

Job Description – Head of History

Responsible to: Director of Ebacc

Responsible for: Teachers of History

Salary details: MPS/UPS + TLR 2b

Job Summary:-

- To be accountable for the learning and achievement of all students following History programmes within the Academy in line with the Key Performance indicators set by the Head of School in the Academy Development Plan.
- To have an impact on raising the standards of student attainment and achievement in History and to monitor and support student progress and development.
- To provide high quality leadership and management for all History learning programmes and ensure there are well-managed structures to support the learning schemes.
- To review the effectiveness of the department on a weekly basis with the SLT link to the department.

Monitoring Performance to ensure high standards are attained and maintained

- To facilitate rigorous and ongoing quality assurance by monitoring and evaluating teaching and learning of the subject, to identify good practice and areas for improvement.
- To use data effectively to ensure that all students are making good progress in their learning and achieving well:
 - Ensure that assessment is used effectively so that teacher judgements can be made accurately:
 - To use formative assessment data to identify underachieving students; intervention strategies to be actioned in liaison with SLT link and Heads of Year and progress monitored rigorously.
 - Summative end of year data, together with KS2 entry data and GCSE, GCE and vocational results and to use them to inform departmental development.
 - Data to set targets for year, teaching group and individual students.
- To implement an annual monitoring cycle to include:
 - Staff planning/forecast sheets
 - Exercise books
 - Lesson observation
 - Environment
 - Homework/independent learning
 - Standardisation and moderation.
 - The accuracy of assessment across the department
 - Learning walks.
- To monitor the effectiveness of the Departmental Development Plan and collate the findings into the departmental Self-Evaluation Form.
- To discuss monitoring outcomes and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.
- To discuss progress in developing effective learning schemes and agree further action to meet Key Performance Indicators through the weekly meetings with the SLT link.

Providing High Quality Leadership and Management of Learning and Subject Development

- To ensure continuity and progression in the History schemes of learning from Year 7 to year 13.
- To ensure that relevant research and inspection evidence informs the development of schemes of learning.
- To ensure that schemes of learning effectively:
 - develop students' **literacy**, numeracy, ICT, **thinking skills and personal competencies**, problem solving and team working skills.
 - Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject.
 - Implement whole school policies on literacy, numeracy, setting, target setting, classroom management, homework/independent learning, rewards, equal opportunities and Health and Safety
 - Embed good practice in Assessment for Learning strategies results in lessons which are differentiated and always make effective use of seating plans and student passport data (SEN, G and T, EAL, Looked After Children and Ethnicity).
- To ensure that lessons are well supported by extra curricular activities and trips.
- To support the development of schemes of learning through a well focused plan of teacher peer support, coaching, mentoring and development to ensure that good practice is identified and shared so that learning and teaching.
- To ensure robust arrangements for marking and recording/tracking student progress in line with the Academy policies for Marking and ARR.
- To ensure there are effective arrangements in place to support continuity of learning from year 5/6 into year 7, and from GCSE/GCE/Vocational courses to Post 16 and post 18 education and training.

High Quality Team Leadership, Management and Deployment of staff and resources.

- Establish an effective team and hold regular meetings on the subject to keep staff informed on any developments or changes.
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school.
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area Coach and model team teaching.
- Liaise effectively with exam boards to ensure that teachers understand and are familiar with the syllabuses that are being delivered .
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.
- Take part in the performance management for your team Contribute to timetabling and manage setting pupils into attainment group.
- To ensure the History timetable is effectively staffed so that all the Key Performance Indicators are achieved.
- To ensure that main scale History teachers develop as professional members of the Academy by monitoring their work in terms of the Qualified Teacher Status Standards documentation.
- To ensure post-threshold History teachers further develop as professional members of the Academy by monitoring their work in terms of the Post Threshold Standards documentation.
- To ensure all staff know what resources are available to support learning and systems are in place for the sharing of these resources e.g. using Microsoft Teams.

Developing partnerships with all members of the Student welfare Team

- To work with members of the Student Welfare Team when student's progress is limited by negative attitudes, misbehaviour, unsatisfactory attendance or punctuality, long-term illness or other factors so that effective, appropriate intervention strategies can be put into place.
- To be the first point of referral for student misbehaviour during department lessons; to organise a system of sanctions to ensure maximum student behaviour and performance.
- To ensure the implementation of the Academy and department rewards policies.

Other duties:-

In addition to the above, all Heads of Department are required to fulfil the general duties of a main scale teacher.

Such other duties, appropriate to the grade of the post, as may be reasonably required by the Principal/SLT/Line Manager.

It is the responsibility of each employee to carry out their duties in line with Academy policies, particularly to comply with all child protection/safeguarding policies/Health Safety Policies.

Use and development of ICT as required.

Due to the nature of this job, it will be necessary for the appropriate level of Disclosure Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (amendments) Order 1986.

Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.



GEORGE SALTER ACADEMY

Person Specification – Head of History

Category	Essential	Desirable	Method of Assessment
Qualification and Training	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Degree in relevant subject (s) 	Application Form
Knowledge and Understanding	<ul style="list-style-type: none"> Evidence of Leadership/Management skills Knowledge of the current national curriculum and relevant schemes of work Understanding of how to develop skills and attributes in students Understanding of the assessment processes at KS3 and KS4 and how to use these to support planning and raise student attainment A proven track record as an excellent classroom practitioner, teaching History at KS3 and KS4 Knowledge of and commitment to current safeguarding protocols 	<ul style="list-style-type: none"> Ability to use and understand assessment data Familiar with effective learner progress intervention strategies Knowledge of Subject at Key Stage 5 Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged 	Application Form and Interview
Skills and Experience	<ul style="list-style-type: none"> Good communication skills orally and written Good use of ICT to make learning engaging and dynamic and to support assessment The capacity to form positive learning-centred relationships with other professionals Ability to create an effective learning environment 	<ul style="list-style-type: none"> Some experience (including teaching practice) of form tutor/PSHE work Experience of ICT within the subject Experience of teaching KS5 	Application Form and Interview
Personal Attributes	<ul style="list-style-type: none"> Ability to use own initiative A passion for education and making a difference Ability to meet deadlines Able and willing to scrutinise own practice 		Application Form and Interview.

	<ul style="list-style-type: none">• Commitment to safeguarding children and young people• Ability to lead and motivate staff and students• Receptive to new ideas and able to generate them		
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