



Job Description:

Head of Health and Social Care

JOB DESCRIPTION:	Head of Health and Social Care
RESPONSIBLE TO:	Assistant Headteacher / Deputy Headteacher
JOB PURPOSE:	<p>The Head of Health and Social Care at University Collegiate School (UCS), Bolton, is a school-based lead and subject specialist responsible for the strategic leadership, high-quality delivery and continuous improvement of Health and Social Care across Key Stages 3, 4 and 5 (including A Level, BTEC and Foundation courses). This role will develop a coherent curriculum, ensure excellent teaching and learning, drive robust assessment and tracking, and lead, mentor and monitor staff to secure strong pupil outcomes.</p> <p>The post-holder will champion the school and Trust vision and values by promoting a caring, inclusive culture that meets the educational and pastoral needs of its students and local communities. The role balances classroom excellence, departmental leadership and cross-Trust collaboration to contribute to the Trust's priorities for quality, safeguarding and continuous professional development.</p> <p>You will teach in accordance with the ethos, organisation and policies of the QUEST as a fully committed member of the Trust teaching team and as detailed in the specific duties below.</p> <p>As an employee within QUEST, staff may be required to work at any school within the group where their specialism can add value.</p>
LIAISING WITH:	Head of School, Senior Leadership Teams, teachers, support staff, parents/carers, external stakeholders and members of the community
SALARY SCALE:	Leadership Scale 1 -5
DBS DISCLOSURE LEVEL	Enhanced

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities

Strategic leadership and departmental management

- Lead and be the Head of Specialism for Health and Social Care.
- Set and implement the vision, aims and development plan for Health and Social Care in line with the school and QUEST Academy Trust strategic priorities and values.
- Manage curriculum planning, course design and sequencing for KS3, KS4, KS5 (A Level, BTEC and Foundation courses), ensuring progression, coherence and alignment with examination and regulatory requirements.
- Contribute to department and Trust-wide curriculum development, sharing best practice with other schools within the Trust.

Teaching, learning and assessment

- Teach high-quality lessons across Key Stages 3–5 as required, modelling excellent classroom practice.
- Design and oversee an effective framework for assessment, tracking and moderation that supports accurate reporting of pupil progress and attainment for A Level, BTEC and Foundation programmes.
- Use data and evidence (assessment outcomes, internal moderation and external exam results) to drive improvement, address gaps and inform intervention strategies.
- Ensure that schemes of learning incorporate employability, careers links and real-world contexts relevant to health and social care.

Staff development, mentoring and performance management

- Recruit, develop, support and performance-manage Health and Social Care staff in line with Trust policies
- Provide regular mentoring, coaching and professional development for subject teachers, technicians and support staff; lead CPD sessions on pedagogy, assessment and qualification-specific requirements.
- Monitor teaching quality through departmental quality assurance processes (lesson observations, work sampling, learning walks), providing constructive feedback and targeted support.
- Contribute to appraisal objectives for department staff and ensure appraisal processes link to pupil outcomes and whole-school priorities.

Curriculum, qualifications and resource management

- Ensure robust delivery and administrative management of A Level, BTEC and Foundation courses including internal verification, external assessment requirements and liaison with examination boards.
- Oversee resource allocation for the department, including curriculum materials, technology and staffing, seeking value for money and alignment with Trust financial guidance.
- Develop and maintain links with local employers, health providers, FE/HE partners and community organisations to enhance curriculum relevance and pupil progression routes.

Monitoring, evaluation and reporting

- Produce regular reports on departmental performance, curriculum developments and pupil outcomes for Senior Leadership Team, Trust central colleagues and governors as required.

- Lead departmental self-evaluation, identify strengths and areas for development and implement action plans with measurable targets.
- Ensure robust systems for tracking pupil progress, interventions and barriers to learning (including SEND and disadvantaged pupils).

Pupil support, enrichment and transition

- Ensure high standards of behaviour, attendance and engagement within the department; support pastoral colleagues in addressing individual pupil needs.
- Develop enrichment, enterprise and work-experience opportunities linked to health and social care to broaden pupil experience.
- Lead effective transition arrangements for pupils moving between key stages and into post-16 pathways, liaising with feeder primaries, Trust schools and external partners.

Compliance, quality assurance and Trust collaboration

- Ensure departmental compliance with all statutory requirements, Trust policies and awarding body regulations.
- Collaborate with MAT colleagues to share expertise, support cross Trust initiatives and contribute to Trust improvement strategies.
- Maintain accurate records relating to courses, assessments, internal verification, safeguarding and pupil progress.

Teaching and Learning

- Plan, prepare, and deliver engaging, well-structured lessons across Key Stage 4 and 5 Health and Social Care courses, aligned with schools curriculum frameworks and schemes of work.
- Use a wide range of teaching methods and resources to inspire and motivate pupils, fostering critical thinking and practical application of knowledge.
- Provide high-quality teaching, learning, assessment, and internal moderation across Health and Social Care courses, ensuring consistency and rigour.
- Adapt teaching to meet the diverse needs, strengths, and interests of pupils, promoting excellent progress and outcomes.
- Lead and coordinate Health and Social Care programmes of study, ensuring high levels of pupil achievement, retention, and success.
- Prepare pupils effectively for external assessments and examinations, including vocational qualifications and partnership-delivered courses
- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
- Plan and deliver well-structured, engaging lessons that follow the school's curriculum and schemes of work
- Assess, monitor, record, and report on the learning needs, progress, and achievements of assigned pupils, making accurate and productive use of assessment
- Set high expectations that inspire, motivate, and challenge pupils to achieve excellence
- Promote exceptional progress and outcomes for all pupils
- Demonstrate excellent subject and curriculum knowledge
- Ensure teaching and learning is of a consistently high standard and that best practice is shared across the department
- Develop and implement appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
- Ensure effective development of students' literacy, numeracy and information technology skills using our up-to-date facilities

- Use clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Provide students with clear direction, expectations, guidance and support, constructive feedback and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
- Enable students to become independent learners who challenge themselves to enhance their skills beyond the curriculum and the classroom
- Establish a partnership with parents and carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

Wider Responsibilities

- Contribute to the maintenance of the school ethos including standards of discipline
- Uphold the policies of the school including the Safeguarding policy
- Act as a form tutor with responsibility for monitoring the welfare, discipline and progress of pupils within the tutor group
- Contribute to the school's Wellbeing (PSHEE) programme as required
- Supervise pupils outside lesson times as required
- Attend parents' meetings and other school events such as open days, plays, concerts, etc as part of supporting the wider work and activity of the school. These may from time to time take place on a Saturday or in the evening
- Participate in INSET days and staff meetings.

Whole-school Organisation, Strategy, and Development

- Contribute positively to the wider life, ethos, and values of the school, promoting a culture of respect, care, and high expectations.
- Collaborate with colleagues across the Trust to share best practice, develop curriculum coherence, and support pupil development.
- Participate in School and Trust-wide initiatives and professional networks to enhance teaching quality and pupil outcomes.
- Provide cover and support for other staff as required, demonstrating flexibility and teamwork.
- Contribute to the development, implementation, and evaluation of policies, practises and procedures to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work collaboratively with colleagues and other relevant professionals to secure coordinated outcomes for pupils

Form Tutor Responsibilities

Complete the register accurately

Monitor attendance and punctuality, including follow-up

Monitor standards of dress and personal appearance and address any issues as they arise

Escort groups to assembly and (normally) attend assembly

Responsible for the co-ordination reports and other records

Respond to disciplinary problems as required, referring serious misconduct to the Head of Key Stage as appropriate

Share information from the Head of Key Stage to the tutor group in a prompt manner

Encourage inter-form competitions and the participation of the tutor group in other school activities

Be available to meet parents as appropriate

Curriculum issues

- activities supporting learning in tutor periods
- knowledge of the tutorial programme
- knowledge of the SEN students and their targets
- target group members in your tutor group

Be an effective coach and mentor to the students, enabling them to develop their life skills and succeed in all that they do within the school.

Professional Development

QUEST (A Church of England Schools Trust) is committed to supporting the professional development of all its staff. As a Teacher you will have access to a range of training and development opportunities to enhance your subject knowledge, pedagogical skills, and leadership capabilities. This may include:

- Participation in subject-specific training and workshops
- Opportunities to observe and learn from experienced teachers within the Trust
- Coaching and mentoring from senior leaders and subject specialists
- Participation in the Trust's PDR processes
- Encouragement to undertake further qualifications or accredited training

By investing in your professional growth, the Trust aims to empower you to deliver exceptional teaching and learning, while also supporting your career aspirations within the education sector.

Communication and Collaboration

Communicate effectively with pupils, parents, and carers to support pupil progress and wellbeing

Collaborate and work with colleagues and other relevant professionals within and beyond the Trust's schools to develop effective professional relationships

Safeguarding

The safety and wellbeing of our pupils is of paramount importance at QUEST (A Church of England Schools Trust). As a Teacher, you will be responsible for promoting the safety and welfare of all pupils in your care. This includes:

- Work in line with statutory safeguarding guidance and the Trust's safeguarding and child protection policies to promote the best interests and safety of all pupils
- Recognising and responding appropriately to signs of abuse, neglect, or other safeguarding concerns
- Participating in safeguarding training and updates to ensure your knowledge and understanding remain current
- Collaborating closely with the designated safeguarding lead (DSL) and other relevant professionals to share information and promote the best interests of pupils
- Maintaining accurate records and documentation related to safeguarding and child protection matters
- Upholding the highest standards of professional conduct to serve as a positive role model for pupils

By prioritising safeguarding in your day-to-day work, you will contribute to the Trust's commitment to creating a safe, nurturing, and supportive environment for all the children and young people in our care.

Professional conduct

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times. Maintaining a secure, healthy and risk-free environment for students, staff and visitors.

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date: _____



Job Specification:

Head of Health and Social Care

Essential

Qualifications

- Honours degree
- Qualified teacher status
- Willingness to continue to learn and develop
- Commitment to digital delivery of learning

Knowledge and Understanding

- Strong subject knowledge across Health and Social Care, including the content and assessment requirements of Key Stage 3, GCSE, BTEC, A Level and Foundation courses.
- Proven curriculum design skills with the ability to sequence learning and design assessments that support progression and readiness for further study or employment.
- Effective classroom practitioner with excellent pedagogical strategies and the ability to model and coach high-quality teaching.
- Data-literate: able to interpret assessment and performance data to inform interventions, curriculum changes and report writing.
- Commitment to inclusive practice: experience of adapting curriculum and teaching to meet the needs of pupils with SEND, those who are disadvantaged, and English learners.
- Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards.
- Processes and systems for quality assurance
- An understanding of the principles associated with managing and leading others
- Project planning and change management
- Knowledge of current and potential future developments in relation to the national and local education scene

Skills and Competencies

- Excellent subject knowledge and understanding of the curriculum
- Proven ability to plan and deliver engaging, high-quality lessons that meet the needs of all pupils
- Effective classroom management skills to maintain good order and discipline
- Strong interpersonal and communication skills to work collaboratively with colleagues, pupils, and parents/carers
- Skilled in assessment, internal moderation, and the use of data to drive pupil progress
- Commitment to ongoing professional development and a desire to share best practice in teaching and learning
- Ability to use assessment data effectively to inform teaching and support pupil progress
- Passion for making a positive difference in the lives of young people and a strong alignment with the Trust's vision and values

- Excellent classroom management and behaviour management skills, promoting a safe and productive learning environment.
- Ability to lead programmes of study, including planning, monitoring, and evaluating course delivery and outcomes.
- Effective communication and interpersonal skills to engage pupils, parents, carers, and colleagues.
- Commitment to inclusion, equality, and meeting the diverse needs of pupils
- Confident and competent in the use of IT
- High level of communication skill, both written and oral, enabling the post holder to actively listen to and engage with others, overcoming barriers to understanding, dealing effectively with contentious and/or sensitive issues, dealing with difficult conversations with empathy and sensitivity, whilst asserting as appropriate
- High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared
- Horizon scanning to enable a strategic view to be taken of potential future changes
- Ability to work independently within a team, focusing on achievement at an individual and a departmental level
- Emotional Intelligence to ensure staff and students perform at their best and thrive.

Experience

- Proven track record as a subject, successful teacher
- Outstanding teaching and learning practitioner
- Experience of coaching and mentoring
- Experience of change management

Competencies and Personal Qualities

- Leading and supervising (e.g. provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and models these behaviours; motivates and empowers others; encourages innovation and agrees challenging goals)
- Believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do so
- Copes with pressure and setbacks (e.g. works productively in a pressurised environment; keeps emotions under control during difficult situations; maintains a positive outlook at work; is mindful of the levels of resilience within the team and manages and works to enhance those levels)
- Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values)
- Clarity for personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self)
- Emotional intelligence
- Flexible and adaptable
- Mindful of achieving a balance for excellence for all
- Able to rigorously implement an idea to a sustainable conclusion

Performance Management and Professional Development

- Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the QUEST expectations.

- To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.
- Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
- To show your passion for life-long learning as the lead learner in your team
- Be an advocate for excellence and embrace positive change
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities.
- Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance.
- To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff.

Legally entitled to work in the UK

Desirable Skills/Qualifications

- Leadership qualification(s)
- Management Qualifications
- Membership of appropriate professional bodies