

**The Wallace High School**

**Head of Business Studies, Economics and Enterprise Education:**

**Teaching Allowance 3**

**The Role**

The Head of Department is accountable to the Principal, through the Vice Principal (Curriculum) for the efficient running, development and performance of the Department, supporting all members of the Department in their responsibilities, and directing, as appropriate, the work of those colleagues to ensure successful and effective teaching and learning, appropriately supported by an innovative and relevant curriculum and qualification pathway. The Department currently enters students in 3 qualifications offered by CCEA: GCSE Business Studies, A’ Level Economics and A’ Level Business Studies. The School plans the introduction of a new Level 3 qualification in September 2022 as a pathway from GCSE Business Communication to Level 4 and beyond.

The current postholder is retiring after 33 years as Head of Department.

The Department currently comprises 2 full time members of staff, including The Head of Department. The Department has recently relocated to a purpose built teaching suite and dedicated office as a result of the school’s SEP build and refurbishment programme.

**Job Purpose**

1. To maintain and build on a clear vision, purpose and high expectations, focused on students’ achievement.
2. To continue to raise, the already high, standards of student attainment and achievement within the curriculum area.
3. To monitor and support all students’ progress and to be accountable for that progress.
4. To develop, monitor and enhance the teaching practice of others in order to ensure high standards of teaching and learning throughout the Department.
5. To ensure the provision of an appropriate, relevant differentiated curriculum for students studying Business Studies, Economics and in the widest sense, Enterprise Education, at all key stages.
6. To be accountable for leading, managing, deploying and developing the teaching and support staff of the curriculum area, together with accountability for the effective and efficient use of financial and physical resources.
7. To review and recommend appropriate Level 2 and 3 qualifications to meet the need of students and the needs of the economy, allowing students to progress through Level 4 to Level 6 and beyond.

The below responsibilities do not necessarily provide a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after due consideration.

The below are subject to the general duties and responsibilities contained in the statement of conditions of employment.

 **Key Responsibilities**

**Strategic Management**

* To develop and implement the school’s strategy for Enterprise Education so that it integrates with the major objectives of the school development plan and takes the curriculum forward to meet the targets set.
* In conjunction with the Principal and Vice Principal set strategic targets for teaching, learning and examination outcomes based on rigorous analysis of data used to monitor, track and evaluate student performance in internal assessment and external examinations.
* To develop and play an active role in supporting the curriculum through student participation in subject related competitions, Bursary and Scholarship applications.
* To take a lead in the encouragement and support of Oxbridge applicants in areas related to the subject.
* To develop structures in the curriculum at Key Stage 3 to encourage the most able students to study subjects offered in the Department to Level 3 and beyond.

**Curriculum Management**

* Designing a broad curriculum, regularly reviewed and reflecting the needs and aspirations of students, with accompanying Schemes of Work that meet the aims of the school and the needs of all students.
* Ensuring that the content of Schemes are complementary to those of other Departments to encourage a broader understanding of Enterprise Education and its links with other subjects.
* Ensuring that appropriate and innovative approaches to learning are made available to students with specific learning needs, e.g. those with a low skill base, the very able or those with visual or hearing impairment.
* Evaluating National and International initiatives to promote learning and to incorporate elements into the school’s strategy for subjects offered by the Department.
* Ensuring that the statutory requirements of the National Curriculum are met.
* Evaluating the design and delivery of the curriculum offered, by the Department, continually striving to improve all aspects.
* Setting targets for student achievement in line with whole school policy.
* Monitoring and evaluating progress towards meeting student achievement targets.
* Ensuring that there is an effective assessment, recording and reporting system of student progress, which at Level 2 and Level 3 is based on the appropriate Assessment Objectives and Grade Descriptors.

**ICT Strategy**

* Ensuring that innovative approaches to learning are explored, trialled and rigorously assessed to develop and deepen the use of one to one mobile technology in collaboration with other Heads of Department and in line with the school’s digital learning strategy.
* Taking the lead as a teacher and delegate, as appropriate, responsibility for the development of ICT in the Department.
* Regular monitoring of the external ICT environment to ensure the school remains the leading school locally and nationally in the use of digital technology to deepen learning.

**People Management**

* Adopting a consistent, fair, clear yet flexible leadership style to influence and motivate staff and students to achieve their objectives in line with whole school policy.
* Maintaining and building the collegiality, mutual respect, fairness and harmony in the Department to ensure parity of work and effective, fair delegation which maximises the strengths of each teacher.
* Working transparently and proactively with the Principal and Vice Principals to ensure an effective professional engagement which has as its core aim the attainment of outstanding results.
* Advising, as appropriate, the Principal and Vice Principals on the recruitment and retention of high calibre staff.
* Advising, as appropriate, at recruitment interviews, Board members of the suitability of candidates for the position.
* Implementing effectively the school’s Performance Review Staff Development Policy at a Department level as a reviewee and a reviewer.
* Assisting the Leadership Team to ensure that a relevant staff development programme is designed, implemented and evaluated to take into account both the needs of the whole school and those of the individual members of the Department.
* Organising activities and events to encourage team development in its broadest sense, e.g. parents and staff, staff with staff, staff and students.
* Ensuring that full time and part time, temporary and permanent staff in the Department all receive Departmental Induction and are supported in understanding fully all relevant policies and their out workings in daily school life.
* Ensuring that the policies and processes in place for assessing students for setting, monitoring and evaluating targets are implemented by all staff in the Department.
* Creating an environment of professional accountability with clear lines of support and delegation aimed at building on the many strengths of the Department.
* Participating actively in the Heads of Department meetings and Away Days as directed by the Vice Principal (Curriculum).
* Meeting regularly, at least twice a term, with the staff in the Department to discuss teaching, learning, assessment, targets and the progress made by classes and individual students.

**Middle Leader Responsibilities**

* Acting as a Class Tutor as required.
* Writing UCAS references in line with school policy and agreed structures.
* Interviewing Sixth Form students as part of the target-setting process.
* Ensuring a thorough and annual self-evaluation of the Department.
* Being a positive, professional role model able to identify his/her own professional development needs and set own professional objectives.

**Key Performance Indicators**

% of students gaining A\*-A, A\*-B and A\*-C at GCSE in subjects offered by the Department, versus targets and previous outcomes.

% of students gaining A\*-A, A\*-B, A\*-C at A’ Level, versus targets and previous outcomes.

Uptake of A’Level and Level 3 and results achieved versus targets.

Involvement and success of students in Enterprise and Business related competitions, application and success in Bursary and Scholarship versus targets.

The appearance of the Department, display areas, career displays, numeracy and literature displays, subject displays.

Mutually beneficial links with businesses locally and nationally.