

Job Title: Director of Learning Humanities

Responsible to: The Principal and SLT link

OVERALL RESPONSIBILITY

- To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement.

SECTION 1 - GENERAL MANAGEMENT DUTIES

Leadership

1. Inspire department members by personal example and hard work.
2. Play a major role in the School's middle management assisting the Principal in creating a vision, sense of purpose and pride about the Department and its work.
3. Co-ordinate the production and maintenance of the Department handbook, and implement, monitor and evaluate all of its policies and documentation.
4. Co-ordinate the production and maintenance of the Department Action Plan.
5. Be responsible for continuously improving the quality of teaching and learning in the Department.
6. Be responsible for maintaining a positive Climate for Learning in the Department including supporting staff during lessons when appropriate.
7. Play a major role in the development of all aspects of the School, including its policies and their implementation.
8. Develop and maintain effective methods of communication with the Principal, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
9. Identify and applaud areas of success for individual teachers and the Department.
10. Help create an effective team by promoting collaborative approaches to problem-solving and curricular/department development, e.g. consult when writing the action plan and produce resources as a team.
11. Chair and produce the agenda for effective department meetings. Ensure minutes are made, kept secure and others informed as appropriate.
12. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. An Assessment Matters portfolio of work moderated against grade descriptors should be maintained.
13. Utilise and analyse academic outcome data to identify areas of success and areas for development across the department with a specific focus on narrowing gaps between key micro-populations including disadvantaged and SEN pupils.
14. Ensure that all departmental staff are aware of and can use of all relevant data management systems in school allowing them to effectively monitor and evaluate the progress of their classes.
15. Initiate/maintain the provision of extra-curricular activities, including EPS sessions, e.g. the use of resources after school/during lunch-breaks or a club, etc.
16. Deploy all department staff effectively in order to give department members a good Work/Life balance.
17. Liaise with other staff on the effective deployment of any Teacher Assistants or other support personnel. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.

18. Use Leadership and Management (DOL) time effectively for these purposes. A reasonable proportion of timetabled time will be designated as Dedicated Leadership and Management (DOL) time, and it will be allocated in blocks of no less than 60 minutes.

Curricular/Departmental Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Oversee the Department action plan, its implementation and the part it plays in the whole school development.
3. Develop comprehensive schemes of work and curriculum maps which include a range of teaching and learning styles providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
4. Develop departmental strategies for the pupils' spiritual, moral, social and cultural development liaising with the DOL who holds the responsibility for this holistic strand of the curriculum.
5. Monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
6. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
7. Work with the SENDCO to ensure IEPs/EHCPs are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
8. Ensure that the department supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection.

Stock/Resources/Budget

1. Manage the Department stock, teaching resources and finances efficiently, and obtain best value for money.
2. Maintain an inventory of all stock items and oversee the annual stock audit.
3. Carry out stock disposal in accordance with department and school policies.
4. Store resources in such a way as to enable quick and easy access by all staff (and pupils where appropriate).

Liaison/Communication

1. Meet regularly and work with the 'SLT link' for professional support and develop effective departmental management.
2. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
3. Act as the initial person for others to contact regarding all issues relating to the subject.
4. Liaise with colleagues from other Key Stages and sectors and the DOL with responsibility for Transition in order to provide a smooth transition between schools and phases for all pupils.
5. Liaise with other Directors of Learning or subject leads in order to develop integrated schemes of work, e.g. Attendance, SMSC agenda including British values, Pupil Voice, Transition, Going for Gold EPS, Pupil Premium, Health and Safety or SEN
6. Inform staff about new developments and ideas related to the subject and the Department through media presence tools utilised by the school and through open

forums such as staff briefing and INSET– to include department meeting agendas, etc.

7. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
8. Provide helpful and accurate responses to parent/carer enquiries.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
3. Liaise with the Health and Safety coordinator in school where necessary.
4. Ensure the departmental Health and Safety policy is accurate and up-to-date.

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Development Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Continuing Professional Development – Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. LEAs, outside training agencies, links between other schools etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.
3. Carry out appraisal of certain teachers and teaching assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff.
4. Maintain a professional portfolio of evidence to support the Performance Management process.

SECTION 2 – SUBJECT SPECIFIC DUTIES

1. Consult, produce and regularly review the Humanities Department handbook and action plan which should state the agreed procedures, practices and aspirations of the Department. The handbook should be word processed, held in a ring-file, actively used by staff and focus on:
 - Aims and Objectives for Humanities (History & Geography).
 - Assessment, Recording & Reporting.
 - Pupil Inclusion (SEN, Gifted & Talented, Pupils with English as a second language, Gender, Multicultural, Differentiation, etc.).

- Citizenship.
 - The range of appropriate learning styles.
 - Opportunities for cross curricular strands of the curriculum.
 - Health and Safety.
2. Liaising closely with colleagues in order to maximise the effective and consistent delivery of Humanities across the School. This involves all teachers and classroom assistants.
 3. Support the Department contribution to extra-curricular activities including organising and overseeing the running of the additional clubs/enrichment and EPS sessions.
 4. Manage the Department's contribution to the School Prospectus.
 5. Manage the Department's contribution to the website including regular articles of Humanities interest which focus on celebrating the achievements of pupils.
 6. Forge appropriate and mutually beneficial links with external service providers and colleagues in other schools, interacting with the relevant departmental hub within the Warrington Challenge.

SECTION 3 – OTHER DUTIES

Directors of Learning will be assigned one of the following whole school responsibilities during the time of appointment which will be reviewed annually and are seen as important strands of whole school development;

- **Attendance**
- **SMSC agenda including British values**
- **Pupil Voice**
- **Transition**
- **Going for Gold EPS**
- **Pupil Premium**
- **Health and Safety**
- **SEN**

Directors of Learning for Maths and English will also be responsible for implementing whole school literacy and numeracy across the curriculum.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

Compiled by:	Revision Number
Approved by:	Revision Date ___/___/___