

ICHS Job Description – Head of Biology

Job details	Job title: Head of Biology Salary: MPS/UPS (Outer London) TLR2c Reporting to: Head of Department - Science 
Core Purpose	At ICHS we exist to cultivate the minds of pupils who have exceptional potential, empowering them to become the next generation of world class scholars, visionary leaders, and innovative thinkers. We aim to provide a first class education grounded in excellence, integrity, compassion and community, enabling every pupil to thrive academically and make meaningfully and successful contributions to society beyond school. The Head of Biology plays a central role in delivering this purpose. This role ensures that all students experience a rigorous, carefully sequenced and inspiring Biology curriculum from KS3 through KS5, supported by exceptional teaching and a culture of scholarship. The Head of Biology will lead the department with compassion, treating colleagues as trusted professionals and always assuming positive intent. Through clear, open communication, they will foster constructive dialogue where ideas are challenged respectfully and complexity is navigated together. Grounded in a shared commitment to academic excellence, they recognise service to the ICHS community as both a privilege and a responsibility. By prioritising collaboration, they will harness collective intelligence and expertise, ensuring every voice matters. With confidence and ambition, they will embrace challenge, inspiring high standards and enabling all members of the team to thrive.
Overall Purpose of the Role	The Head of Biology is responsible for the strategic leadership, management and promotion of Biology across the school. The post holder will secure the highest standards of teaching, learning and achievement, ensuring that Biology contributes powerfully to students' academic outcomes, personal development and cultural capital. The role combines curriculum leadership, people leadership and moral leadership, rooted in ICHS core values and a shared commitment to excellence.
Strategic Leadership of Biology	• Provide clear, ambitious leadership of Biology across KS3, KS4 and KS5. • Articulate and enact a coherent curriculum intent, ensuring depth, challenge and progression appropriate to a selective, academic context. • Ensure curriculum sequencing supports long-term learning, retention and disciplinary thinking. • Represent Biology within Whole School Vertical Slice Teams, contributing to implementing improvement priorities and strategic development across our organisation. • Contribute to the School Development Plan and produce an annual Department Development Plan and self-evaluation. • Promote Biology to students, parents and the wider community, celebrating achievement and aspiration.
Teaching and Learning	• Secure consistently excellent teaching through coaching their team to exceptional subject knowledge, high expectations and reflective practice. • Lead the development of teaching through instructional coaching, supporting colleagues to deliver a responsive and high-quality curriculum with leading edge pedagogy and that maximises pupil experience and learning. • Ensure schemes of work are intelligently sequenced, to stretch and challenge inclusively, leading the Biology Team to effectively resource and deliver their curriculum. • Maintain oversight of examination specifications, assessment requirements and coursework / NEA processes.

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	• Monitor teaching and learning through lesson visits, quality assurance of pupil work, assessments and standardisation and moderation, leading responsively to continually improve practice. • Ensure students are thoroughly prepared for public examinations and supported to exceed expectations.
Excellence Beyond the Classroom	• Promote enrichment and super-curricular provision. • Encourage and prepare students to participate confidently in local, national and international competitions and world-class academic and cultural opportunities. • Foster ambition, intellectual confidence and scholarly identity through cultural and academic capital.
Leading and managing staff	• Inspire, support and line manage and support all teachers within the department. • Lead performance review and development in line with school policy. • Identify and respond to departmental CPD needs. • Support ECTs, trainees and new staff through structured induction and coaching. • Build a collegiate, high trust departmental culture grounded in professional generosity, integrity and shared accountability. • Act as a role model for scholarly engagement and professional conduct.
Assessment, Progress and Standards	• Establish and maintain robust systems for assessment, recording and reporting. • Use data intelligently to identify underachievement and plan intervention. • Ensure marking and feedback align with school policy and support student progress. • Communicate clearly with parents about progress, attainment and next steps in line with school policy and procedures.
Curriculum, Timetabling and Resources	• Head of Department will collaborate with senior leaders on staff deployment, subject allocation and timetabling, recognising these as strategic expressions of curriculum intent. • Manage the departmental budget with integrity and accountability, ensuring school funds are used effectively with value for money and affordability in mind. • Maintain an accurate resource inventory. • Ensure classrooms are attractive, stimulating, safe and display high quality student work. • Ensure health and safety procedures are followed consistently.
Pastoral and Wider School Contribution	• Act as a form tutor and contribute positively to the pastoral life of the school. • Build strong working relationships with students and parents. • Support the delivery of PSHE and contribute to students' personal development. • Take a full part in cultural capital, enrichment, extra and super curricular provision, educational visits and whole school events. • Always uphold the highest standards of safeguarding and child protection.
Professional Expectations and Conditions	• Fulfil the professional duties of a teacher under the School Teachers' Pay and Conditions Document. • Demonstrate professionalism, discretion and sound judgement. • Support and promote the ethos, values and strategic aims of ICHS. • Undertake additional duties, commensurate with the role, which support the effective running of the school, as reasonably requested by the Headteacher. • This job description will be reviewed periodically following consultation.

Please note:

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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