



MARLBOROUGH COLLEGE

The Head of Department's Responsibilities

Heads of Department (HoDs) are responsible to The Master, through the Deputy Head (Academic), for the standards of teaching and learning in the department, both within and outside the curriculum, and for contributing to the professional development of, and having regard for the welfare of, members of the department.

Head of Department's role covers the following areas:

1. Leadership & Management

A) Of Pupils

The Head of Department should:

- Ensure that department policy and practice in all areas (e.g. curriculum, assessment, behaviour, etc.) is consistent with College policy.
- Ensure that a Strategic Plan is agreed and implemented for the department.
- Monitor pupil performance and progress against targets and baseline data, such that all pupils, no matter their ability or SEND, achieve to their potential.
- Monitor regularly the setting and standards of work produced by pupils, to keep an overview of progress, through regular work scrutiny.
- Monitor departmental use of all systems of encouragement and sanction.
- Liaise with the Head of Academic Support over departmental academic provision for pupils with special educational needs.
- Advise pupils, tutors, HMs and parents on subject choice as appropriate.
- Make recommendations, as requested, for the award of Senior Scholarships/Exhibitions (at the end of the Hundred); for the award of Prizes, Copies and Distinctions (on the results of internal exams) and for any department specific awards.
- Produce set lists and monitor setting arrangements. These must be compiled, entered on computer and published in good time and should always be kept up to date.

B) Of Staff

The Head of Department should:

- Be a visible and inspiring academic leader for the department.
- Be concerned for the professional development and welfare of all beaks and non-teaching staff in the department; directing, coaching, supporting and delegating as appropriate.
- Encourage a culture of awareness of different learning needs, so that beaks make reasonable adjustments where necessary, including for stretching the brightest. Encourage beaks to make referrals to, and ask advice of, the Academic Support Department.
- Monitor, through regular work scrutiny, prep setting by beaks to ensure quantity is appropriate, and that quality of work set, and feedback given, are high.
- Monitor report writing by their department beaks, offering support and guidance to ensure that departmental practice is in line with College requirements.

- Hold regular (at least once-per-fortnight) departmental meetings for discussing strategic and operational matters as appropriate, and for the sharing of best practice.
- Teaching & Learning discussions should be a regular feature of such meetings. An agenda (to which departmental members can contribute) should be sent out beforehand, and brief minutes, including any agreed action points, should be distributed and copied to the Assistant Head (Teaching & Learning) and to the Deputy Head (Academic).
- Facilitate excellent teaching within the department, for each beak, by
 - Careful induction, on arrival at the College. Acting as induction tutor for all NQTs, and subject mentors for PGCE students, and overseeing induction year. * Regular monitoring, through observations and learning walks, of classroom teaching, including the provision of opportunities to observe others in the classroom. Awareness of special interests, strengths and weaknesses, and appropriate and fair deployment. Assistance in overcoming problems with particular sets or pupils. * Regular discussion of teaching techniques and aids, of in-service training opportunities and of general welfare. * Conducting an bi-annual Professional Review of each member of the Department. Organising one Departmental training day (or two half days) per year and encouraging all members of the Department to take up relevant CPD opportunities.

* In liaison with the Director of Coaching and Mentoring or the Assistant Head (Teaching & Learning).

- Make appropriate arrangements in the case of absence. Any beak who is ill or who has obtained the Master's permission to be absent must inform the HoD, who must keep a record, inform the Master's PA and make sure that the appropriate arrangements are made.
 - During brief absences, Lower School classes will need supervision, wherever possible by another member of the Department, and, in the last resort through Rentabeak. Upper School classes may be set study periods; the HoD should be informed on each occasion. In either case, assignments should be precise and demanding. No member of CR may miss a lesson without the Master's prior approval.
 - For any absence of three or more days, arrangements should be made to teach the sets of the absent beak. The HoD should draw up his plans without delay – consulting with the Deputy Head (Academic) about strategies (combining sets, increasing workloads within the Department), and present them to the Master for approval.
- Assist the Master in the appointment of new staff (drafting advertisements and job descriptions, vetting applications, interviewing, etc.).

3. Curriculum Issues

The Head of Department should:

In collaboration with colleagues, review regularly the curriculum offerings in the department, to ensure that they remain the most suitable for our pupils, and discuss any plans to change curriculum with the Deputy Head (Academic).

- Ensure that appropriate Schemes of Work are written and updated (at least annually) such that every pupil at the College, regardless of ability or SEND, can make progress in their learning and achieve to their potential. HoDs should also, through lesson observations, learning walks, work scrutiny and departmental discussion, ensure that schemes of work are adhered to, and adjusted in line with best practice where appropriate. Updated schemes of work are due to be sent to the Deputy Head (Academic) at the end of each Summer Term.
- Organise, in liaison with the Deputy Head (Co-Curriculum) extra-mural activities, such as courses, fieldwork, expeditions and exchanges. Departmental events and activities must be planned well in advance and dates agreed for inclusion in the Almanac.
- Oversee the design and delivery of enrichment activities.

- Keep abreast of university requirements and career prospects relating to the subject, and work closely with the Guidance Department in giving appropriate guidance to pupils and HMs; arrange the preparation of candidates for entry to Oxbridge and other elite universities.
- Develop cross-curricular links with other departments, as appropriate.
- Update curriculum booklets annually.

2. Administration

The Head of Department should:

- In collaboration with colleagues, produce and implement an ambitious strategic plan for the department, which is updated regularly, and sent to the Deputy Head (Academic) each Lent Term.
- Agree the departmental budget each Lent Term, with the Deputy Head (Academic), to cover operational costs and expenditure planned and required for the fulfilment of departmental strategy.
- Produce, and update annually, the departmental Handbook, which should be sent to the Deputy Head (Academic) at the end of the Summer Term, each year.
- Manage coursework deadlines within the department, and in discussion with the Assistant Head (Teaching & Learning) at the beginning of each academic year.
- Liaise with the Examinations Office to ensure that all candidates are correctly entered for examinations, and provide predicted grades and other information as requested.
- Be available by telephone, email, or in person, on the day of public examination results, and for a few days after, as required.
- Provide, on the day of publication of public examination results, a report to all Houses, copied to the Deputy Head (Academic), on all pupils who may wish to consider a re-mark. Discuss public examination results within departments in light of predictions and baseline data, including value-added data. A full departmental results report is due to the Deputy Head (Academic) at the end of the third week of Michaelmas Term.
- Oversee the production of examination papers for internal examinations, entrance examinations and scholarship examinations as appropriate. At present, these include:
 - Lower Sixth Entry Assessments and Scholarship Examinations
 - Hundred and Upper Sixth mocks
 - Junior Entrance Scholarships
 - Common Entrance
 - Shell, Remove & Lower Sixth internal examinations
- Be responsible for the department's VLE and external website pages – keeping them informative, exciting and current.
- Take responsibility for the appearance, and maintenance, of classrooms and departmental areas; reporting in a timely fashion to the Estates Department any issues which needs its attention.
- Meet and liaise with HoDs from other schools, through formal (e.g. Eton Group) and informal channels.
- Ensure that they are available to attend all Heads of Department meetings, which are usually held on a Tuesday or Thursday evening from 5.00 – 6.30pm, once per half term.
- Interview applicants to the Sixth Form and to other year groups where appropriate

Marlborough College is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The post is exempt from the Rehabilitation of Offenders Act 1974 and the College is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.



MARLBOROUGH COLLEGE

PERSON SPECIFICATION: *HEAD OF MATHEMATICS*

Category	Essential Job Requirements	Desirable Job Requirements	Method of Testing
Job related skills and knowledge:	<p>Excellent subject knowledge with strong classroom management skills and rapport with pupils</p> <p>Experience of successful management / completing tasks / projects to deadlines</p> <p>A strong, resilient, and dynamic character</p> <p>The ability to lead change and to inspire others</p> <p>Excellent communication and inter-personal skills</p> <p>Strong IT skills for the better performance of the role</p>	<p>Additional and appropriate experience and training to meet the requirements of the role</p> <p>Experience of teaching within a boarding setting</p> <p>Graduate with QTS and previous teaching experience in one or more establishments</p>	<p>Covering letter, CV, application form and interview</p> <p>References</p> <p>Lesson observation and references</p>
Experience:	<p>Good team management, ability to influence, drive and empower colleagues, or the potential for the same.</p> <p>Have high personal and professional standards and well-developed pastoral skills and instincts</p> <p>Able to demonstrate the ability to enthuse and encourage others</p>	<p>Question setting / examination marking / team leading experience at (I)GCSE and / or A level</p> <p>Previous experience of leading an academic department</p>	<p>Covering letter, CV, application form and interview</p> <p>References</p> <p>Lesson observation and references</p>
Demonstrated record of professional development related to the subject:	<p>Education to degree level</p>	<p>A recognised teaching qualification, such as a PGCE</p> <p>A relevant post graduate qualification such as an advanced degree</p> <p>Membership of a professional body</p>	<p>Documentary evidence</p> <p>Interview</p>
Other requirements:	<p>Flexible, motivated, able to work unsupervised and with independence</p> <p>Resilient and able to work under pressure, dealing equally well with deadlines and unexpected challenges</p>	<p>Able to promote the image of the College through an articulate and confident approach</p> <p>Organisational abilities: to be systematic; efficient; meet deadlines and to prioritise</p>	<p>Covering letter, CV, application form and interview</p> <p>References</p> <p>Application to the Agency funded by the College</p>

	<p>Professional, discrete and tactful with colleagues and pupils alike</p> <p>Willingness to take part in the wider life of the College, including at weekends</p> <p>Willing and able to work for periods during holiday time, as and when necessary, in support of the Department and the College</p> <p>Commitment to safeguarding and equality of opportunity</p> <p>Successful candidate requires Enhanced Disclosure & Barring Service Clearance</p>	<p>Willingness and ability to support the co-curricular programme at the College</p>	
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