



Academies Trust



Co-op Academy
Swinton

Head of Social Sciences

Job Description

Salary/Grade Range:	MPS/UPS, £31,650 - £49,084 plus TLR 2C, £7,902
Hours:	Full time
Contract:	Permanent
Location:	Co-op Academy Swinton
Reports to:	Assistant Vice Principal

Purpose of Role:

- To provide leadership of teaching and learning in the Social Sciences (Citizenship, Religious Studies, PSHE and Health & Social Care) subjects and play a key role in raising teaching and learning standards through the quality of the post-holders' own teaching and by leading and supporting the professional development of colleagues.
- To contribute to the values and beliefs of the academy.
- To monitor and support the overall progress and development of students
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Key Accountabilities (and specific duties/responsibilities):

Teaching and Learning:

- To lead on all aspects of Social Sciences and ensure that schemes of learning are effectively implemented and that members of the department are clear about use of levelled learning outcomes and communicate these to students.
- To ensure that there are clear structures for lessons which maintain pace, motivation and challenge for students.
- Monitoring, this is an important aspect of ensuring that the department works with cohesion and in harmony. Informal and formal monitoring contribute to these tasks which involve looking at lesson planners, lesson observations, scrutiny of students' work and teachers' files, before producing reports to inform SLT.
- To assess, record and report on the development, progress and attainments of students.
- To organise the provision of support/revision/booster classes for all students taking external

examinations, mock exams, module tests and course work.

- To ensure the effective and efficient management and organisation of learning resources, including information and technology.
- To ensure coverage, continuity and progression within the department for all students, including those of high ability and those with specific or additional learning needs.
- To analyse student progress and attainment using school and national data.
- Track progress of students and implement strategies to tackle underachievement.
- To measure the impact of intervention strategies.
- Transition Year 6/7 and be an active leader and participant in primary liaison activities.
- Ensure a smooth and effective transition occurs on such matters as target setting, transition visits etc.
- Liaison with pre-11 and post-16 agencies/institutions regarding the continuity of the department's contribution to students' education.
- To support and ensure that members of the department follow the school behaviour policy and procedures and take responsibility for the standards of behaviour in the department.
- To manage classroom and teaching equipment to create a positive, stimulating and safe learning environment, which makes full use of available resources.
- To set aims and objectives for the department, monitoring and evaluating the achievement of these in line with the aims of the school and the requirements of the National Curriculum.
- To allocate students in Years 7-11 to teaching sets and review placements on a termly basis in consultation with colleagues of the department, other associated faculties and members of the pastoral staff.
- The preparation of set/group lists and organising the methods for promotion/demotion between the sets, as necessary.
- The development and implementation of schemes of assessment and reporting to parents in line with the overall school policy and the secure maintenance of examples of students' work required to justify any internal assessments.
- The submission and checking of all entries to external examinations and to supervise the administration necessary for operating examinations where necessary.
- To ensure quality learning experiences for all students in the department.
- To attend and participate in meetings and training sessions and contribute to school decision making and consultation procedures as required as a middle leader.
- Undertake the role of the Form Tutor to a group of students and undertake appropriate responsibilities associated with that role.
- Contribute to the delivery of PSHE, citizenship and enterprise.
- Ensure that students have high standards of uniform, punctuality and attendance.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students.
- To carry out the standard duties and responsibilities of any teacher in the Academy.

The Leadership of a Team:

- To lead by example and provide motivation for the department.
- To establish short, medium and long term plans for the development of the department.
- Keeping the department up-to-date of recent educational developments within the subject area and provide a role model of best classroom practice.

- Supervising and monitoring the work of colleagues in the department, ensuring that lesson content, teaching methods, monitoring and assessment procedures are in keeping with the departmental policy.
- To establish and implement clear practices for assessing, recording and reporting on student achievement in line with school policy.
- Effectively use data to recognise achievement and to challenge staff in providing appropriate intervention to meet the emerging needs of the department.
- To establish clear expectations and constructive working relationships within the department, devolving responsibilities and delegating tasks, as appropriate; evaluating progress and developing an acceptance of accountability.
- The preparation, updating and distributing of schemes of work for the department staff with copies being given to the Senior Team. To ensure that work is set for classes of absent colleagues and the provision of support when needed by 'cover' teachers (including supply teachers).
- To be the representative for the department members.
- To be a key participant in the Performance Management system for staff.
- To support and ensure that members of the department follow the school behaviour policy and procedures and take responsibility for the standards of behaviour in the department.

Staff Development:

- To support and advise the Principal on the appointment of staff to the department and to play an appropriate part in the interview procedure.
- The provision of support, when needed, to trainee teachers, early career teachers and other colleagues.
- To ensure adequate provision is in place within the department to support colleagues that are new to the school.
- To assist with the school's performance management policy within the department.
- Identifying training needs and opportunities for the department that meet both the personal development needs of colleagues and the improvement priorities of the school.
- To submit minutes of all department meetings to the Senior Team, within one week of a department meeting and to maintain accurate records of all department activities.

Resource Management:

- To advise on levels of capitation required, allocate resources given within the department and monitor their use. Organise the efficient use of teaching space.
- Organise effective methods of stock control and to submit annually on request from the Principal details of all items with a value of £100 plus.
- Day-to-day monitoring of the teaching areas allocated to the department.
- To monitor the health and safety situation within the department and make referrals when appropriate.
- To produce an annual report on request from the Principal.
- To monitor the termly data drops for all years and analyse this for performance and GAPS.
- To produce lists for student interventions and ensure that staff are completing these.
- To lead the production of resources and sharing of ideas and practice which will improve attainment, reduce GAPS and provide timely interventions for under-attaining students.

- To report on data, progress and performance to SLT.
- To attend and participate in meetings and training sessions and contribute to school decision-making and consultation procedures as required.
- The setting of aims and objectives for the department, monitoring and evaluating the achievement of these in line with the aims of the academy and the requirements of the curriculum.
- The development and implementation of schemes of assessment and reporting to parents in line with the overall school policy and the secure maintenance of examples of students' work required to justify any internal assessments.
- To assist with the submission and checking of all entries to external examinations and to supervise the administration necessary for the operating examinations where necessary.
- To attend and participate in meetings and training sessions and contribute to school decision making and consultation procedures as required.
- To work as a member of a departmental team in a curriculum area within school.
- To share in the corporate responsibility for the education and well-being of all students in accordance with the school policies.
- To develop effective relationships with students, parents, staff, governors and other members of the school community.
- To assist in the provision of support/revision/ booster classes for students taking external examinations, module tests, controlled tests and course work.
- To contribute to the development of whole school strategies to develop literacy/numeracy across the curriculum.
- Attend Parents' Evening as required.
- Keep up-to-date with new developments and initiatives in teaching.
- Incorporate and promote the use of literacy in the delivery of teaching.

Planning, teaching and class management:

- To develop, along with appropriate colleagues, syllabuses and programmes of work, designed to meet the needs of all students, with particular reference to the National Curriculum and developments in literacy and numeracy.
- Teach allocated students through appropriate planning to achieve progression of learning by:
 - Identifying clear teaching objectives and specifying how they will be taught and assessed.
 - Setting tasks which challenge students and ensure high levels of interest.
 - Setting appropriate and demanding expectations.
 - Setting clear targets, building on prior attainment.
 - Identifying SEND or very able students and make appropriate provision.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Make effective use of assessment and ensure coverage of programmes of study.
- Ensure effective teaching and best use of available time.
- Monitor and intervene to ensure sound learning and discipline.
- Use a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate

vocabulary

- Use effective questioning, listen carefully to students, give attention to errors and misconceptions
- Select appropriate learning resources and develop study skills through library and other sources.
- Ensure students acquire and consolidate knowledge skills and understanding appropriate to the subject taught.
- Evaluate own teaching critically, to improve effectiveness.
- To have corporate responsibility for the behaviour of students in accordance with the school's Behaviour Policy and procedures.
- To manage classroom and teaching equipment to create a positive, stimulating and safe learning environment which makes full use of all available resources.
- Implement the departmental policy regarding homework in conformity with the school's policy and informing parents as appropriate.
- To work closely with SLT on the implementation and development of new curriculum initiatives.
- To attend and participate in meetings and training sessions and contribute to school decision making and consultation procedures as required.

Monitoring, assessment, recording, reporting:

- To follow the school and the Department's Assessment Policy.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor students' work as per school policy and set targets for progress.
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving.
- Prepare and present informative reports to parents.

General Tasks

- Be aware of and comply with all Co-op Academy Trust policies and procedures.
- Adhere to our school values: Do what matters most; Show you care; Be yourself, always; Succeed together.
- Establish constructive relationships and communicate with other staff to support achievement and progress of students.
- Set a good example to students and other staff in their presentation and personal conduct.
- Share expertise and skills with others; participate in training and other learning activities and appraisal as required and recognise own strengths and areas of expertise to use these to advise and support others.
- Be aware of, and support, difference and ensure equal opportunities for all.
- To safeguard and promote the welfare of all students.

Health & Safety Responsibilities

All employees have the responsibility:

- To comply with safety rules and procedures laid down in their area of activity.
- To take reasonable care of their own health and safety and hence avoid injury to themselves and to others by act or omission whilst at work.
- To use protective clothing or equipment as may be provided.
- To report promptly all sickness, accidents, unsafe conditions or practices and dangerous occurrences of which they are aware
- To co-operate with the Principal in the fulfilment of the objectives of the academy's Health and Safety policies

Note

This job description is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake any other reasonable duties commensurate with the level of responsibility/salary of this post. This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the Academy. The duties outlined in this job description are in addition to those covered by the latest Teachers' Pay and Conditions Document and should be read in conjunction with the job description for a classroom teacher.

Person Specification

Personal Attributes Required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none"> Qualified Teacher Status (QTS) A degree in related subject 		(A)
Experience <ul style="list-style-type: none"> Successfully teaching across the secondary age and ability using a variety and range of teaching and learning styles. Successfully teaching Social Sciences in one or more UK state secondary schools at both Key Stages 3 and 4 as a qualified teacher Using data to inform teaching. Understanding what outstanding teaching looks like. Show evidence of raising achievement in present post 		(A) (I)
Skills, Ability, Knowledge <ul style="list-style-type: none"> Excellent classroom practitioner with a real passion for the subject and an ability to communicate that passion. Strong interpersonal, written and oral communication skills Good organisational skills Show good understanding of how students learn Ability to plan, organise and adapt. Excellent IT skills Genuine passion and belief in the potential of every student The ability to demonstrate unconditional positive regard towards young people Commitment to the responsibility for and practices concerned with the safeguarding and promoting the welfare of young people. 		(A) (I)
Personal Qualities <ul style="list-style-type: none"> Enjoy working with children The ability to build good relationships with children and adults 		(A) (I)

<ul style="list-style-type: none"> • Patience • Flexibility and creativity • Resilient 		
---	--	--

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.