

Professional Duties of Faculty Progress Leaders

**In addition to the Professional Duties of all Teachers**

**Meet South Wirral High School standards of leadership**

Leadership and Management

* Build and maintain a clear vision and strong consistent culture within the Faculty, in support of the school mission statement and ethos
* Be an expert teacher of maths and embrace the opportunity to coach and develop other Maths teachers and engage in whole school teacher and learning development
* Lead on the effective Intent and Implementation of the curriculum in line with the school’s curriculum policy and ensuring that aims, principles and processes all match the schools’ expectations
* Complete comprehensive reviews of curriculum impact; using curriculum quality assurance as well as internal assessment and external examination to evaluate impact and plan strategic improvements
* Ensure that they can effectively articulate the intent, implementation and impact of the curriculum in line with subjects they have responsibility for
* Ensure examination courses are constantly reviewed to ensure they meet student and school requirements. Ensure all stakeholders are updated on when changes are made with a clear rationale
* Self-evaluate following agreed school procedures to ensure the Faculty meets the requirements of the SEF and School Improvement Plan
* Strategically plan and implement improvement priorities in line with the school improvement plan, using the Faculty Improvement plan as a model and EEF waves as the tool by which to plan strategic improvement
* Ensure that the Faculty Improvement Plan is reviewed at regular intervals and adapted as a live action plan to ensure it focuses on Faculty priorities which are effectively communicated out to key stakeholders
* Lead appraisal and professional development across the faculty ensuring colleagues are supported and challenged appropriately, against teachers’ standards.
* Lead key communication and professional development structures in the faculty including faculty briefings, faculty memos, Faculty meetings and Faculty Leadership line management meetings
* Lead on assessment, recording and reporting of faculty data; ensuring staff are clear on aims’ principles and processes regarding assessment, recording and reporting and all deadlines and required principles are met

Quality of Teaching and Assessment

* Ensure that the implementation of the curriculum meets the aims and principles set out by the school in line with the framework for excellent teaching and teaching standards
* Review the implementation of the curriculum to ensure that ambitious expectations are maintained for ALL learners and learning is adapted to ensure that every student can effectively access the curriculum
* Ensure that quality assurance of teaching and assessment is completed in line with the schools’ strategic calendar and follows the aims, principles and protocols as set out in teaching and learning documentation
* Communicate strengths and areas for development to staff both as a subject/faculty, but also independently and ensure they have a clear understanding of actions required for continuous improvement and faculty priorities
* Lead on faculty CPD, ensuring that whole school expectations around coaching and models used are implemented
* Ensure that there is a consistent focus on the teaching of literacy in subjects
* Provide termly feedback to SLT line managers which gives an evidence-based overview of faculty strengths and areas for development and clear actions where concerns are raised for both subjects or individual teachers
* Ensure all staff have a clear understanding of the aims and principles of assessment and that all assessment intent and implementation match the aims and principles as set out in the staff handbook
* Monitor student progress to ensure assessment of progress is razor-sharp at all key stages and identifies the knowledge that is still fragile and needs to be secured into long term memory. Implement and evaluate strategies to address any progress that is not good, following the Diagnosis-Therapy-Testing model and ensure that the impact of this is monitored and recorded
* Ensure the faculty has a driven focus on ensuring differences are diminished for disadvantaged students or school priority groups

Personal Development, Behaviour and Safety

* Establish and maintain consistent high expectations and standards across the faculty in relation to the schools conduct policy.
* Establish a clear faculty structure for the promotion, monitoring and response to positive conduct in subjects, as well as the response to poor conduct in the classroom using agreed strategies such as buddying systems, faculty reports, parental communication and restorative conversations.
* Ensure that the schools behaviour pyramid is updated in line with student and behaviour stage they are at-Provide clear tracking on what strategies are being implemented.
* Cultivate a love of subject(s) through promoting and maintaining high quality extra-curricular activities (e.g. study support, extended curriculum activities).
* Ensure the faculty contributes effectively to school communication with parents/carers, so there is complete clarity and understanding of any aspect relating to student progress.
* Ensure that health and safety policies and practices, including risk assessments, throughout the faculty are in-line with national requirements.

Personal Attributes and Skills

* Delegate other duties to staff as appropriate with clear guidance of expectation and outcome
* Monitor effective faculty management of finance and resources.
* Effective leadership of CPD and Personal requests which may require cover to ensure minimal impact financially or on teaching resources
* Monitor and support the safety, workload and well-being of staff members within the faculty, providing advice and guidance were necessary and seeking leadership support when required

Assistant Faculty Progress Leaders

* Deputise for the Faculty Progress Leader when necessary.
* Take responsibilities, as directed by the Faculty Progress Leader, to the same standards as described above on the areas of faculty leadership that they have responsibility for.