

ICHS Job Description – Head of Teaching and Learning

Job details	Job title: Head of Teaching and Learning, Philosophy and Ethics Department Salary: MPS/UPS (outer London) plus TLR 2B Reporting to: Director of Teaching and Learning, Humanities Responsible for: The postholder has responsibility for the overall effectiveness of the department team in providing a high quality of education for all students. Heads of Teaching and Learning work within a Faculty Leadership Team to ensure consistent improvement across the faculty. They positively contribute to and implement departmental, faculty and school policies to maximise pupil progress. As leader of a team of teachers (and where relevant members of the Support Staff Team), Heads of Teaching and Learning have a key role in setting high expectations for students and teachers and making best use of resources to secure excellent outcomes. They are accountable to a Director of Teaching and Learning and work with and through, post threshold teachers and teachers in their department teams. Subject areas currently within Department team: Philosophy and Ethics / Religious Studies 
Main purpose	• To act as an ambassador in promoting and celebrating the work and achievements of students and the school • To ensure the vision for the school is shared, understood and acted upon effectively by all members of the department • To provide a curriculum and learning environment that ensures students find their learning meaningful, enjoyable and accessible, and they achieve their full potential. • To demonstrate high expectations of students and staff, a commitment to professional learning and continuous improvement • To model the school's commitment to Integrity, Courtesy, Hard Work and Success in everyday work and practice • To provide professional leadership to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all students, and the promotion of students' personal development and well-being • To engage with parents, and other agencies as appropriate, and ensure parents are seen as equal partners in the learning process • As a member of the Middle Leadership Team, play a key role in supporting, guiding, motivating and developing teachers across the whole school
Duties and responsibilities	• The duties outlined in this job description are in addition to those of a main scale teacher or upper pay scale teacher (as appropriate) at Ilford County High School • As a senior subject teacher, the postholder is expected to set high standards for classroom environment and practice and meet all relevant parts of the classroom teacher job description • Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD), and the Teacher Standards • To maintain and build upon the standards achieved in the award for QTS as set out in the teacher standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal / performance management process as relevant to their role in the school • To contribute to the safeguarding and promotion of the wellbeing of children and young people with due regard to Keeping Children Safe in Education and Child Protection Procedures. Follow the ICHS Health and Safety, Data Protection (GDPR), Student Safeguarding and other relevant policies in line with the guidelines set
Strategic direction and development	• To be a model of leadership and good management for the department and faculty team • Set an expectation of continuous improvement in teaching and learning for every teacher by providing opportunities for sharing good practice, coaching and lesson study • Ensure high standards through provision which maximises the progress, achievement, behaviour and safety of all students

	• Ensure all members of the department are familiar with and implement school and faculty policies and requirements • Make sure teaching spaces and all areas used by the department are well presented, well organised and create an aspirational environment for independent and creative learning (including managing the maintenance of the content of displays that promote interest and learning) • Take responsibility for the consistent implementation of the school behaviour policy within your department and the monitoring and use of Class Charts to support the behaviour for learning for students within your faculty. • Ensure that students are well behaved and stay safe in department areas • To produce an annual 'Evaluation and Improvement Plan', which contributes to the achievement of the School and Faculty Improvement Plan, and which involves all the curriculum staff in their design and evaluation • To engage fully in the system of curriculum self and peer review including lesson observations, learning walks, target setting and examination analysis • To represent the department in the wider school community and liaise with the rest of the school, governors, partner schools, the Local Authority, further and higher education, industry, outside agencies, examination boards etc. • To develop comprehensive systems regarding health and safety, risk assessments, collection and storage of valuables and other key procedural requirements. Ensure that the systems you put in place are in line with school and faculty expectations and are used effectively by staff and students and that prompt action is taken where concerns are raised • To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down by school policy and practice
Teaching and Learning	• Ensure teaching across the department is well planned, effective, challenging and enables students to make good or better progress through effective use of lesson design, grouping, targets, marking and assessment for learning • Ensure that all teachers in the department plan quality first teaching to narrow attainment gaps, meet the needs of high achieving students/those with special needs and actively contribute to the development of literacy, numeracy, ICT and The ICHS Habits of Mind and Values across the curriculum • Develop and keep under review the curriculum to ensure that learning is challenging, engaging, matched with need including meeting national and exam board requirements • Ensure that the department offers an enrichment programme that engages students at each key stage and extends their learning outside of the classroom and contributes positively to the faculty enrichment programme • Set an expectation of continuous improvement in teaching and learning for every teacher by providing opportunities for sharing good practice, coaching and lesson study • To ensure that good quality resources are obtained for use in the department and that these are organised and deployed with care, for the benefit of all students and staff and to avoid unnecessary waste • To monitor the quality, quantity and regularity of homework set and to take action accordingly • To be responsible for organising classes and setting cover when members of the curriculum area are absent • Work with the Deputy Headteacher for timetabling to ensure the most effective recruitment and deployment of staff and organisation of curriculum time • To ensure a Handbook containing relevant departmental and faculty policies, Schemes of Learning for all courses within the curriculum area and information on the resources available in order to deliver the Schemes of Learning is in place
Pupil progress and standards	• To ensure that all lessons are well planned, identifying clear aims and objectives, and that all teachers within the curriculum area have high and informed expectations of the individual students in their care • Within the framework of whole-school policies, to set and monitor appropriately challenging subject targets for pupils, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise pupil progress • Co-ordinate assessment and moderation to allow the collection of data which is accurate, valid and comparable, and use this to track different groups of students' progress and put in a clear intervention plan where gaps exist

	- To ensure that all learners have regular and constructive feedback on their work and progress - To track different groups of students' progress and put in a clear intervention plan where gaps exist - To ensure that the special educational needs of students with EHCPs and IEPs are addressed fully - To be responsible for the organisation of all internal and external testing and examinations in relevant curriculum areas and ensuring effective moderation practices are in place, following school and faculty policy
Leading and managing staff	- Lead on monitoring and evaluating the work of the department through observation, work scrutiny, discussion with students and data analysis to identify good practice and areas for further improvement; lead the faculty review programme and half-termly monitoring cycle; keep the faculty self evaluation (SEF) up-to-date; respond to feedback from parents and students when reviewing faculty provision - Lead improvement and ensure the smooth running of the department by co-ordinating the work of and deploying staff and other resources effectively, and ensuring meetings are efficiently planned/recorded - Ensure new staff are properly inducted into the working practices of the department, faculty and school - Support/challenge and professionally develop staff so that they are effective in their role(s) and provide high quality teaching and learning; this includes: - Participating fully in the school's programmes of staff training and development - Ensuring that appropriate staff development is made available as necessary - Ensuring that performance appraisal is carried out according to school and national regulations - Ensuring that an adequate system of teacher and, if appropriate, student teacher support exists within the department area in respect of classroom and student behaviour management - When appropriate, to work with the Director of Teaching and Learning, Senior Staff and the Headteacher in the selection and recruitment of appropriate staff - To hold regular team meetings to encourage maximum participation of all staff in whole school, faculty and your department, curriculum area developments, policies and procedures
Whole school communication	- To maintain sound and regular communication with your line manager and other professionals - Work both positively and effectively with other middle leaders. Attend and participate in the Middle Leadership meetings - To provide the Headteacher and Governors with reports as required concerning the planning, progress and achievements of the curriculum area - To maintain good communication with outside agencies and institutions when necessary - Prepare information for parents and students and respond quickly to relevant parental enquiries
Fulfil wider professional responsibilities	- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality - Perform any reasonable duties as requested by the headteacher

Please note:

All teachers will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder		Date:	
Signature of headteacher		Date:	

Middle Leadership Standards

Based on the Assessment Criteria for the National Professional Qualification for Middle Leadership (NPQML)

Section A – Leadership Standards and Assessment Criteria

1. Strategy and improvement (NPQML)

Manage and analyse performance data to evaluate progress, identify trends, define team priorities and develop improvement strategies (for example, in relation to disadvantaged pupils or those with particular needs)	1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment
	1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment
Implement successful change at team level	1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans

2. Teaching and curriculum excellence (NPQML)

Grow excellent, evidence-based teaching in a team and a curriculum that develops pupils academically and prepares them for adult life	2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans
	2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary
Improve the progress, attainment and behaviour of all pupils, including those who are disadvantaged or have particular needs (for example, Pupil Premium, SEND, EAL or the most able pupils)	2.1.3 Implements and evaluates an evidence based project that improves pupil progress and/or attainment

3. Leading with impact (NPQML)

Anticipate other peoples' views or feelings and moderate your approach accordingly	3.1.1 Exploits different leadership styles and justifies why these have been adopted
Adopt different leadership styles to ensure the team meets its objectives	
Present, communicate or defend challenging messages confidently and positively to a range of audiences	3.1.2 Exploits different communication styles and justifies why these have been adopted

4. Working in partnership (NPQML)

Realise the benefits of collaborating with others, including teachers, teaching assistants and nonteaching staff, other schools, parents/carers and other organisations	4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers
Support their team to build and sustain relationships with others which develop and share good practice and improve performance	4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team

5. Managing resources and risks (NPQML)

Deploy staff, financial and educational resources within a team efficiently, to enhance pupil progress and attainment	5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget
	5.1.2 Defines the steps required to successfully implement plans, using a project plan
Manage risks within a team effectively (for example, in relation to staffing, finances or teacher workload), using a risk register	5.1.3 Identifies and mitigates risks in plans, using a risk register
Deliver a safe environment for pupils and staff	

6. Increasing capability (NPQML)

Hold others to account, line manage and evaluate performance effectively	6.1.1 Assesses individuals' performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them
Support all members of their team with appropriate, targeted opportunities for professional development, including newly-qualified teachers, teaching assistants, and stronger or weaker performers	
Recognise their own strengths and weaknesses and identify learning linked to their needs	6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self
Evaluate the impact of professional development on teacher development and pupils outcomes	6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes

Section B – Leadership behaviours

Leadership behaviour	Description
Commitment	The best leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity
Collaboration	The best leaders readily engage with, and invest responsibility in, those who are best placed to improve outcomes
Personal Drive	The best leaders are self-motivated and take a creative, problem-solving approach to new challenge
Resilience	The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances
Awareness	The best leaders will know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues
Integrity	The best leaders act with honesty, transparency and always in the interests of the school and its pupils
Respect	The best leaders respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders