

Cardinal Griffin Catholic College

Head of Department (Curriculum Leader)



CARDINAL GRIFFIN CATHOLIC COLLEGE

JOB DESCRIPTION – Head of Department

Post Title	Grade	Date
Head of Department (Curriculum Leader)	MPS/UPS Plus TLR in accordance with the School Teachers' Pay and Conditions document	January 2025

Catholic Ethos and Values

To actively promote, and act as a role model of, the Catholic ethos of the school, in accordance with the College mission statement.

Purpose	<ul style="list-style-type: none">• To raise standards of student attainment and achievement within the curriculum area and to monitor and support student progress.• To be accountable for student progress and development within the subject(s).• To develop and enhance the teaching practice of others.• To ensure the provision of an appropriately balanced, relevant and differentiated learning experience (including assessment for learning) for students studying the subject(s), in accordance with school's Mission Statement, aims and curricular policies determined by the Local Governing Body Representatives and Headteacher.• To lead manage and develop the curriculum area.• To manage and deploy teaching/support staff and financial and physical resources within the department to support students and ensure high standards of progress.• To ensure that the work in the curriculum area fully reflects the school's distinctive Catholic ethos and mission.• To ensure that the work in the curriculum area reflects the school's aims and objectives.
Reporting to :	Principal / Assistant Principal (Line Manager), Local Governing Body
Responsible for :	Staff whose posts are primarily within the department: teaching staff, support staff designated to work primarily within the subject area, any Second in department plus other staff who teach within the department.
Liaising with :	Relevant (Line Manager) or Assistant Principal (Line Manager), Assistant Principal (Learning Support/Inclusion), other Heads of Department, relevant staff with cross-curricular responsibilities, relevant non-teaching support staff, Local Authority subject inspectors/consultants, parents, Principal, Local Governing Body Representatives.

Operational/ Strategic Planning	<ul style="list-style-type: none"> • To lead the development of personalised learning via appropriately differentiated schemes of work, resources, marking policies, assessment for learning and teaching strategies within the subject. • To provide and update a departmental handbook which gives clear guidance on the above. • To ensure that assessment and marking within the department supports target-setting and promotes effective learning. • To be responsible for the day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources. • To monitor pupil performance actively and regularly via an effective departmental system, in accordance with school policy, which tracks student progress. • To provide regular feedback for pupil progress tracking. • To devise strategies for tackling under-performance of individuals or groups identified via progress tracking. • To consider the most effective way of implementing school policies and procedures within the department which will ensure consistency across all departmental members e.g. Behaviour and Anti-Bullying Policy, Performance Management Policy, Equal Opportunities, Health and Safety. • To lead departmental colleagues in formulating aims, objectives and improvement plans for the department which have coherence and relevance to the needs of students and to the strategic and operational plans of the school. • To be responsible for the financial management of the department and ensure that it reflects the needs of students within the subject area and the school priorities and targets in the School Improvement Plan (SIP). • Within the context of the SIP and the School Self Evaluation Policy, to engage actively in departmental self-review, action planning and the subject SEF at appropriate times in the planning/evaluation cycle. • To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the department are in line with national requirements and are up-dated where necessary, liaising, as appropriate, with the school's Health and Safety Officer. • To increase opportunities for students through the active promotion of extra-curricular activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To liaise with the relevant Assistant Principal (Line Manager) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme in line with school aims and objectives. • To be accountable for the development and delivery of the subject.
Curriculum Development:	<ul style="list-style-type: none"> • To lead curriculum development for the whole department, working with the Second in Department where such a post exists. • To keep up to date with national developments in the subject area and in teaching practice and methodology. • To monitor actively, and respond to, curriculum development and initiatives at national, regional and local levels. • To be ready to explore, prepare and deliver alternative provision 14 – 19. • To liaise with the Examinations Secretary to maintain accreditation with the relevant examination and validating bodies. • To ensure the development of the subject is in line with national developments.

Staff Development/ Recruitment/ Deployment	<ul style="list-style-type: none"> • To work with the relevant Assistant Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To be ready to share identified good practice within and beyond the department. • To continue own professional development as agreed with Assistant Principal. • To be responsible for the efficient and effective deployment of any support staff (e.g. technicians or Teaching Assistants). • To undertake Appraisal reviews and to act as Reviewer for a group of staff within the department. • To ensure appropriate arrangements for classes are in place when staff are absent, liaising with the Cover Manager, where necessary, to secure appropriate cover within the department. • To participate in the selection process for teaching posts, when required, and to ensure effective induction of new staff in line with LA guidance and school procedures and ethos (Induction in the Catholic School). • To promote teamwork and to motivate staff to ensure effective working relations. • To participate in the school's ITT programme, if appropriate and as agreed with the Line Manager/ITT Co-ordinator. • To be responsible for the day-to-day management of staff within the department and to act as a positive role model.
Quality Assurance	<ul style="list-style-type: none"> • To ensure the provision of differentiated schemes of work for all courses to guide and support high quality teaching and learning. • To ensure the effective operation of quality control systems (e.g. departmental self-monitoring procedures: homework monitoring, student book/work scrutiny, analysis of departmental results, record keeping). • To establish the process of the setting of student performance targets within the department with the relevant Assistant Principal and to work towards their achievement. • To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles. • To ensure adherence to the school common marking policy, when established. • To contribute to school procedures for lesson observation. • To implement school quality assurance procedures and to secure adherence to these within the department. • To monitor and evaluate the department in line with agreed school procedures including evaluation against quality standards. • To seek/implement modification and improvement where required.
Management Information:	<ul style="list-style-type: none"> • To evaluate performance data provided and to make use of analysis. • To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. • To produce brief reports at appropriate review points on the department's external examination performance, including the use of value-added data and to record progress within the Departmental Improvement Plan. • To manage the department's collection and use of student performance data. • To provide the Principal and Local Governing Body with relevant information relating to the department's performance and development, as requested. • To provide departmental meeting agendas and a brief record of action points from discussions. • To ensure the production of high quality student progress reports and targets to parents.

Communications:	<ul style="list-style-type: none"> • To ensure that all members of the department are familiar with its aims and objectives. • To ensure effective and prompt communication/consultation, as appropriate, with the parents of students. • To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies as necessary. • To represent the department's views and interests particularly at Curriculum Meetings.
Marketing and Liaison:	<ul style="list-style-type: none"> • To contribute to school liaison and marketing activities. • To lead the development of effective subject links with partner schools and the community, attending liaison events in partner schools, where necessary, and ensuring the effective promotion of the subject at Open Evening, Presentation Evening, parent and student information evenings and events. • To promote the development of effective subject links with external agencies and to collaborate actively with partners.
Management of Resources:	<ul style="list-style-type: none"> • To manage the available resources of space, staff, funds, and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the departmental budget, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records. • To work with the relevant Assistant Principal in order to ensure that the department's teaching commitments are equitably and efficiently timetabled and roomed. • To be responsible for the maintenance of good order in the corridor areas around the departmental base at changeover times. • To ensure within the department area a stimulating teaching and learning environment, including the display of pupils' work.

Pastoral System:	<ul style="list-style-type: none"> • To monitor and support the overall progress and development of students within the department. • To monitor student attendance together with student progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken, where necessary, if there is evidence of under-achievement. • To ensure the consistent implementation of the school's positive reward system across the whole department. • To ensure the Behaviour Policy and Referral Procedures are implemented consistently across the department so that effective learning can take place. • To act as a Tutor and to carry out the duties associated with that role as outlined in the generic teacher/tutor job description. • To contribute to the teaching and review of the Extended Tutor Programme (including PSHE, Citizenship, Careers Education and Enterprise Learning) according to school policy.
Teaching:	<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
Catholic School Ethos:	<ul style="list-style-type: none"> • To play a full part, individually, in the life of the school community, to support its distinctive Catholic mission and ethos and to encourage and ensure staff and students to follow this example. • To recognise, as a Head of Department, a responsibility to the Catholic life of the school and to the spiritual and moral development of students via subject delivery. • To support the school in meeting its requirements for collective worship. • To contribute to the formulation of, and to promote actively, school policy.
Other Specific Duties:	<ul style="list-style-type: none"> • To undertake any other reasonable duty as specified by STPCD not mentioned in the above.
Health and Safety	To be familiar with any health and safety regulations so as to ensure a safe environment is provided.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.



Person Specification

Head of Department

Cardinal Griffin Catholic College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential Criteria	Desirable	Measured By
Qualifications/ status	<ul style="list-style-type: none">▪ UK Qualified Teacher status (QTS)▪ A degree or equivalent in a related subject that meets core professional standards and if appropriate post threshold standards	<ul style="list-style-type: none">▪ The Catholic Education Certificate or equivalent▪ Good honours degree▪ Masters degree in a related subject or Education	A/I/R
Experience	<ul style="list-style-type: none">▪ A keen interest in developing Teaching and subject area.▪ Evidence of high achievement in teaching across the key stages▪ The development of schemes of work across the key stages▪ Working effectively as a form tutor▪ Effective use of assessment for learning to engage pupils as partners in their learning▪ Experience of using a range of information and evidence to raise pupil attainment and progress	<ul style="list-style-type: none">▪ Experience of delivering subject to young people▪ An understanding of emotional literacy developments to support teaching and learning▪ Implementation of whole school policies within subject area▪ Teaching of A-Level subject specifications.▪ A strong track record of delivering subject lessons across multiple key stages.▪ Experience of Curriculum planning.	A/I/R
Knowledge and understanding	<ul style="list-style-type: none">▪ Up to date knowledge of relevant Key Stages and National Curriculum requirements▪ Knowledge and understanding of a range of teaching and learning styles		A/I/R
Skills	<ul style="list-style-type: none">▪ Exemplary classroom practitioner▪ Ability to set targets in the subject area using school provided data▪ Good behaviour management skills and commitment to challenging poor behaviour▪ Excellent communication and presentation skills▪ Competent user of ICT▪ Ability to plan and resource effective interventions to meet curricular objectives	<ul style="list-style-type: none">▪ Ability to use and promote a wide range of teaching methodologies▪ Ability to teach in other areas of the curriculum	A/I/R

Personal Qualities	<ul style="list-style-type: none"> ▪ Passion for Teaching ▪ Is resilient and demonstrates ability to work in a variety of settings ▪ Is resilient and demonstrates ability to work in a variety of settings ▪ Willingness to work in schools using a variety of procedures and processes appropriate to the setting ▪ Commitment to good teaching practice and quality supply teaching ▪ Commitment to the protection and safeguarding and wellbeing of children and young people ▪ Ability to establish productive partnerships with pupils, parents, carers and the wider community of the school Ability to demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession ▪ An appreciation of Catholic ideals 	<ul style="list-style-type: none"> ▪ A desire to progress beyond classroom teaching into a leadership or management role over a period of time 	A/I/R
Commitments	<ul style="list-style-type: none"> ▪ Actively support the college's commitment to Catholic Education ▪ Willingness to contribute to the Catholic life on the College ▪ Active participation in school development ▪ Active commitment to delivering and assisting with planning an innovative curriculum and partnership with other schools, the wider community and business and industry links ▪ To provide inclusive teaching and to equal opportunities 		

AF = Assessed at Application Form

I = Assessed at Interview

T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***