

HEADS OF DEPARTMENT, EDUCATION, SCALES 12 - 13

GENERAL CHARACTERISATION

This job family relates to the management posts in education occurring in secondary education, for example in schools with several departments/teams. These departments/teams are responsible for the organisation, delivery and development of the primary process: teaching, the achievement of educational objectives and educational programming.

The heads of department manage a unit falling under a director/rector, for example as head of department, team leader, unit leader or deputy headteacher. Depending on the weight of the post, the heads of department draw up, on the basis of analyses, (multi-year) policy or provide (strategic) advice.

Every post-holder in secondary education is expected to work on their own professional development, in order to keep the competencies required for the post up to date, including by means of training.

Disclaimer: The terms 'idem' and 'idem, plus' are used in the job family. This means that the preceding level must be fully mastered in order to qualify for the next level.

Head of department, education A		Head of department, education B
Salary scale	Salary scale 12	Salary scale 13
General profile	Head of department A manages a team that delivers teaching. For example as manager of one or more year groups or of the lower or upper school of a type of education, as part of a school or school group. Head of department A is also responsible for the delivery and organisation of teaching and contributes to the educational policy and/or the operational management of the school or school group as a member of the management team (MT). There are complex conflicting interests owing to a wide diversity of stakeholders. Head of department A provides advice, makes educational policy and is responsible for the associated decision-making processes, implementation and delivery. The effects of the tasks are multi-year and have limited predictability.	Head of department B manages a team in a single-track school or school group and is, for example as deputy director, charged with a complex portfolio at the school or foundation level. Head of department B has strategic advisory duties and provides the integral connection of areas of attention and stakeholders. Shifts in strategic objectives and developments are responded to, and support must be created both internally and externally. Support is obtained for promoting and defending (internally and externally) the policy development and its implementation.
Results to be achieved Policy implementation and development	• Advises the management/rector on the development and renewal of educational policy and the educational organisation (examinations/educational results, etc.), and puts forward ideas, concepts and policy proposals in this regard; • Translates the central policy planning into a multi-year educational programming; • Is responsible for the production of implementation plans, describing the necessary approach, working method and distribution of work (lesson allocation table) within the teams; • Is responsible for the production of work plans and programmes for testing and completion (PTAs), the learning and practice material, the teaching and learning methods, and the learning resources and materials to be used, in coordination with other teams; • Translates the educational programming into an organisational structure;	Idem, plus: • Develops school-wide policy within the framework of an assigned portfolio, themes or subjects in one of the major policy areas in the area of the primary process, such as quality assurance, innovation, appropriate education, etc., prepares the policy, defends it in the management team, promotes it within the institution and oversees implementation, delivery and adjustment; • Translates the central policy planning into a multi-year educational programme, develops a multi-year vision and multi-year plan, integrating the complex coherence with other policy areas.

Job Classification System

Head of department, education A		Head of department, education B
	• Is responsible for the implementation of the student support policy; • Takes part in internal and external advisory and consultative bodies on education; • As a member of the management team, contributes to broad opinion-forming.	
Results to be achieved Management	• Manages the teachers and holds performance and appraisal reviews. Is responsible for staff welfare, staff management and the recruitment and selection of staff; • Safeguards and promotes the identity/culture of the school or school group; • Draws up a plan for the unit on the basis of the school plan (including the expected deployment of resources and people) and monitors progress; • Takes part in programme management, directs multidisciplinary programme components or programmes as project leader/programme manager and is responsible for coordination and connection.	Idem, plus: • Directs broad educational projects and activities concerning the entire school or the wider school group (for example within the framework of aligning the educational offering with social developments, educational innovation and the like).
Decisions	Decisions relate to the delivery and design of longer-term policy development and policy advice. External work processes are influenced, and the effects of the decisions are multi-year in nature and have limited predictability.	Idem.
Framework	Generally formulated policy lines and the relevant legislation and regulations.	Strategic policy lines and relevant legislation and regulations.
Responsibilities	Responsibilities relate to the usability of the multi-year policy developed and the contributions as a manager.	Idem, plus: • Policy development on the basis of the own integral school-/foundation-wide portfolio.
Knowledge	• Broad knowledge of and insight into education and social developments, in relation to the area within which education is provided (hbo+ /wo working and thinking level); • Knowledge of and insight into developments within the specific educational areas of the school group or school; • Knowledge of the organisation of educational processes; • Insight into the task and working method of the school organisation; • Insight into the coherence between the various policy fields.	Idem, plus: • Insight into governance relationships.
Competencies	• Competency in developing educational policy; • Competency in drawing up implementation plans; • Management skills.	• Competency in developing, promoting and defending policy.

Job Classification System

	Head of department, education A	Head of department, education B
Contacts	Contacts are characterised by obtaining (policy) alignment on the advice, innovations and the educational policy developed, defending the interests of the team where conflicting interests are present. Consider, for example, matters concerning students and parents that go beyond the level of the teachers/mentors.	Contacts are characterised by achieving policy integration and creating support for new (integral) policy or for the results of (policy) programmes, in which the positions of the school/institution are also promoted externally.
Score profile	Classification level Vc Characteristic scores 44443 44434 43 43 Total score 52	Classification level Vd Characteristic scores 44444 44444 44 44 Total score 56