



SOUTHGATE SCHOOL

Southgate School Job Description

Post: Joint part-time Head of Department (0.3fte to 0.5fte considered)

Subject: Psychology

Grade: MPR/UPR + TLR2a

Safeguarding Children: This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Responsibilities:

To be the lead professional for teaching and learning in the Psychology Department. To develop, organise, deliver and manage the Psychology curriculum for the whole Academy. To demonstrate model leadership skills and to be innovative in curriculum development and initiatives that promote high quality teaching and learning strategies.

The duties and responsibilities of the post are to be carried out within the provisions of the School Teachers' Pay and Conditions document.

Leadership

- To set and share the vision of the department to ensure high aspirations and outstanding outcomes for staff & students.
- To improve the quality of education across the department and to raise standards.
- To be accountable for **student outcomes** and the quality of education within the department.
- To keep up to date with national developments in your **subject's pedagogy** and **practice** and to promote and implement them appropriately.
- To participate in **Leadership Team meetings** and **SLT Line Management meetings**
- **To ensure the department adheres to policies and protocols**
- **To monitor and support the work of responsibility holders where appropriate within the department**
- **To ensure the department adheres to administrative deadlines**

Teaching & Learning

- Provision of high quality and relevant **schemes of learning** that supports the delivery of Quality First Teaching
- To embed the Teacher's Toolkit to ensure Quality First Teaching

Monitoring, Assessment & Feedback

- To provide appropriate **assessment** opportunities at all Key Stages and to ensure accurate **moderation** of assessment.
- To ensure student progress is accurately **monitored** and **reported** on across the department. This includes setting appropriate **targets**.
- To provide appropriate **intervention** for individuals and groups of students based on the accurate monitoring of their progress.
- To ensure effective **communication** with all relevant stakeholders
- To review **GCSE performance** and set targets for departmental development.
- Working with the Exams Officer and Exam Boards to oversee all **exam entries** and completion of **controlled assessment**, in line with the schools controlled assessment policy.

Staff Development

- To write a Departmental SEF
- To contribute the **School Improvement Plan** through the development of the Departmental Improvement Plan based upon the findings of the exam analysis review meetings.
- To line manage the department members and monitor their performance and set rigorous targets for professional development through the **appraisal process**.
- To ensure a high quality provision of **continual professional learning** for staff, both bespoke and generic. This includes the induction of new staff and ITT and succession planning.
- To run effective and developmental **department meetings** that share best practice, according to the planned schedule of meetings.
- To promote **teamwork** and **effective working relationships** within the department.
- To assist in the **recruitment** and retention of staff.

Behaviour & Climate for learning

- To be responsible for **student behaviour** in the department. To involve the Support & Inclusion Team where necessary.
- To provide a positive learning environment for students to learn in the departmental including through high quality **display** that is changed regularly according to school policy.

Management

- To ensure appropriate **home learning provision**
- To ensure appropriate **student consultation** and **student leadership** opportunities within a department
- To effectively manage the department **budget, ordering** and **inventory**
- To ensure **health and safety** standards are met across the department
- To ensure appropriate **cover work** is set in staff absence.

Promotion of school

- To make a **positive contribution** to the life of the school and exemplify the **school vision and values**.
- To ensure that all department members are familiar with the **school vision**.
- To promote, advocate and follow all **school policies**.

Form Tutor Responsibilities

The role of the Tutor is crucial in ensuring a consistent approach to the care and monitoring of students' progress, behaviour, attendance and wellbeing. There are clear expectations on the role of a Tutor:

- To create a positive environment, establishing and encouraging good student/teacher and peer relationships as well as developing both a Tutor Group and school community ethos
- To follow the tutorial programme as set out and designed by the Head of Year
- To deliver the pastoral curriculum and British Values through the weekly tutorial programme of PSHE
- To monitor student behaviour and achievement through SIMS and implement sanctions and rewards as per the Positive Behaviour Policy including the monitoring of detention cards and E-praise
- To inform Head of Year of any significant concerns or issues
- To promote, maintain and monitor attendance and punctuality in liaison with Head of Year and Attendance Officer
- To be mindful of Safeguarding policies and procedures with specific regard to members of the Tutor Group
- To play an active role in promoting appropriate uniform and follow established procedures should any student breach uniform expectations
- To establish positive parent relationships and communicate home regularly with the parents of the Tutor Group
- To arrive on time to assemblies and actively supervise the students
- To monitor and review student progress using the data provided
- To check register trays on a daily basis and ensure the distribution of all letters and notices in a timely manner
- To regularly check the Year Team email for notifications and guidance

PERSON SPECIFICATION

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Subject: Psychology

Grade: MPR/UPR + TLR2a

Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> • Appropriate degree and post-graduate teaching qualification 	
Experience	
<ul style="list-style-type: none"> • A proven track record of excellent teaching and outstanding pupil progress across key stages three to five. • A good knowledge of recent developments in teaching of your subject including curriculum change. 	<ul style="list-style-type: none"> • Evidence of recent further professional development. • An ability to demonstrate that planning, monitoring and managing professional development opportunities within a department has led to significant improvement within a department. • Able to demonstrate activities which have led to impact on pupil progress
Knowledge/Skills	
<ul style="list-style-type: none"> • The ability to articulate a clear vision for the department and to initiate and lead change. • An ability to deal with day to day issues, including pupil discipline. • Knowledge and practice in using assessment for learning to improve practice and raise standards of pupils' achievement. • The ability to analyse data to inform planning to enhance student performance. • An understanding of how Maths can enhance the learning of students both within the department and across the whole school 	<ul style="list-style-type: none"> • The ability to work with staff to identify strengths and areas to develop in order to improve performance.

Personal / Other Relevant Attributes

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| <ul style="list-style-type: none">• A real enthusiasm for the subject.• An ability to motivate pupils and staff.• A willingness to take responsibility and to be accountable.• An ability to be a team leader and a team player.• A commitment to Teaching and Learning and pupil progress.• Resilient and determined to achieve goals and targets set by Senior Leadership.• A commitment to the highest standards of child protection.• A high level of commitment to the school and its continuing development. | <ul style="list-style-type: none">• An ability to manage difficult situations and demonstrate high levels of self-awareness.• The ability to accept and respond to constructive criticism. |
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