

Prepare | Aspire | Succeed



Signed .....

Name .....  
(in capitals)

Date .....

*Please return one signed copy to Judith Woods, HR Manager, and retain the other copy for your records*

**POST:** Head of Psychology

**RESPONSIBLE TO:** Headteacher, Head of School, and Line Manager, AHT SLT Link

**JOB PURPOSE** To provide strategic leadership for the Psychology Department, ensuring the delivery of a high-quality, engaging curriculum across all Key Stages. The postholder is directly accountable for maximising student attainment and progress to ensure outstanding outcomes, while fostering an environment that supports students' academic and personal development, effective learning, and high standards of behaviour and welfare.

## Key Responsibilities and Duties




### A. Strategic Leadership and Curriculum Development

1. **Curriculum Strategy:** Lead the strategic review and ongoing adaptation of the Psychology curriculum across KS4 and KS5 to ensure student progress and attainment consistently exceed national expectations.
2. **Accountability for Outcomes:** Take overall responsibility and direct accountability for the quality of teaching, learning, student progress, and achievement within the department.
3. **Schemes of Learning Development:** Design, implement, and monitor robust schemes of learning and effective teaching, learning, and assessment strategies across all year groups.
4. **Evaluation and Improvement:** Annually evaluate departmental performance against the strategic job purpose, informing the Departmental Self-Evaluation Form (SEF) and developing an annual, evidence-based Departmental Development Plan.
5. **Educational Foresight:** Keep abreast of educational developments in Psychology and evaluate their potential benefits for students and curriculum enhancement.

#### The Cottesloe School

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Headteacher Mr S Jones, MA

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**B. People Management and Professional Development**

1. **Staff Performance:** Meet obligations regarding the school's Teacher Review and Development process and lead continuous professional learning as appropriate, potentially contributing to Initial Teacher Training (ITT) and supporting ECTs as appropriate.
2. **Staffing and Recruitment:** Advise the Head of School on departmental staffing requirements and assist, when required, in the appointment of new staff.

**C. Data, Assessment, and Quality Assurance**

1. **Data Analysis and Intervention:** Take a lead role in analysing student progress data and strategically deploying academic interventions as required to provide additional support.
2. **Assessment Quality:** Ensure appropriate independent learning is regularly set and assessed, and that the department's monitoring, recording, and reporting of student progress are accurate and timely.
3. **Communication:** Maintain regular liaison with the department SLT link (line manager) and convene effective, focused departmental meetings.
4. **Classroom Practice:** Maintain an exemplary, high standard of classroom teaching.

**D. Operational Management and School Culture**

1. **Policies and Procedures:** Actively promote and model school/departmental policies and procedures, striving to create a department with high expectations, and students feel cared for, happy, and safe.
2. **Resource Management:** Effectively deploy departmental budgets, maintain a stimulating teaching environment, and ensure the care, security, and daily management of Health and Safety for all departmental resources.
3. **Wider School Contribution:** As a Curriculum Leader, be expected to contribute to leadership and management issues outside the direct departmental area.
4. **Other responsibilities:** Such other duties/responsibilities as may from time to time be reasonably required.

**PERSON SPECIFICATION**

This acts as a selection criteria and gives an outline of the types of person and the characteristics required to carry out the post. Please make sure when completing your application form that you give clear examples of how you meet the essential and desirable criteria.

1 = Application form 2 = Interview 3 = Reference 4 = Proof of qualification 5 = Practical

	Essential	Desirable	How Measured
<b>TRAINING/QUALIFICATIONS:</b>			
Degree or equivalent in relevant subject	✓		1, 4
Qualified Teacher Status	✓		1, 4
Evidence of continuing professional development		✓	1, 2
Thorough knowledge of up-to-date safeguarding procedures	✓		1, 2
<b>SKILLS AND COMPETENCIES:</b>			
Ability to deliver consistently high quality lessons, evaluate impact and develop future planning accordingly	✓		1, 2, 3, 5
In-depth knowledge of Psychology expertise in delivering or leading GCSE and A Level Psychology courses	✓		
Excellent ICT skills to support the curriculum and work organisation, in particular Google Suite	✓		1, 2, 3

	Essential	Desirable	How Measured
Ability to review and analyse data strategically to draw meaningful insights from quantitative and qualitative data to elevate whole-subject performance and student attainment.	✓		1, 2, 3
Ability to communicate effectively and develop good working relationships with students, parents and staff with accurate spoken and written English	✓		1, 2, 3
Ability to participate in self-evaluation which leads to impact	✓		1, 2
<b>EXPERIENCE:</b>			
Highly effective classroom practitioner in the relevant subject area	✓		1, 2, 3, 5
Proven experience of National Curriculum at all Key Stages	✓		1, 2, 3
Up to date knowledge of PSHCE	✓		1, 2, 3
Effective in managing student behaviour and maintaining discipline	✓		1, 2, 3, 3
Excellent personal organisation and time management	✓		1, 2, 3
Involvement in whole-school initiatives/development		✓	1, 2
Willingness to be involved in the wider life of the School		✓	1, 2
Understanding of SEND needs	✓		1, 2

1. The Governing Board of The Cottesloe School is committed to safeguarding and promoting the welfare of the students. All employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.
2. The postholder will be required to satisfactorily complete criminal, teacher status, qualification, medical and reference checks as part of the safer recruitment process and must be willing to participate in further training as the job requires. Disclosure of a conviction or caution will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children are likely to make you unsuitable since this is a 'regulated position' under the Criminal Justice & Courts Services Act 2000.
3. The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.
4. The postholder will ensure that school policies are reflected in all aspects of their work, in particular those relating to safeguarding children, equal opportunities, health and safety, data protection, code of conduct and professional behaviour.
5. All staff are expected to take responsibility for safeguarding and promoting the welfare of students at the School.
6. We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable a suitably qualified applicant with a disability (as defined under the Act) to meet the requirements of the post.
7. This job description and person specification sets out the duties of the post at the time it was drawn up. The duties of this post may vary from time to time, as required by the Headteacher, without changing the general character of the role or the level of responsibility.