

Job description	
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.	
Job Title:	Head of Psychology
Reporting to:	Director of Studies
Role Overview:	The Head of Psychology is responsible for leadership and management of the department. The Head of Psychology shapes the strategic direction of the department, promotes the subject across the School and ensures that teaching and learning and extra-curricular activities and events are of the highest standards.
Department Overview	<p>Psychology is currently taught in Sixth Form at Withington. The Head of Department is currently the only Psychology teacher, and the number of periods to be taught is dependent on the number of students choosing Psychology as an A Level option. We currently deliver the AQA A Level Psychology Specification.</p> <p>The role also involves preparing students for Oxbridge applications for Psychology-related courses and acting as a referee for all students applying to read Psychology at university.</p>
	<p><u>Head of Department</u></p> <ol style="list-style-type: none"> 1. To be responsible for the development of courses of study in their department and budgeting for provision of adequate teaching materials 2. To ensure that there is a consistent method of assessment which is applied in their department through the use of termly departmental work scrutiny 3. To monitor the performance of individual girls and classes across their department with respect to performance indicators and benchmarking data 4. To keep abreast of curriculum development and ensure that members of the Department do likewise 5. To ensure high levels of teaching and learning within their departments by the use of regular lesson observations 6. To integrate the use of new technologies where these are a benefit to teaching and learning 7. To undertake training and development in respect of their role as a middle leader and implement strategies in line with accepted best practice and School policy

8. To meet with the Director of Studies on a regular basis to discuss results and other matters pertaining to the Department
9. To liaise with colleagues and review plans to ensure best provision for all pupils including those with individual needs
10. To liaise, and ensure the involvement of colleagues on cross-curricular events involving Psychology, e.g. Citizenship Day
11. To delegate effectively areas of responsibility where this is appropriate, ensuring continued support and guidance as required
12. To monitor their subject's contribution to the PSHCE curriculum
13. The Head of Department will take an active role in supporting the wellbeing and progress of all students of Psychology, pupils' individual needs and with parents accordingly
14. To organise and take a leading role in school trips which are of educational value to pupil learning
15. To update and communicate the departmental handbook and schemes of work on an annual basis
16. To ensure that individual departmental responsibilities are itemised in departmental handbooks
17. To take responsibility for your own continuous professional development, setting and agreeing personal targets with the Director of Studies
18. To operate within the School's Health & Safety Policy and all other school policies

Teaching

19. To communicate to the pupils their enthusiasm for and expertise in their subject
20. To encourage achievement and academic rigour, undertake regular and consistent assessment of the students' progress, in line with departmental policy, and communicate with parents both orally and in written reports, according to school policy
21. To be punctual for lessons and monitor students' punctuality and attendance
22. To aim to keep up to date with developments in their subject and new teaching methods and wish to implement those in the classroom when appropriate, making full use of available facilities to include the regular use of peer observations
23. To monitor the performance of individual students in their classes with respect to performance indicators
24. To ensure work is differentiated to take into consideration differences in ability, aptitude and learning style of all students in their classes
25. To be prepared to take the role of Form Tutor/Shadow Form Tutor, which involves developing good working relationships with the students and overseeing their well-being

26. To liaise, as necessary, with Form Tutors and Heads of Year
27. To be prepared to deliver topics covered in form time and in the PSHCE programme
28. To be prepared to do duties and cover which may reasonably be required and to attend meetings at school and departmental level, related to the curriculum or organisation of the school
29. To maintain good order among the pupils and safeguard their health, safety and welfare in accordance with school policy, both on the school premises and on school activities elsewhere
30. To ensure that their behaviour and actions do not place pupils or teachers at risk or harm or at risk of allegations of harm to a pupil
31. To act as positive role models and in a professional manner at all times
32. To familiarise themselves with and follow all school policies
33. To check their school email at least once every school day, responding and dealing with requests for information where required
34. To actively seek opportunities to develop self as a teacher, ensuring up to date knowledge of ICT in order to maximise the use of all school systems

Extra- Curricular Activities

35. To make an active contribution to the extracurricular life of the school. These roles will be defined and agreed on appointment
36. To devise, deliver and evaluate an extra-curricular Psychology programme to enhance and inform work undertaken within the curriculum, for example, trips, conferences and guest speakers
37. To ensure that cross-curricular themes and skills are included in schemes of work

Person Specification			
	Essential	Desirable	Method of assessment
Qualifications	<ul style="list-style-type: none"> • A good honours degree in an appropriate subject • Evidence of Continuing Professional Development • Qualified Teacher Status • A degree in which Psychology is a component or a relevant qualification in Psychology-related studies. 	<ul style="list-style-type: none"> • A higher degree or other professional qualification 	<ul style="list-style-type: none"> • Production of the Applicant's original certificates.
Experience	<ul style="list-style-type: none"> • Have a minimum of 3 years' experience teaching Psychology to A level. • Have evidence of teaching Psychology to at least Key Stage 4 level. • Have evidence of the application and development of ICT to raise standards. • Willingness and experience of creating and leading extra-curricular activities. 	<ul style="list-style-type: none"> • Have evidence of successfully leading and managing staff in curricular or professional development. • Experience of teaching a second subject. • Experience of leading a team. 	<ul style="list-style-type: none"> • Contents of the application form. Evidence of results achieved. • Interview • Professional references
Skills and Knowledge	<ul style="list-style-type: none"> • Excellent subject knowledge • An ability to deliver creative and engaging lessons • Up to date knowledge of child welfare issues. • Excellent classroom management • Excellent organisational skills • Excellent command of English both spoken and written • Excellent interpersonal skills. • Knowledge of leading successful teams. 	<ul style="list-style-type: none"> • Budgetary management 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references

<p>Personal competencies and qualities</p>	<ul style="list-style-type: none"> • Passion for helping children and young people learn. • Trustworthiness and integrity. • Be tactful and diplomatic in his/her dealings with others. • Be aware of personal strengths and shortcomings. • Can seek and take advice. • Demonstrate an understanding of the school ethos. • Demonstrate an enthusiasm for the post. • Demonstrate dynamism and drive. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Ability to engender confidence in young people. • A warm, friendly and patient manner. • Ability to build positive relationships with all pupils that allow them to achieve to their highest potential. • Discipline and time management skills. • A sense of humour. 		<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references
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