



## Faculty Leader Job Description

### Salary/Grade

MPS/UPS classroom teacher scale with a TLR 1c

### Overview

The Faculty Leader will play a major role, under the direction of the Senior Leadership team (SLT), in establishing the aims and objectives of the faculty to reflect the overall aims and objectives of the school and in implementing appropriate policies and procedures to ensure the achievement of these objectives. S/he shall lead the staff appraisal arrangements within her/his faculty and set challenging targets to ensure that staff are motivated to deliver education to the highest possible standard in accordance with the objectives included within the school's development plan.

### Reporting to

The Faculty Leader will report directly to the SLT and will be Line Managed by a Senior Leader

### Responsible for

The Head of Faculty is responsible for the performance of all staff within the faculty, including acting as team leader within the school's appraisal scheme.

### Liaising with

Headteacher and Senior Leadership Team, other Faculty Leaders, T&L Leads, Lead Teachers, Classroom Teachers, SENCO, Tutors, Pupil Support Services and relevant staff with cross-school responsibilities, relevant support staff, LEA representatives, external agencies and parents.

### Working time

Full time as specified within the STPCD.

### Duties and responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

### Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

S/he is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

S/he shall uphold the school's policy in respect of child protection and safeguarding matters.

S/he shall be subject to all relevant statutory and institutional requirements.

S/he may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All members of staff are required to participate in the school's appraisal scheme.



## KEY FUNCTIONS

- To establish and maintain policies and practices to promote positive learning, pupil behaviour and achievement in the Faculty Area within the framework of the school policy.
- Within the context of the school's aims and policies, to develop and implement the Faculty policies, plans, targets and practices.
- To support and challenge the T&L Lead and the Lead Teachers in the Faculty Area to ensure that they fulfil the terms of their job description
- To support the Senior Leadership Team in the running of the school and be a member of the Senior Faculty Team

## SPECIFIC RESPONSIBILITIES

### *The main responsibilities of the post are to:*

- to raise achievement in the Faculty Area and to lead the development of teaching and learning with the support of the T&L Lead
- within the school policy for the monitoring of teaching and learning, evaluate the teaching of subjects in the Faculty Area, use this analysis to identify effective practice and areas for improvement, and take action with the support of the T&L Lead to improve further the quality of teaching
- set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs
- recommend to the relevant member of staff a timetable, and staffing allocation that meets the needs of the pupils and ensures that there is appropriate progression and challenge for all teaching staff
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the Faculty Area
- ensure effective development of pupils' literacy, numeracy and information technology skills through the Faculty Area.
- aim to ensure that classes in the Faculty Area are effectively managed so that pupils can learn in a supportive and calm working environment
- monitor the use of the Behaviour policy in the Faculty Area to ensure that staff are consistent and effective in their use of the policy
- support colleagues in the Faculty Area in dealing with disciplinary issues, taking overall responsibility for managing behaviour in the Faculty Area and in the related corridor areas
- manage the behaviour system to enable pupils who receive consequences in faculty to be parked or detained within that Area.
- manage the Faculty detention system to support the operation of the behaviour policy.
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- oversee the effective use of data to identify pupils who are underachieving in the Faculty and where necessary create and implement effective plans of action to support those pupils
- lead the production of an Faculty Improvement Plan as part of the School Improvement Plan, to



- include staff development and training implications.
- lead with Lead Teachers the curriculum development work of the Faculty, including the development and implementation of course outlines, specifications and schemes of work
  - be responsible for the devising, implementation and updating of Faculty policies which reflect the school's commitment to high achievement and effective teaching and learning
  - organise and chair Faculty Area meetings, communicate information to staff and co-ordinate resulting action
  - ensure that pupil attendance in Faculty Area lessons is monitored and recorded in line with school and Faculty policy
  - monitor the day-to-day management of the Faculty work areas, creating a safe, effective and stimulating environment for the teaching and learning.
  - take part in the school performance management policy, appraising staff as required and using the process to develop the personal and professional effectiveness of the appraise.
  - ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction
  - work with the SENCo and other staff with special educational needs expertise, to ensure that individual education plans are used by teaching staff to set subject-specific targets and match work well to pupils' needs
  - manage the Faculty Areas capitation budget and resources, establishing staff and resource needs for the subject and advising the Headteacher and senior managers of likely priorities for expenditure, and allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
  - provide Faculty timetable information to the Assistant Head - Curriculum and liaise with him/her to produce an annual timetable, to ensure the best use of subject and other expertise
  - ensure the effective and efficient management and organisation of learning resources in the Faculty, including ICT
  - liaise with the Headteacher on Faculty Area vacancies and subsequent appointment procedures
  - lead and manage the work of a particular subject area in the Faculty, taking on the role Lead Teacher and leading subject meetings
  - directly line manage the T&L Leads and Lead Teachers in the Faculty
  - provide staff reference information as requested by the Headteacher
  - prepare for and attend Leadership Faculty meetings
  - undertake other tasks as reasonably required by the Headteacher



Essential	Desirable	Evidence
<p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• First degree.</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• Teaching experience within the designated age range.</li> <li>• Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.</li> <li>• Excellent knowledge of current legislation, guidance and policy in the subject area.</li> <li>• Management experience in subject area or a key stage.</li> </ul>	<p><b>Qualifications and experience:</b></p> <ul style="list-style-type: none"> <li>• Further relevant professional studies.</li> <li>• Experience of more than one school/academy.</li> <li>• Experience of more than one key stage.</li> <li>• Experience of teaching outside subject area.</li> <li>• Experience of being involved in quality assurance programmes outside subject area</li> <li>• Second in faculty or similar management experience.</li> </ul>	<p>Application form Certificates References</p>
<p><b>Set high expectations and inspire, motivate and challenge all students, in specified faculty, by:</b></p> <ul style="list-style-type: none"> <li>• Establishing a safe and stimulating environment for students, rooted in mutual respect.</li> <li>• Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.</li> <li>• Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.</li> </ul>	<p><b>Set high expectations and inspire, motivate and challenge all students, in specified faculty, by:</b></p> <ul style="list-style-type: none"> <li>• Leading a team to achieve these goals</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p><b>Promote good progress and outcomes by students in specified faculty by:</b></p> <ul style="list-style-type: none"> <li>• Being accountable for students’ attainment, progress and outcomes.</li> <li>• Being aware of students’ capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>• Guiding students to reflect on the progress they have made and their emerging needs.</li> <li>• Encouraging students to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<p><b>Promote good progress and outcomes by students in specified faculty by:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.</li> <li>• Demonstrating an excellent understanding of the barriers to learning for certain students and using a range of strategies to overcome them</li> <li>• Have a “no excuses” approach to raising outcomes and progress across the Faculty</li> </ul>	<p>Application form Letter of application References Interviews</p>





Essential	Desirable	Evidence
<p><b>Demonstrate good subject and curriculum knowledge, especially in relation to specified subject, by:</b></p> <ul style="list-style-type: none"> <li>• Having a secure knowledge of your own subject and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.</li> <li>• Demonstrating a critical understanding of developments in the subject and curriculum area, and promoting the value of scholarship.</li> </ul>	<p><b>Demonstrate good subject and curriculum knowledge, especially in relation to specified faculty, by:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, as well as cross-curricular requirements such as literacy, maths skills, ICT and C&amp;PSHEE</li> <li>• Demonstrate an understanding of the needs of the other subjects in the Faculty</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p><b>Plan and teach well-structured lessons by:</b></p> <ul style="list-style-type: none"> <li>• Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>• Promoting a love of learning and student's intellectual curiosity.</li> <li>• Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.</li> <li>• Reflecting systematically on the effectiveness of lessons and approaches to teaching.</li> </ul>	<p><b>Plan and teach well-structured lessons by:</b></p> <ul style="list-style-type: none"> <li>• Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> <li>• Leading others in sharing the broad principles of broad curricula and ensuring they are in place in all Subject Areas</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p><b>Adapt teaching to respond to the strengths and needs of all students by:</b></p> <ul style="list-style-type: none"> <li>• Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.</li> <li>• Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> <li>• Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.</li> </ul>	<p><b>Adapt teaching to respond to the strengths and needs of all students by:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.</li> </ul>	<p>Application form Letter of application References Interviews</p>







Essential	Desirable	Evidence
<p><b>Make accurate and productive use of assessment in specified faculty by:</b></p> <ul style="list-style-type: none"> <li>Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.</li> <li>Making use of formative and summative assessment to secure students' progress.</li> <li>Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.</li> <li>Leading the assessing and moderating of work across the Faculty</li> </ul>	<p><b>Make accurate and productive use of assessment in specified faculty by:</b></p> <ul style="list-style-type: none"> <li>Working with exam boards and professional organisations to ensure the most accurate and up-to-date information and practice is being used in assessing students work</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p><b>Manage behaviour effectively to ensure a good and safe learning environment by:</b></p> <ul style="list-style-type: none"> <li>Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</li> <li>Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.</li> <li>Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.</li> <li>Running Faculty detentions to support colleagues</li> </ul>	<p><b>Manage behaviour effectively to ensure a good and safe learning environment by:</b></p> <ul style="list-style-type: none"> <li>Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</li> <li>Looking for patterns of poor behaviour from groups of students and unpicking why this might be happening</li> </ul>	<p>Application form Letter of application References Interviews</p>
<p><b>Fulfil wider professional responsibilities:</b></p> <ul style="list-style-type: none"> <li>Making a positive contribution to the wider life and ethos of the school.</li> <li>Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</li> <li>Communicating effectively with parents with regard to students' achievements and well-being.</li> <li>Take responsibility for a whole school initiative</li> </ul>	<p><b>Fulfil wider professional responsibilities:</b></p> <ul style="list-style-type: none"> <li>Deploying support staff effectively.</li> <li>Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> </ul>	<p>Application form Letter of application References Interviews</p>

