

**SWANBOURNE HOUSE**  
**JOB DESCRIPTION**  
**Head of Humanities**  
**Maternity Cover**

**For appointment in September 2020**

*Swanbourne House School has flourished because staff have given generously and willingly of their time and energy to the academic and personal development of the pupils in the many forms that this may take. It is the abiding hope of the Head that all teaching staff will approach their employment by the school in that same spirit.*

**Reporting:** Each Head of Faculty is responsible to the Head, through the Deputy Head (Director of Teaching and Learning)

### **GENERAL DESCRIPTION OF DUTIES**

The Humanities Department plays a pivotal role in the success of Swanbourne House. The Head of Faculty ensures that the highest standards of teaching and learning are achieved by all pupils working within the subject. Clear and effective leadership is a key ingredient in achieving the Department's aspirational vision.

It is our goal that every child leaves our classrooms with:

- a lifelong love of learning
- academic attainment which is commensurate with their ability
- an empowering command of learning to equip them for future schooling and the workplace

The Head of Faculty is expected to be an outstanding teacher who has a proven record of successful leadership. He/she will be expected to lead the department in its future development, to be involved in advising on pertinent issues across the curriculum and to present a positive and proactive role model for Staff and Pupils.

### **PARTICULAR RESPONSIBILITIES**

#### **Areas of Responsibility and Key Tasks**

The Head of Faculty is responsible for overseeing the Humanities curriculum (including PHSE) throughout the whole school, including Manor House pupils assuring continuity and progression throughout the key stages.

#### **Management and Leadership**

- Providing subject leadership throughout the School from 3s to Top Year so that colleagues are aware of, and can act upon national developments, development within PSB and Academic Scholarship exams, and developments within the subject.
- To establish and review the required syllabus and schemes of work, and monitor their use by members of staff teaching Humanities

- Consulting with senior staff and departmental colleagues to ensure that developments are consistent with the school's broader aims and policies and are in the best interests of the pupils and ensure subject continuity throughout the school
- Develop and implement policies and practices for Humanities which reflect the school's commitment to high achievement, whereby pupils are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff
- Contribute to the development of the school as a whole
- Ensuring that school policies are implemented within the department
- Ensure teaching and learning in Humanities is of a consistently high standard and that best practice is shared across the department
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
- Produce a Departmental Improvement Plan to address the identified priorities for raising academic performance
- To involve all colleagues in departmental development planning
- Set appropriate, but challenging, targets for the department as a whole and the individuals who work within it
- Manage the department and its resources, including the deployment of staff, the appropriate delegation of tasks and the effective use of all delegated finance
- Ensure that effective tracking of pupils' progress is in place through accurate identification, and that any underperformance is supported by intervention programmes whose impact are closely monitored
- Ensure that staff are properly appraised (within the timescales given) through the agreed performance management systems and that appropriate training is provided to meet identified needs. This includes the accurate, and continuous evaluation of staff performance, and if necessary, following the capability procedure
- To attend and contribute to CDG Meetings with a view to the academic development of the whole school
- To take responsibility for the delivery and development of the subject curriculum and syllabus and be accountable to the Deputy Head for the subject curriculum and for the teaching of the subject to pupils throughout the school
- To liaise with the Heads of Humanities subjects in Senior Schools as necessary
- To hold regular meetings, formal and informal, to discuss Department matters and to ensure that the Department works as a team. Minutes of these meetings to be sent to the Deputy Head and the Head
- To support colleagues in dealings with parents when issues arise
- To seek opportunities to promote the name of the school and the department through events which show off the excellence of the department
- Ensuring the department is fully represented and well prepared at any evening functions required
- To promote the use of ICT throughout the curriculum and recommend appropriate software
- To keep abreast of current developments in the teaching of the subject and in particular the requirements of PSB and Senior School scholarship assessments as they pertain to the subject
- To provide departmental presentations to the Governors as required
- To liaise and work with the Head of Outdoor Learning to promote Humanities in the outdoor classroom.

## **Monitoring and Assessment**

- To ensure members of the department adhere to the criteria as set out in the Departmental Handbook with particular regard to the setting and marking of work and reporting procedures
- To bring to the attention of the Deputy Head any difficulties which arise within the department
- To manage methods of assessment in the subject
- To ensure that data is used effectively as a useful measure of progress and planning, accompanied with an understanding of the pupils as individuals
- To identify pupils with specific learning difficulties and recommend that their needs are assessed by the Head of Learning Support so that, if appropriate, extra support can be provided

## **Departmental Administration**

- To be accountable to the Deputy Head for all budgeting within the department, and the implementation of Health and Safety Policies within the area
- To be responsible for the selection of teaching materials, and the methods of teaching used by members of the department in concert with the Deputy Head
- To keep, prepare and update the following departmental records: the department policy document, the annual departmental review, the department financial requirements and records of how budget is spent, the scheme of work
- To be responsible for display and the general appearance of the department
- Contribute to the collective ethos of the school by requiring high professional standards from colleagues and appropriate behaviour from pupils
- Ensure the learning environment in the department is of a high quality, and is tidy and safe
- Help maintain a calm and purposeful atmosphere around the school, in and out of classrooms, especially within his/her subject area(s)
- Attend all relevant meetings appropriate to their role, as specified by the school
- Carry out, following consultation, any other reasonable task determined by the Head
- Ensure that the department is represented on all relevant school working groups

## **Whole School**

- To support the aims, Christian values and ethos of the school
- To be committed to safeguarding children and to follow the School Safeguarding policy
- To share in the responsibility for the well-being and discipline of all pupils
- To play a full part in the life of the school community

## **Responsibilities as a Teacher**

- To have high expectations whilst taking into account the ability range of the pupils; to differentiate work for more able and less able pupils according to their needs
- To attend Parents' evenings as appropriate to discuss the children's progress
- To write detailed subject reports at the end of the Autumn and Summer Terms
- To participate in INSET provided by the School during the period of employment
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal
- To keep records of INSET attended

- To take a full and fair part in the Staff Duty Programme which includes Sunday duties once or twice a year
- To be part of the school's Personal Tutor scheme
- To set realistic, measurable and achievable personal targets as part of appraisal in consultation with the Headmaster
- To attend School and Year group assemblies, staff meetings and pastoral meetings
- To be involved in Open Mornings, entrance testing, and induction mornings
- To run activities for pupils
- To maintain displays of pupils' work and subject resources in the classroom
- To take part in organising and supervising educational visits
- To make an active contribution to whole school events.

### **Responsibilities as a Tutor**

- To provide pastoral support and advice for pupils in the tutor group. Helping pupils to develop socially and academically. To encourage their involvement in all areas of school life including extra-curricular activities.
- To monitor pupils' attendance
  - Contacting home when prolonged or unusual absences are unexplained
  - Ensuring prompt receipt of letters from parents explaining absence
  - Alerting the Deputy Head Pastoral to concerns over attendance and punctuality
- To monitor standards of appearance
- To monitor standards of behaviour
- To make sure that pupils move promptly and quietly to assembly and Chapel on appropriate days and behave well during these and other formal School occasions
- To write pastoral reports on pupils in the tutor group. To collate and check pupils' academic reports. To give out effort grades slips. To write up all incidents involving tutees and inform relevant staff by email
- To monitor the academic progress of all pupils in the tutor group, looking at the development of the whole child across the academic spectrum, using effort grades, attainment grades and standardised tests communicating concerns and discussing pupils regularly with the Deputy Head
- To communicate with parents over their child's academic progress and personal development regularly through the School's reporting and parents evening system; building up a good relationship with the families of tutees which encourages informal contacts; in conjunction with other relevant staff, initiating meetings with parents to discuss their child's academic progress or pastoral concerns
- To attend training provided by the school to improve professional pastoral skills

The above is an indication of the requirements of the post and is not meant to be inclusive or exhaustive. Any role that needs reasonably to be undertaken should also be undertaken whether or not included in the above.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times.

If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Head.

This non-contractual job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years (as part of the appraisal process) and it may be subject to modification or amendment at any time after consultation with the holder of the post.