

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Head of Business
LOCATION	Thomas Gainsborough School
REPORTING TO	Assistant Headteacher, STEM

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

Overall Responsibility

1. To provide clear, cohesive leadership and direction in teaching and learning in Business and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
2. To build and develop subject specialist teams, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
3. To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes through the Department and School Improvement Plan.
4. To take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils' learning needs through a variety of targeted intervention.

General Management Duties

Leadership

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the school.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
3. Scrutinise and monitor the performance and effectiveness of the Department in delivering the School's aims and objectives.
4. Play a major role in the School's middle management structure, assisting the Headteacher in creating a vision, sense of purpose and pride about the team and its work.
5. Contribute to self-evaluation activities and ensure the team contributes towards the setting of targets and works towards achieving them.
6. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
7. Proactively devise and implement departmental rules, routines and procedures within relevant school policies.
8. Implement, monitor and evaluate all school and department policies and documentation.
9. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
10. To group and set students appropriately and in line with departmental and school policy.
11. Be responsible for maintaining discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate in line with the School Behaviour policy.
12. Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
13. Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
14. Celebrate areas of success for individual teachers and the team.
15. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan and produce resources as a team.
16. Chair and produce the agenda for effective team meetings. Ensure minutes are taken, kept secure and others informed as appropriate.
17. 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. A portfolio of exemplar work moderated against grade descriptors should be maintained.
18. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
19. Deploy all team staff effectively in order to give department members a good Work/Life balance.
20. Liaise with other staff on the effective deployment of any Teaching Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
21. Use Leadership and Management time effectively for these purposes.

Curricular / Departmental Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Oversee the Team Improvement Plan, its implementation and the part it plays in the whole school development.
3. Develop comprehensive schemes of work 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 systems to allow teaching staff to access pupil data to inform their planning and teaching.

5. Monitor and evaluate the teaching in the team; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
6. Develop departmental strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
7. Develop team strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
8. Work with the Learning support department to ensure IEPs are used to set subject specific targets, and match curricular materials and approaches to pupil needs.
9. Identify and support the subject cohort of Gifted and Talented pupils by developing teaching strategies to meet their needs, sharing good practice, tracking pupil progress and setting specific departmental targets for the group.
10. Ensure that the team supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection, Every Child Matters.
11. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice.

Stock/Resources/Budget

1. Have oversight of the management of the team stock, teaching resources and finances - obtaining best value for money.
2. Ensure timetable provision is effectively resourced and roomed to enable maximum benefit to staff and pupils.
3. Plan and budget the financial activities of the running of the department, oversee ordering of resources.
4. Authorise stock disposal in accordance with department and school policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and pupils where appropriate).
6. Ensure resources are adapted to suit the needs of all pupils to enable inclusive learning opportunities for all students

Liaison/Communication

1. Communicate daily with team members, making positive and constructive comments about work and pupil progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.
2. Meet regularly and work with the line managers for professional support and develop effective departmental management.
3. Work closely with the SLT to promote the successful image of the school in the community.
4. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
5. Act as the initial person for others to contact regarding all issues relating to the subjects within the team.
6. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
7. Liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
8. Keep staff informed about new developments and ideas related to the subjects and the team.
9. 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.
10. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.
11. Work with LA staff, subject advisors and strategy managers to support and influence the work of all in the department.

Health and Safety

1. Undergo health and safety training and update courses as required.

2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety and Welfare.
4. Ensure that all necessary team risk assessments are completed and records maintained.

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 Improvement Plan taking full advantage of any relevant training and development available.
3. Develop skills and knowledge for mentoring and coaching colleagues

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. LAs, outside training agencies, 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 and Induction standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and students' attainment.
3. Carry out appraisal of certain teachers and teacher assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
4. Assist the Headteacher, by providing relevant evidence as requested, in assessing staff for Threshold and beyond.
5. Through a process of monitoring and evaluation, within the School Improvement Plan context and Performance Management system, establish the professional development focus for the coming year for each member of the team.
6. Manage a range of learning styles and pace of learning within the department and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
7. Meet regularly with colleagues to discuss, review and monitor progress made in implementing change.
8. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
9. Work with other teachers to develop practice by:
 - leading professional development activities;
 - assisting colleagues in matching teaching approaches to learning styles;
 - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
 - acting as consultant to teams that develop strategies for pupils experiencing difficulties;
 - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
 - auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation;
 - trialling teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgements;
 - network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
 - mentor and coach members of the team to support and improve practice
 - supporting government and local initiatives.
10. Create time for Professional Development of staff by efficient use of meetings time.
11. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.

Subject Specific Duties

1. Maintain a Departmental Portfolio with evidence of:
 - a. Team and subject data, to include public examination outcomes, team and departmental targets, comparative data with similar and national results and historical trends.
 - b. Lesson observation records and monitoring and evaluation outcomes.
 - c. Team and Department Improvement Plan.
 - d. Team and Department Learning Log and Professional Development Record.
2. Contribute to the planning and development of whole school use of Business to support learning, by:
 - a. Working with the Assistant Head for Enterprise and Network Administrator to develop appropriate training, systems and support for teaching staff;
 - b. Advising on the procurement of and trialling and promoting new systems to develop the use of Business in teaching.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Education & Qualifications	Education to degree or equivalent level Teaching qualification Certification necessary. Specific to subjects taught	Further study or training in relevant subject area Further qualification in leadership and management
Specialist Knowledge & Skills	Excellent subject knowledge and understanding of learning in the secondary phase up to Key Stage 4 Up to date knowledge of curriculum and assessment developments Up to date knowledge of Business curriculum developments and developing entrepreneurial skills Ability to analyse assessment data ICT competency	Successful teaching experience up to A Level / Level 3 standard Experience of working as an examiner
Personal & Professional Skills	Positive attitude towards change The ability to plan and prioritise The ability to motivate and enthuse students Good communication skills, both written and oral Good interpersonal skills Good negotiating skills and the ability to diffuse situations Willingness to take part in school trips and exchanges A sense of humour	Excellent presentation skills Ability to lead staff training
Relevant Experience	Recent teaching experience and evidence of successful outcomes	Recent successful teaching experience in a mixed comprehensive setting Experience in a position of responsibility
Additional Requirements	Commitment to continuous improvement Flexible approach Able to work independently and as part of a team Approachable and sensitive to the needs of others Ability to plan collaboratively and share resources and ideas	First Aid certification

	<p>Openness and willingness to address and discuss relevant issues</p> <p>Self-motivating and resilient</p> <p>Good organisation and the ability to work under pressure</p> <p>Excellent record of attendance</p>	
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