

JOB DESCRIPTION

Job Title: Assistant Head of Department – Geography
School: Rivington & Blackrod high School
Grade: Main pay Scale (T1- T9) Plus TLR2C Allowance
Reports to: Head of Department / Assistant Headteacher

Line management responsibility: Department teaching staff

Main purpose of the job: To contribute to subject policies, plans, targets, and practices, within the context of the school's aims and policies, in order to ensure high levels of learning and optimal results. To achieve excellence in teaching practice and behaviours. The specific responsibilities of this post will be determined by the successful candidate's skills, talents and effective areas of leadership

Key duties and responsibilities

1. Support and Development of the Subject

- To work with the Head of Department to implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning
- To foster a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
- To promote a clear, shared understanding of 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
- To use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of actions to support those pupils
- To analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- To monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvements
- To deputise for the Head of Department as required/requested

- To be involved in the implementation of identified initiatives and their monitoring and evaluation
- To work alongside relevant staff to support short, medium and long term plans for the development and resourcing of the subject in order to:
 - 1) Ensure that plans to contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment
 - 2) Ensure that plans are based on a range of comparative information and evidence, including in relation to the attainment of pupils
 - 3) Identify realistic and challenging targets for improvement of the subject
 - 4) Ensure understanding by all those involved in putting the plans into practice
 - 5) Plans clearly indicate action to be taken, timescales and criteria for success

2. Teaching and Learning

- To secure and sustain effective teaching of the subject for self and others, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement
- Monitor 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 oversee the implementation of developments and changes required to fulfil the requirements of the Key Stage Learning
- Support other teachers in clarifying teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to the pupils
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- Ensure effective development of pupils' literacy, numeracy, and information technology skills through the subject
- Implement clear 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 improvements
- Use information about pupils' achievements in previous classes and schools to secure good progress in the subject
- Meet 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
- Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
- To assist the Head of Department in the effective administration of a rewards and sanctions policy
- Work with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets

3. Leading and Supporting Staff

- Provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching
- 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; developing responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability
- To lead Key Stage teams to engage, inspire and motivate students to maximise their enjoyment of, and progression in the Key Stage
- Liaise with Head of Department, and technical staff to ensure that appropriate schemes of work and resources are in place
- To be responsible for managing/overseeing internal exams and to assist the school's examinations officer in the entry and organisation of KS4 and KS5 examinations and any other externally driven exam procedures

- Work with the 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
- To assist the management team in the administration of the Departmental budget

4. Efficient and Effective Deployment of Staff and Resources

- Access appropriate resources for the subject and ensure that they are used effectively, efficiently and safely
- Support the effective and efficient management and organisation of learning resources, including information and communications technology
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject
- Liaise with Support Staff in the preparation of display work within the department
- Ensure that there is a safe working and learning environment in which risks are properly assessed

PERSON SPECIFICATION

Job Title: Assistant Head of Department

Qualifications and training	Essential	Desirable
Educated to A Level or equivalent.	✓	
Relevant degree	✓	
Qualified teacher status	✓	

Experience, knowledge and skills	Essential	Desirable
Have up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within governs the work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.	✓	
Ability to communicate effectively with young people and colleagues.	✓	
Ability to communicate effectively with parents and carers, encouraging participation in discussions and conveying timely and relevant information about attainment, objectives, progress and wellbeing.	✓	
Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment.	✓	
Ability to evaluate own performance and improving practice through appropriate professional development.	✓	
The ability to act upon advice and feedback and be open to coaching and mentoring	✓	
Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.	✓	
Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise	✓	

learning to provide opportunities for all learners to achieve their potential.		
Experience and understanding of the assessment requirements and arrangements for subjects curriculum areas, including those relating to public examinations and qualifications.	✓	
Experience and understanding of a range of approaches to assessment, including the importance of formative assessment.	✓	
Ability to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.	✓	
Ability to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement	✓	
Have a secure knowledge and understanding of subjects /curriculum areas and related pedagogy including: the contribution that subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.	✓	
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for own subjects /curriculum areas and other relevant initiatives across the age and ability range they teach.	✓	
Know how to use skills in literacy, numeracy and ICT to support own teaching and wider professional activities.	✓	
Knowledge and understand of how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	✓	
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language, or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	✓	
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and wellbeing of children and young people.	✓	
Ability to know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.	✓	
Knowledge of the current legal requirements, national policies and guidance on the safeguarding and promotion of the wellbeing of children and young people.	✓	
Ability to identify potential child abuse or neglect and follow safeguarding procedures and local arrangements of safeguarding of children and young people.	✓	
Ability to identify and support children and young people whose progress, development or wellbeing is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.	✓	
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management		✓

strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		
Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.		✓
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		✓
Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.		✓
Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people		✓
Ability to plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.	✓	
Ability to design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context.	✓	
Ability to plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	✓	
Ability to teach challenging, well organised lessons and sequences of lessons across the Secondary age and ability range.	✓	
Ability to use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.	✓	
Ability to build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.	✓	
Ability to develop concepts and processes, which enable learners to apply new knowledge, understanding and skills.	✓	
Ability to adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.	✓	
Ability to manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.	✓	
Ability to teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment.	✓	
Ability to make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.	✓	
Ability to provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.	✓	
Ability to support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.	✓	

Ability to use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.	✓	
Ability to review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining their approaches where necessary.	✓	
Ability to review the impact of the feedback provided to learners and guide learners on how to improve their attainment.	✓	
Ability to establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.	✓	
Ability to identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.	✓	
Ability to manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy	✓	
Ability to use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self- control and independence of learners.	✓	
Ability to promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.	✓	
Ability to work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.	✓	
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well- matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.		✓
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		✓
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback		✓

Personal attributes	Essential	Desirable
Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	✓	
Hold positive values and attitudes and adopt high standards of behaviour.	✓	
Show commitment to sustaining a high level of attendance at work.	✓	
Demonstrate dedication to teaching as a career.		✓
Responsibility for own professional development and be willing to partake in further development.	✓	
A team player with energy, commitment, enthusiasm and resilience.	✓	
A commitment to equality and diversity policies.	✓	
A commitment to Health and Safety.	✓	

A commitment to child protection and safeguarding.	✓	
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Special requirements	Essential	Desirable
Right to work in the UK	✓	
Satisfactory enhanced DBS certificate with barred children's list check.	✓	
Medical clearance.	✓	
2 satisfactory references.	✓	

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.