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**Job Title – Humanities Assistant Curriculum Leader – History Specialism**

**Required from – September 2022**

**Key Duties**

1. To teach pupil’s aged between 11 and 16 in History.
2. To raise standards of pupil attainment and achievement within the curriculum area and to monitor and support pupil progress.
3. To develop and enhance the teaching practice of colleagues within and across the department.
4. To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupil’s, in accordance with the aims of the School and the curricular policies.
5. To be accountable for leading, managing and developing the curriculum area.
6. To effectively manage and deploy teaching / non-teaching staff and physical resources within the department 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 Department;
* The relationship of the work of the Department 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;
* Establish and implement Department 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 Department’s success in meeting objectives and targets;
* Ensure the development of shared schemes of work and teaching resources;
* Establish staff and resource needs and advise SLT as required. Manage the Department’s budget, deploying staff and resources effectively;
* Ensure that Department accommodation is used to create an effective and stimulating environment for the teaching and learning of the Department’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 Department to ensure that individual education plans are used to set subject specific targets where appropriate and match work to pupil’s needs;
* Work with LRC Manager to make recommendations for resources.

##### 2 Managing Teaching & Learning

Evaluating and evidencing the teaching and learning within the Department:

* Take responsibility for the self-evaluation of the curriculum area in line with school self-evaluation procedures;
* Identify and disseminate effective practice and highlight and address areas for improvement.

In particular, ensuring the following:

* + Curriculum coverage, continuity and progression for all pupil’s;
  + Constructive working relationships between staff and pupil’s;
  + That lessons are based on learning objectives that are clearly communicated to pupil’s;
  + 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 pupil’s;
  + The effective and efficient management and organisation of learning resources;
  + The effective development of pupil’s skills and understanding in literacy, numeracy, ICT, study skills and Citizenship.

**3 Assessment & Reporting**

Working with the Curriculum Leader and relevant members of SLT -

* 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 pupil’s achievement. Use these targets to evaluate progress by all pupil’s, 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 pupil’s who are underachieving and, where necessary, create and implement effective plans of action to support these students.

### Guidance and Welfare

* Take a lead on the management of pupil behaviour within the subject area

### Wider Professional Role

# Department ethos

* Together with the Curriculum Leader create a positive climate in the Department. 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 pupil’s spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

# Professional development

* Appraise staff as required by the school Performance Management policy;
* Lead professional development in the Department 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 Curriculum Leader / ECT 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. 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.