COLMERS SCHOOL & SIXTH FORM COLLEGE  
JOB DESCRIPTION

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<th>JOB TITLE</th>
<th>Head of Faculty: Humanities (History Geography, RE)</th>
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<td>Salary Scale</td>
<td>TLR 1c</td>
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<tr>
<td>LINE MANAGEMENT</td>
<td>Senior Leadership Team Link</td>
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1. JOB PURPOSE

(i) Required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the Headteacher of the school, reporting for the purposes of day to day leadership and management to an assigned member of the Senior Leadership Team.

(ii) To assist the Headteacher in the leadership and management of curriculum design, delivery and impact in the school, to achieve the outcomes required by Government regulations and the School Improvement Plan adopted by the Governing Body. In particular:

a. To work collaboratively with Colmers’ Senior Curriculum and Pastoral Leaders and the Senior Leadership Team to create a strong Colmers culture of Achieving Excellence through Belonging Together and Challenging Mindsets.

b. To lead an inspiring and carefully crafted approach to all subject areas within the Faculty in order to inspire a love of learning in our students.

c. To lead a culture of collaboration and continuous improvement within the Faculty.

d. To effectively lead, manage and develop the curriculum areas within the Faculty, in liaison with Faculty middle leaders, through the delivery of a faculty improvement plan that is aligned to the School Improvement Plan.

e. To oversee the design of coherent curriculum pathways and schemes of learning for each subject within the Faculty.

f. To develop and enhance the teaching practice of all teachers within the Faculty to secure effective implementation of the curriculum.

g. To effectively deploy and manage staff and resources within the Faculty, maintaining an environment that supports high expectations and quality first teaching.

h. To ensure the curriculum delivered raises standards for all students and especially the most disadvantaged within the Faculty and to monitor and support student progress.

i. To quality assure and evaluate the work of the Faculty, contributing to the school’s ongoing self-evaluation.

j. To promote teamwork and to motivate staff to ensure effective working relations by securing the overall welfare and good discipline of staff.

k. To promote student development and positive behaviour for learning within the Faculty.

l. To keep abreast of new initiatives in education both at local and national level.
2. KEY DUTIES AND RESPONSIBILITIES

2.1 Teaching

(i) To undertake the duties and responsibilities of a classroom teacher as required by the Headteacher (see extract from School Teachers’ Pay and Conditions Document detailed in the School Handbook).

2.2 Leadership and Management

(i) To establish a collaborative and inclusive Faculty ethos that is positive and dedicated to success, recognising and celebrating the best practice of staff and the achievements of students.

(ii) To nurture collaboration and teamwork, harnessing the talent and potential of staff to contribute to continuous improvement and ensuring good working relations.

(iii) To liaise with the Faculty middle leaders to ensure the delivery of a high quality and cost-effective curriculum programme which complements the School Improvement Plan and is reviewed in line with the school Self Evaluation Process.

(iv) To oversee the design and implementation of an inclusive curriculum for the whole faculty, providing regular opportunities to review and improve the curriculum offer in order to maximise student learning and progress, informed by local and national developments in the curriculum areas within the Faculty.

(v) To assist in the development of appropriate cross curricular connections and themes throughout schemes of work to support deep learning, especially through content links, vocabulary development, reading, writing, numeracy, global learning, safeguarding, PSHE and Citizenship.

(vi) To act as a role model of good teaching practice to all the Faculty teachers, modelling and coaching to enhance performance of all and enabling all members of the team to benefit from collaborative opportunities.

(vii) To ensure practice across the department is inclusive, meeting the needs of students with additional and complex needs including those with SEND, promoting students’ mental well-being and resilience.

(viii) To promote the use of ICT as an accelerator of student learning across the Faculty.

(ix) To oversee the monitoring and follow-up of student learning and progress in the Faculty at all key stages, relentlessly seeking to reduce attainment gaps for underachieving groups and individuals and especially disadvantaged students.

(x) To monitor and evaluate students learning and attainment against the Faculty’s and/or Department’s set targets for all students, implementing effective intervention with students who fall behind.

(xi) To lead the monitoring and management of assessment and marking in the Faculty, ensuring that the school’s policies are consistently implemented.

(xii) To ensure the Faculty team consistently implements the school’s Behaviour for Learning policy, maintaining high standards of behaviour for learning in lessons that enable all students to succeed.

(xiii) To support a culture of frequent collaboration within and beyond the department to enhance the design and delivery of the curriculum.
(xiv) To oversee the effective use of departmental capitation and resource management in order to support effective curriculum design and delivery.

(xv) To co-ordinate opportunities for students to contribute to curriculum delivery and improvement in the Faculty and where appropriate, to take leadership roles that improve performance.

(xvi) To support the smooth running of the school through undertaking senior duties as required, including lunchtime duties, on-call and extraction duties.

2.3 Communication
   (i) To ensure highly effective communication with teaching and associate staff in relation to the Faculty’s work
   (ii) To use briefings, team meetings and social media effectively to communicate key messages to staff, students and parents.
   (iii) To oversee effective communication, consultation and partnership with parents and carers in relation to students’ progress within the Faculty.
   (iv) To maintain a positive learning environment and a consistent approach to displays of curriculum information in classrooms and corridors
   (i) To liaise with partner schools and other external bodies when relevant
   (ii) To champion the Faculty within and beyond the school.

2.4 Quality Assurance and Improvement
   (i) To monitor and evaluate the Faculty’s curriculum area(s) in line with school procedures, contributing to the school’s quality assurance cycle through faculty quality assurance procedures that support effective self-evaluation and improvement.
   (ii) To analyse and evaluate performance data, producing reviews of assessment and examination data to drive improvement.
   (iii) To undertake Performance Management for all Faculty staff to monitor and evaluate the quality of teaching and professional development within the curriculum area(s) so that staff development needs are identified and that appropriate CPD is designed to meet these needs.
   (iv) To identify staff needing additional support or intervention to meet their responsibilities and implement this effectively to address any areas of underperformance.
   (v) To ensure effective communication, consultation and partnership working with parents and carers of students.
   (vi) To be responsible for the efficient and effective deployment of associate staff within the Faculty and Department(s).
   (vii) To participate in the school’s ITT programme.
(viii) To ensure that Health and Safety policies and practices, including risk assessments, are in line with the school and national requirements.

(ix) To promote activities which enhance the Faculty curriculum area(s) either in or out of school.

(x) To co-ordinate and promote extra-curricular activities within the Faculty.

(xi) To co-ordinate the provision of high quality professional development by drawing on sources of expertise as necessary to ensure that effective learning and teaching takes place within the Faculty.

(xii) To work with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to your areas of responsibility.

3. CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

Employees will be expected to comply with any reasonable request from a manager to undertake work from a similar level which is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

4. SUPERVISION RECEIVED

1.1 Supervising Officer’s Job Title: Senior Leadership Team Link

1.2 Level of Supervision: Left to work within established guidelines subject to scrutiny by supervisor.

5. SUPERVISION GIVEN

a. Supervision of: Faculty staff

b. Level of Supervision: Left to work within established guidelines subject to scrutiny by supervisor.

6. REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or
the post holder but only in consultation with the post holder.

Job Description issued following consultation by

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Signature of Headteacher  Signature of Post Holder

Date.........................................................