**Name:**

**Responsible to and mentored by:**  L Rodham, Headteacher

**Responsible for:** Technology Team

###### Job Description Summary

* The promotion of the highest possible standards of achievement in Technology
* Ensuring that all students achieve or exceed their targets in Technology
* Raising the quality of curriculum and teaching in Technology by defining and implementing appropriate improvement targets
* The leadership, management and development of staff and visitors who contribute to the teaching of Technology.
* Represent the department at outside agency meetings when required

## Person Specification for All Staff at Wellfield

We want all educators at Wellfield to:

* Be committed to continuous improvement and raising standards
* Relate well to our students
* Put student needs first
* Be self starters and aim for the best in what they do
* Have confidence and competence in the use of ICT
* Be team players
* Communicate well
* Be positive and co-operative, especially in times of change
* Review what they do regularly

**Job Description**

**As stated in national teachers’ pay and conditions**

And in particular:

All Wellfield teachers should provide effective lessons, which:

* Accord with the Wellfield house style
* Are planned and meet individual learning needs
* Contain a range of appropriate strategies for teaching and classroom management
* Make effective use of information about prior attainment to set high expectations for students
* Challenge and support all students to make good or better progress
* Maintain good order and discipline, safeguarding, health and safety

**Subject Leadership**

At Wellfield we believe that a good subject leader:

* Makes decision for one reason : LEARNING
* Takes responsibility for what happens in the subject
* Knows what is happening in the subject
* Knows what needs improving
* Creates a culture where teaching and learning come first
* Leads staff through support and challenge
* Sets a professional example

As a Head of Technology you will maximise learning by:

* Bringing out the best in staff
* Setting a professional example
* Getting the balance right between support and challenge: 80% support, 20% challenge
* Understanding the difference between leadership and management (leadership is the effect you have in developing staff; management is providing the systems and structures which enable you to reach the highest possible standards).

**Specific Responsibilities**

**Vision**

1. Making a raising achievement plan that reflects the priorities of the school development plan
2. Command and communicate the whole school vision to the rest of the team
3. Annual review of the departmental RAP and helping to inform the school development plan
4. Setting targets for student performance
5. Promoting a culture of continuous improvement
6. Maintaining a subject self evaluation form.

**Communication**

1. Play a full part in making sure all staff are appropriately informed about subject matters
2. Help maintain a regular flow of information to ensure that we run efficiently and that there is a good level of consultation
3. Remember that communication is a two way process and is more effective if it is in writing and is passed on well in advance.

So you will communicate effectively by:

1. Holding regular discussions and meetings with teachers that cover teaching and learning, curriculum, data and evaluation and monitoring of standards as well as dissemination of information and policy decisions.
2. Liaising with other subject leaders to promote curriculum development, assessment and review
3. Liaising with Heads of Learning to monitor student performance
4. Liaising with Senior Leadership Team to promote consistency
5. Liaising with the Deputy Headteacher and Headteacher with regard to on-going developments and performance
6. Liaising with the LA subject inspector

**Leadership**

1. Ensure that the responsibilities and workload of the team reflect their experiences, skills and paid responsibilities
2. Ensure that subject teachers are working to help realise subject and school aims and targets
3. Work with subject teachers to devise effective teaching and learning strategies
4. Devise secure administrative procedures that ensure routine administration is adequately covered.

**Standards**

1. Ensure that the National Curriculum programmes of study and exam specification requirements are fulfilled.
2. Ensure all schemes of learning are kept up to date
3. Ensure that the learning environment is rigorous, challenging and celebrates achievement
4. Monitor and evaluate performance and ensure that planning is informed by the process
5. Ensure that school policies and procedures are followed.

Continuous Professional Development

1. Lead the professional development of your team
2. Play a part in the staff appraisal process, ensuring that targets for improvement are pursued effectively both as a team member and reviewer
3. Participate in quality assurance activities
4. Participate in the CPD programme for the department and school
5. Recognise the importance of attending all forms of staff meetings

**Resources**

1. Provide value for money by ensuring that resources allocated to the department are deployed to support subject and school objectives
2. Manage the department budget so that money is spent sensibly
3. Keep up to date stock records

**Quality Assurance**

As you can see above, the good subject leader has responsibility for bringing out the best in staff. This means that you must conduct regular quality assurance checks on how your staff are doing so that they can be supported and challenged in serving the needs of the students. **Look for answers to these questions**

* What are the strengths in teaching?
* How can the teaching be developed?
* How well are the students progressing?
* Is practice consistent with whole school policy, particularly with regard to house style and AFL?

Quality assurance can be carried out in a number of ways, both formally and informally. You’re short of time so a lot of your QA will be informal and in passing. These are some of the strategies to use:

* Walk through classrooms to test the overall atmosphere and to check that basic house style and BFL routines are being observed
* Look at display
* Have a regular routine of sampling work from across the age and ability range
* Use meetings to compare students work, monitor deadlines and agree common approaches
* Check teacher planners and, with NQTs, full lesson plans
* Talk to students
* Observe part or whole lessons
* Analyse assessment data, especially exam results
* Use data to track group and individual progress against targets
* Take on board the feedback from whole school and LA quality assurance

**Giving Feedback**

* Be prompt
* Be positive so always start with good points
* Be very clear about strengths and weaknesses
* If necessary, give written as well as oral feedback to ensure your meaning is clear.

**What if the person doesn’t improve**

In nearly all teams individuals sometimes do not meet the professional standards we expect. Coping with this is the toughest part of any leadership role, but it is part of the job and you can learn to deal with it well.

It is human nature to dwell on problems of this kind, but try to avoid worry and embarrassment by bearing in mind that it is a professional matter between adults and that it is not personal. And, of course, the most important guiding principle is that you act for the good of the students and not the grown ups.

You might find this advice useful:

**Do**

* Model the high standards you expect
* Be straight
* Be clear about what you expect
* Be very clear about strengths and weaknesses
* Set clear objectives and deadlines for improvement
* If your support and challenge don’t work, tell the person that you are going to consult your SLT line manager and then do it
* Ask for help and advice

**Don’t**

* Ignore the problem, or even worse, collude with the person by covering it up. The truth will emerge somehow, often in exam results when we learn that the students have been let down and it’s too late to do something about it.
* Bottle up resentment and/or disapproval – it will come out eventually in ways you don’t want.
* Keep it to yourself if you’re worrying.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

April 2015