



CURRICULUM LEADER **Humanities**

Actively supporting the vision and values of Haslingden High School, the post holder will work to provide professional leadership and management for all subjects within the Humanities Faculty, ensuring each one delivers high quality teaching across the school and sixth form, effectively using the resources available in order to raise standards of learning and achievement for all students.

Purpose

- a. To raise standards of student attainment and achievement within the curriculum area and to monitor and support student progress
- b. To be professionally accountable for student progress and development within the Faculty area
- c. To develop and enhance the teaching practice of colleagues within and across Faculty areas;
- d. To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students, in accordance with the aims of the School and the curricular policies determined by the Governing Body and Headteacher
- e. To be accountable for leading, managing and developing the curriculum area
- f. To effectively manage and deploy teaching / non-teaching staff, financial and physical resources within the Faculty to support the delivery of the curriculum

Key Knowledge & Understanding of:

- the school's aims, priorities, targets and plans in the context of the work of the Faculty;
- the relationship of the work of the Faculty to the school as a whole;
- relevant statutory requirements for the curriculum and for assessment, recording and reporting;
- the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement;
- relevant aspects of leadership and management practice;
- the implications of the Code of Practice for Special Educational Needs for teaching and learning.

Key Functions

1 Planning & Setting Expectations

- set high expectations and targets for teaching, learning, achievement and behaviour. Develop and implement policies and practices for the subject(s) that support these expectations;
- Attend Curriculum Forum meetings to represent the Faculty and contribute to whole school improvement as part of this team;
- establish and implement Faculty improvement plans which focus development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success;
- ensure that the School Leadership Team (and governors as required) are well informed about subject policies, plans and priorities, subject related professional development plans and the Faculty's success in meeting objectives and targets;

- ensure the development of shared schemes of work and teaching resources which are clearly sequenced in order to enable students to build their knowledge and skills towards to agreed end points;
- ensure that the subject curriculum contains content which has been identified as most useful, and ensure that this content is taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and skills;
- establish staff and resource needs and advise SLT as required. Manage the Faculty's budget, deploying staff and resources effectively;
- ensure that Faculty accommodation is used to create an effective and stimulating environment for the teaching and learning of the Faculty's subjects.
- work with the school's Health and Safety Officer (Business Manager) to ensure that there is a safe and healthy working and learning environment in which risks are properly assessed;
- work with the LSF Faculty to ensure that individual education plans are used to set subject specific targets where appropriate and match work to students' needs;
- work with LRC Manager to make recommendations for resources

2 Managing Teaching & Learning

Evaluating and evidencing the teaching and learning within the Faculty:

- create and maintain an up to date faculty working handbook which makes clear the expectations within the faculty, including reference to relevant policies and procedures;
- take responsibility for the self-evaluation of the curriculum area in line with school self-evaluation procedures;
- plan and implement a Faculty policy which outlines clearly how the quality of teaching and learning will be evaluated and evidenced;
- identify and disseminate effective practice and highlight and address areas for improvement.

In particular ensuring the following:

- curriculum coverage, continuity and progression for all students;
- constructive working relationships between staff and students;
- that lessons are based on learning objectives that are clearly communicated to students;
- that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of the subject/s and of different students;
- the effective and efficient management and organisation of learning resources;
- the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and Citizenship.

3 Assessment & Reporting

Working with Assistant Headteacher (Raising Attainment):

- analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice, expectations, targets and teaching methods;
- following school guidelines, establish systems for assessing, recording and reporting achievement, and using the information to recognise and raise achievement further;
- establish clear targets for student achievement. Use these targets to evaluate progress by all students, including those with special educational needs;

- monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;
- use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students.

4 Guidance and Welfare

- take a lead on the management of student behaviour within the Faculty

5 Wider Professional Role

Faculty ethos

- create a positive climate in the Faculty. Establish constructive working relationships among staff, including, through team working and mutual support, devolving responsibilities and delegating tasks as appropriate and developing an acceptance of evaluation and accountability;
- ensure a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

Professional development

Working with Deputy Headteacher (Behaviour and Attitudes):

- appraise staff as required by the school Performance Management policy;
- lead professional development in the Faculty through example and support and coordinate the provision of high quality professional development, including methods such as coaching and drawing on other sources of expertise;
- work with the ITT Co-ordinator to ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of QTS, the Career Entry Profile and standards for induction. Ensure that other new staff are suitably inducted and supported.

Liaison

- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- support the School's links with the local community, using this to extend the subject, enhance teaching and develop wider understanding;
- communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community.

These responsibilities are in addition to those of a standard scale teacher.