews with absent staff for whom you are responsible, supporting and challenging absences in line with the school absence policy, and liaising with HR if absence monitoring procedures are triggered. * To participate in the recruitment process when required and to ensure effective induction of new staff into the faculty.   **Leadership of Communication and Reporting**   * To ensure the maintenance of accurate and up-to-date information concerning the faculty on the management information system. * To analyse and evaluate performance data, producing reports as required. * To provide the Academy Council with relevant information relating to the faculty’s performance and development. * To ensure effective communication/consultation as appropriate with parents. * To liaise with WAT, partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies. * To lead the development of effective subject links within WAT and the wider community.   **Whole School Leadership**   * To ensure that school makes a positive contribution to training teachers of the future. * To liaise with and monitor the effectiveness of ITE providers, ensuring that the school is working with good quality providers and offering appropriate placements. * To act as the ‘professional tutor’ or equivalent for all secondary trainees. * To ensure that all trainees have mentors who are well trained and that all the requirements of the ITE courses are met. * To register ECTs with the DfE and Teaching School Hub. * To ensure that all ECTs have mentors, use their time effectively and access the requisite online and face to face training. * To create a programme of in house training and induction for ITE trainees and ECTs. * To ensure completion of all paperwork/progress reviews for ITE trainees and ECTs.   **Other**   * To participate in the school’s annual appraisal process. * To have regard to guidance on keeping children safe in education. * To observe health and safety requirements and to contribute to ensuring a safe working environment. * To take responsibility for one’s own continuing professional development. * To maintain high standards of professionalism in every facet of the role, including conduct, dress code, and communications. * Responsibility for promoting and safeguarding the welfare and protection of children, working within policies and procedures, taking care of own and other’s health and safety, etc * The JD and PS will be reviewed regularly, and any changes will be made in consultation with the post holder * These responsibilities are not exhaustive, and the post holder is expected to carry out any other related reasonable duties commensurate with their skills, abilities and grade. | | | | |
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**P e r s o n S p e c i f i c a t I o n**

Head of Humanities

E = Essential criteria, D = Desirable criteria

**Qualifications**

E – Qualified Teacher Status

E – Good degree in the subject to be taught

E – Evidence of further personal and professional development

D – Evidence of leadership development

**Experience and Knowledge**

E – Excellent classroom practitioner with experience of successfully teaching across the age and ability range.

E – Experience of successfully raising standards and improving outcomes for pupils.

E – Experience of successfully leading others.

E – Experience of leading curriculum development.

E – Experience of leading others in using assessment and data to improve pupil outcomes and progress.

E – Up to date knowledge of current educational and pedagogical thinking and research.

E – Experience of implementing systems and processes to monitor and evaluate teaching and learning.

E – Experience of working with ITE trainees and/or ECTs.

D – Evidence of commitment to education beyond the classroom.

D – Experience of leading CPD for colleagues.

D – Experience of successfully working with parents and the wider community.

D – Experience of mentoring an ECT or ITE trainee.

**Skills and Abilities**

E – A passion for the subject and an ability to inspire pupils.

E – Excellent classroom management and skills.

E – Proven ability of leading, managing and inspiring a team.

E – The ability to plan strategically, action plan and to monitor and review progress.

E – Excellent knowledge and understanding of current educational issues and of national developments in curriculum and assessment.

E - Knowledge of effective planning, monitoring and self-evaluation methods.

E – Knowledge and skill in using data intelligently to improve outcomes for pupils.

E – Excellent communication skills.

E – The ability to teach creatively through a variety of teaching and learning styles.

E – The ability to establish good working relationships with a wide range of people including pupils, colleagues, parents and Academy Councillors.

E – Willingness to undertake further professional development in order to develop skills.

E – Knowledge and understanding of safeguarding.

E – Knowledge and understanding of the ITE and Early Career Frameworks.

**Personal Qualities**

E – Ambition and Vision.

E – Open, reflective and analytical

E – Organised, able to prioritise and to plan strategically.

E – Can lead by example, is able to enthuse and support others.

E – Ability to work on own initiative and as part of a team.

E – A commitment to raising the achievement and aspirations of all pupils.

E – Efficient and tenacious, determined to follow initiatives through to excellent conclusions.

E – Able to hold others to account.

E – Ability to work under pressure and remain positive, enthusiastic and resilient.

E – A sense of humour and perspective.

E – Excellent interpersonal and teamwork skills.

E – Can effectively manage the variety of demands and pressures that come with a leadership role.

E – Willingness to display flexibility in working hours as occasions may sometimes demand.

E – Supportive of the ethos of Polam Hall School.

E – Set exceptionally high standards for self and others.

D – The personal skills to enable networking with professional colleagues, locally, regionally or nationally.