

Job Description	
Post:	Assistant Faculty Leader (Curriculum Lead - Geography)
Pay Scale:	Main Pay Scale - Upper Pay Scale + TLR2B
Responsible to:	Faculty Leader - Global Learning
Main Location:	St Cuthbert's RC High School
Purpose of Role	
<p>The Assistant Faculty Leader (Curriculum Lead - Geography) will provide professional leadership and management of the Curriculum, Teaching and Learning experience of the subject under the direction of the Faculty Leader. This involves helping to formulate vision, achieving a commitment to a set of values and guiding and inspiring colleagues to ensure high standards in Curriculum intent, implementation and impact; Teaching, learning and assessment; Behaviour and attitudes; Personal development and Leadership and management within the faculty.</p> <p>The postholder ensures effective use of resources and continuous improvement in standards of learning, behaviour attitudes, attendance and achievement for all pupils.</p>	
Responsibilities and Duties	
<p>The post holder is expected to undertake the professional duties of a schoolteacher within the School Teachers' Pay and Conditions Document together with the more specific duties/responsibilities which are listed below.</p> <ul style="list-style-type: none"> • Work with the Faculty Leader to implement the school's strategic vision. • Support the Faculty Leader in ensuring the effective and consistent implementation of school policies within the department. • Take a leading role in producing and securing the objectives of departmental actional plans. • Demonstrate the vision and values of the school in everyday work and practice. • Support the Faculty Leader in leading, motivating and working with other members of the department to create a shared culture of high expectations, recognition of success and positive relationships. • To ensure all standard operating practices, health and safety procedures and statutory regulations are adhered to by all colleagues within the faculty. 	
Teaching, Learning & Curriculum (Quality of Education)	
<ul style="list-style-type: none"> • Implement the school and faculty vision for excellent in the quality of education, ensuring ambition for all pupils, including disadvantaged learners and those with SEND. • Ensure that subjects within the faculty have well-designed, knowledge-rich and well-sequenced curricula. • Monitor and evaluate the quality of teaching and learning across the faculty, identifying strengths and areas for development. • Ensure continued development of teaching practices, including engagement with local, regional and national initiatives. 	

- Monitor pupil progress and attainment across the faculty, identifying successes and underperformance at pupil, class and subject level.
- Support strategies that raise achievement and progress.
- Develop and implement academic intervention programmes for underachieving pupils.

Behaviour, Attendance & Personal Development

- Secure high standards of behaviour and attitudes across the faculty.
- Monitor behaviour and attendance patterns, identifying key priorities for improvement.
- Support colleagues to ensure consistent application of the school's behaviour policy in all lessons.
- Ensure safeguarding and child protection procedures are consistently implemented across the faculty.
- Implement behaviour-related interventions and recognition systems.
- Support colleagues to work effectively with parents and carers.
- Lead and monitor extra-curricular and enrichment programmes, ensuring accessibility for all pupils, particularly SEND and disadvantaged cohorts.
- Promote staff engagement in personal development provision across the faculty.

Leadership & Management

- Contribute to the effective implementation of the school's staff appraisal procedures.
- Take responsibility for specific aspects of the work of the faculty as identified by the Faculty Leader.
- To ensure the faculty is well represented at school events.
- Work with the team to ensure that professional standards are upheld and promoted.
- Celebrate and effectively share the work of the faculty with all stakeholders.

Specific Responsibilities

- To support the Faculty Leader to secure high standards in the quality of education:
- Ensure the school and faculty vision for excellence in quality of education is implemented, ensuring it is ambitious for all pupils, particularly for those with Special Educational needs and those who are disadvantaged.
- Ensure that the subject has a well-designed curricula, where knowledge is explicit and well-sequenced, and it is ambitious for all students, and that the school's values are explicitly taught in all areas.
- Ensure that the quality of teaching and learning is monitored and evaluated effectively across the subject leading to the identification of areas of strength and weakness at individual teacher and subject level.
- Ensure that procedures are in place to support the continuing development in the quality of teaching across the subject, including keeping abreast of local, regional and national initiatives and priorities.
- Ensure that the progress and attainment of students is monitored and evaluated effectively across the faculty leading to the identification of success and underperformance at individual pupil, class and subject level.

- Report on pupils' attainment and progress on a regular basis and support the implementation of strategies to raise pupils' achievement and progress.
- Develop and implement an effective programme of intervention for pupils who are underachieving within the subject.

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General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, in particular those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Be committed, passionate, dynamic, and supportive.
- Be innovative and high performing.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.
- Commitment to high attendance
- Ability to relate well to children and adults.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation, marital status or socio-economic background or whether

you are pregnant or on maternity, adoption, parental or other family leave. We welcome applicants from all communities and from people that identify with those characteristics.

Person Specification		
Key E Essential, R References, I Interview, C Certificate, D Desirable, A Application		
	Essential / Desirable	Evidence
Qualifications		
Qualified teacher status	Essential	A/C
Honours Degree in a relevant subject	Essential	A/C
Catholic Certificate of Religious Studies (completed or undertaking)	Desirable	A/C
CPD		
Evidence of appropriate professional development e.g., Catholic Leadership Programme	Desirable	A/C
Successfully undertaken appropriate Child Protection training	Essential	A/C
Demonstrable a commitment to maintaining and developing professional knowledge and skills	Essential	A/C
Knowledge & Experience:		
Good knowledge of the national curriculum and an expertise in the subject	Essential	A/I
A track record of, and thorough understanding of strategies for, raising student attainment	Essential	A/I
Experience of managing and monitoring the work of other staff	Essential	A/I
Experience of teaching pupils of all abilities at KS3/KS4	Essential	A/I
Experience of the management of change within a secondary school setting	Essential	A/I

Proven knowledge and application of a range of teaching and learning strategies including responsive teaching	Essential	A/I
Provent management skills with the ability to inspire and motivate pupils and staff	Essential	A/I/R
Ability to communicate effectively with staff, pupils, parents and support services	Essential	A/I/R
Good imaginative use of resources, including new technology to enhance learning	Essential	A/I
Sound understanding of the distinctive nature of a Catholic school	Essential	A/I
Technical Skills & Ability		
Excellent active listening, communication and interpersonal skills	Essential	A/I/R
Effective time management, organisational and administration skills	Essential	A/I/R
The ability to use ICT both to support pupil's learning and communicate and evaluate data	Essential	A/I/R
Personal characteristics		
Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the school/Trust	Essential	I
Demonstrates a professional and respectful approach showing support and mutual respect	Essential	I
Understanding of, and significant contribution to, the whole school/extra curricular programme	Essential	I
Pupil focused	Essential	I
Adaptable to, and embraces, change	Essential	I
Committed to the needs of pupils, parents, carers and other stakeholders	Essential	I

To be flexible and able to adapt and prioritise appropriately	Essential	I
The desire to constantly evaluate and improve your own practice and learning from others. Commitment to keep up-to-date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges and open to ideas and developing new skills	Essential	A/I
Ability to learn from experiences and challenges	Essential	I
Takes responsibility and accountability	Essential	I
Flexible and dedicated approach to work	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I
Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R