

Job Description

Deputy Faculty Leader

Reports to:	Faculty Leader
Responsible to:	Principal
Line Manages:	Trainee Teachers <i>and Support Staff</i>
Hours of Work:	In addition to main role
Teaching:	5 blocks (1 lesson per week covered by Trainee Teacher where possible and where there is no impact on student outcomes and experience)
Salary:	<i>SFCA Leadership Scale A Points 1 to 3</i>

Key purpose of role:

Deputy Faculty Leaders (DFLs) are responsible for providing effective leadership support to the Faculty Leader (FL). They are accountable to the FL for delivering improvements and monitoring quality with regards Teaching and Learning and CPD across the faculty alongside specific areas and subjects of responsibility as identified.

They will also take a lead and oversight of the Gatsby Benchmarks in their area, providing a link for the Futures Team and supporting the FL in ensuring their area is working towards full compliance in this area.

They will have identified responsibility for key courses or subjects within the Faculty, including oversight of IV and standardisation and where appropriate line management.

They will mentor and line manage any trainee teachers in their Faculty.

Deputy Faculty Leaders will undertake core roles across all Faculties, but there will also be identification of specific responsibilities as determined by need and curriculum strategy in each Faculty.

Areas of responsibility:

1. LEADERSHIP RESPONSIBILITIES

The DFL will work with the FL and the DP to monitor the quality of education and will identify skill gaps and help plan and deliver T&L INSET where appropriate. They will be a highly skilled practitioner and will be passionate about continuing to develop their own learning alongside this role.

They will act as mentor and line manage any trainee teachers based within the department, supporting them and participating in the delivery of any training programmes as required.

They will take a lead in promoting links into career pathways and routes, including referencing LMI and LEP sector plans. They will provide a link to the Futures Team and coordinate events across the Faculty.

They will in some faculties be the line manager for identified staff. They will be responsible for the people management processes for those individuals including PRD, absence management, performance management, induction and probation and liaising with the Deputy Principal to make appropriate arrangements for staff development to continuously improve teaching and learning.

They may oversee and have accountability for identified subjects in each faculty area – this will often include applied courses and will therefore have an element relating to submission of internally undertaken assessments on those courses.

Responsibilities include:

1.1 Leading People

- 1.1.1 Helping drive the vision for the area, ensuring that all staff support that vision and are active in promoting and delivering on it
- 1.1.2 Leading by example, setting a positive ethos and ensuring that all staff are aware of and comply with College procedures such as health and safety, data protection, Equality and Diversity and Safeguarding policies and complying with your legal responsibilities as a manager in respect of health and safety.
- 1.1.3 Role modelling excellent professional behaviours, including presentation in staff meetings and training, representation at external events and manner and appearance at all times

1.2 Managing People

- 1.2.1 In liaison with the FL, ensuring that teachers are appropriately deployed for courses as requested
- 1.2.2 Planning and delivering key elements of team meetings, especially when linking with employability and careers opportunities
- 1.2.3 Ensuring that staff understand and comply with college expectations of performance and the Teachers' Standards.
- 1.2.4 Undertaking effective people management practices, including performance management, managing staff health, safety and welfare and ongoing appraisal and development of direct reports.
- 1.2.5 Ensuring that their management practices are conducted fairly, transparently and in accordance with legislative requirements, core values and College policy.
- 1.2.6 Setting high expectations of teaching, learning and assessment especially in mentoring trainee teachers and in subjects of accountability

1.3 Building relationships

- 1.3.1 Developing contacts within local industry and HE partners to ensure effective opportunities for staff to undertake CPD and to increase the number and quality of student contacts
- 1.3.2 Engaging with learners, employers, families and the local community and identifying how this engagement benefits learners and ensures continuous and sustainable improvement.

1.4 Communicating with stakeholders

- 1.4.1 Communicating effectively across the Faculty with a particular focus on Gatsby Benchmarks and the Local Labour Market and other identified areas of interest, including T Levels where relevant.
- 1.4.2 Working with the FL to ensure effective two-way communication within the line-management structure.
- 1.4.3 Attending evening events including Information Evenings, Parent Presentations, subject specific and more general support evenings such as for HE or Extend as a member of the Faculty Leadership Team and as requested by the relevant FL or DP as allowed within the allocation of directed time.
- 1.4.4 Leading on the development and provision of relevant materials and information to support recruitment at one-off events and throughout the college year
- 1.4.5 Ensuring students are kept informed and are engaged in career routes and pathways within linked sectors for their Faculty
- 1.4.6 Undertaking PR training and support as needed in order to represent the college at local, regional and national events as well as producing press releases and material as required for other college avenues of communication

1.5 Operational, Project and Financial management

- 1.5.1 Completing relevant college paperwork and processes within agreed timescales to support the FL as necessary
- 1.5.2 Monitoring identified actions, outlining progress at review points and updating and adapting plans as required
- 1.5.3 Planning subject resources, including books, equipment, IT and library provision liaising with the FL and operating within the College's financial procedures.
- 1.5.4 Managing relevant budgets with a focus on value for money and appropriate use of public funds.

2. QUALITY OF EDUCATION RESPONSIBILITIES:

Take responsibility for the standards of teaching and learning and preparation for examinations in any identified areas, setting high standards for the quality of teaching and learning, which will positively impact on student success. To also focus on Careers and Employment across their Faculty and mentoring trainee teachers.

Responsibilities include:

- 2.1 Contributing resources and shaping the vision of a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities and designed to give learners, especially the most disadvantaged the knowledge and skills they need to succeed in life. This will include supporting the introduction of new courses and in particular they will have oversight of at least one T Level route where relevant in their Faculty
- 2.2 Planning of curricula that are ambitious and tailored to meet the individual needs of students where appropriate, with a specific focus on careers and employment routes.
- 2.3 Ensuring that teachers have expert knowledge in their subjects in relation to LMI and sector opportunities in particular, or that appropriate plans are in place to develop and support those staff teaching outside of their main areas of expertise. This will include securing focused and highly effective professional development.
- 2.4 Acting as mentor to any trainee teachers within the Faculty, including providing additional support for NQTs or teachers new to EN.
- 2.5 Where appropriate delivering INSET either at Faculty or College level as requested by the DP or FL.
- 2.4 Supporting the FL in responding to 'Deep Dives' in their team areas as part of the Internal Quality Review (IQR) process as required and ensure appropriate feedback is provided and actions added to the QIP to identify any areas for improvement.
- 2.5 Participating in teams undertaking 'Deep Dives' within their Faculty.
- 2.6 Putting arrangements in place for students on courses under their remit so that they are adequately prepared for examinations or entered for alternative qualifications, for example ensuring that:
 - staff organise and arrange practice assessments by collecting ideas for questions
 - there is liaison with the Examinations Officer re -entries, contact with the Awarding Bodies, changes to specifications and other relevant matters
 - predicted grades are provided and moderation and verification is organised as required by Awarding Bodies
 - all aspects of coursework are managed effectively and appropriately including online tracking and submission of unit grades e.g. for BTEC before the end of the academic year for certification
 - examination regulations are complied with including arrangements for sample coursework to be sent as requested
 - students are aware of examination regulations for courses within the department.

- 2.7 Assisting the FL in the event of unexpected absence/circumstances, ensuring that work is set for classes.
- 2.8 Standing in for the FL as required during planned or unplanned absences.

This job specification is subject to annual review by the line manager and Principal. Any changes in substance or interpretation will be implemented after consultation with the post holder.

All employees have a duty for safeguarding and promoting the welfare of children and young persons and must have due regard to the need to prevent people from being drawn into terrorism. Staff must be aware of the College's procedures for raising concerns about children's welfare and must report any concerns to the Designated Safeguarding Lead without delay. Staff must also ensure they attend the appropriate level of safeguarding children training identified by the College as relevant to their role.

The post holder will also:

1. Carry out the role of teacher as described in the College's teaching job description, in a reduced capacity including the role of progress tutor where blocking might allow and ensuring that all members of their teams carry out their duties to the required standards of the College.
2. Contribute to the College's Quality Assurance and IQR processes as required.
3. Participate in the College's Staff Appraisal and lesson observation schemes as required and attend training and development as appropriate to the role.
4. Work within the guidelines and policy and procedure requirements laid down by College policies in such matters as Safeguarding, Health & Safety, Risk Management and Equality and Diversity.
5. Demonstrate positive behaviours and day to day commitment to the College's Core values of Excellence, Care, Diversity and Integrity
6. Understand and comply with the DfE professional Teachers' Standards and keeping up to date with changes in legislation and guidance
7. Demonstrate commitment to own continuous professional and personal development.
8. Under the Health and Safety at Work etc Act 1974 it is the responsibility of all individual employees to take care of their own health and safety at work, and that of others who may be affected by their acts or omissions. This includes co-operating with management in complying with health and safety obligations, particularly by reporting promptly any defects, risks or potential hazards.
9. Report any incidents, accidents and near misses to line manager in accordance with EN Policy.
10. Ensure that personal protective equipment (PPE) provided for their safety is maintained and used appropriately and that any problems are reported immediately to their line manager.
11. Report any health concerns to line manager or HR Adviser which may be work related or which may affect their ability to do their job safely.
12. Attend all statutory and essential H&S training as designated by their line manager.
13. Comply with departmental H&S procedures relevant to their particular department and systems of work including emergency procedures

14. Be required to carry out such reasonable additional duties as may from time to time be determined by the College Principal

In addition to the H&S responsibilities applicable to all staff noted above, those in management posts will also be required to:

1. Ensure that the College's Health and Safety Policy is understood and followed by staff within own area of responsibility and promote a health and safety culture which includes the regular and effective monitoring of safe systems of work.
2. Ensure that all incidents occurring within the curriculum area are reported in accordance with College procedures, investigated and corrective action taken as necessary and reported to senior management and TU Health and Safety representative.
3. Ensure that HR advice is sought if employees identify health conditions, which may affect their ability to carry out their responsibilities safely.
4. Ensure that effective risk assessments are carried out in relation to their own areas of responsibility - and that they carry out and record an appropriate level of monitoring to ensure that their staff are adhering to risk assessment control measures.
5. Ensure that adequate and appropriate training is provided for their staff and that their staff attend statutory and mandatory training and are allocated protected time in which to do this.
6. Ensure that all moving and handling tasks within their area of responsibility are assessed, documentation is regularly maintained and updated and the training and application of Manual Handling skills of staff are monitored to ensure safe practice.

Signed (postholder)	
Date	

PERSON SPECIFICATION: Deputy Faculty Leader

CRITERIA	ESSENTIAL	DESIRABLE	Assessed From:
QUALIFICATIONS/ TRAINING	<p>Educated to degree level or equivalent and able to teach on a range of courses.</p> <p>Those exclusively or principally teaching one subject are required to hold a relevant degree which contains a significant element of the study of the required discipline.</p> <p>Where one of the subjects taught forms a minor part of the teaching commitment, evidence of relevant skills or experience may be appropriate, such as a good A level pass in the relevant subject or previous teaching in the discipline.</p> <p>Teaching qualification or commitment to gaining fully qualified teacher status within 3 years of appointment essential</p> <p>Must have English and Mathematics to at least GCSE level.</p>	<p>Evidence of continuous INSET and commitment to further professional development</p> <p>Accredited or recognised leadership qualification</p>	Application Certificates
KNOWLEDGE/ UNDERSTANDING	<p>Understanding and knowledge of the post-16 qualifications framework</p> <p>Knowledge of the Ofsted Education Inspection Framework</p> <p>Understanding of the requirements of Safeguarding, Equality and Diversity, Learning Support, Health & Safety and commitment to their promotion and application in the workplace and to the delivery of teaching and learning</p> <p>Understanding and commitment to supporting the College to meet its targets for success</p> <p>Up to date subject knowledge for teaching</p>	<p>Knowledge of 16-19 curriculum and of national developments within the 16-19 sector</p> <p>Knowledge of leadership models and attributes and an understanding of the steps required to develop skills in this area</p> <p>Knowledge and application of appropriate HR processes/ policies within the college and wider implications of national changes to employment terms and conditions and the employment legislative framework or a willingness to develop this understanding</p> <p>Knowledge of change models and how to use them to implement successful improvements or a willingness to develop this understanding</p>	Application Interview References
EXPERIENCE	Preparation of self-assessment reports/ QIPs, target setting and analysis of related data	Experience of working in an inclusive environment	Application Interview

	<p>Sound subject experience with good success rate and value-added profile</p> <p>Personal record of excellent teaching including substantial Level 3 teaching</p>	<p>BTEC teaching</p> <p>Experience of leadership in a post-16 environment</p> <p>Experience of undertaking leadership development or training in previous or current post</p> <p>Experience of successfully managing, empowering and developing staff and evidence of effective people management practices.</p>	References
SKILLS/ABILITIES	<p>Excellent listening and questioning skills – able to utilise active listening in a variety of scenarios and identify clear outcomes from any conversation</p> <p>Ability to negotiate in a variety of situations, including with team members, Exec and outside partners to ensure that the best outcomes are secured for students in the college</p> <p>Ability to lead effective performance management processes</p> <p>Excellent teaching skills which promote independent learning and provide a stimulating learning experience</p> <p>High calibre administrative and organisational skills</p> <p>Confident communicator with excellent verbal and written communication skills - ability to communicate effectively with staff, students and parents</p> <p>Ability to teach at any course level</p> <p>Ability to self-review/reflect on own practice</p> <p>Good motivational, organisational and planning skills</p> <p>Ability to create a happy, challenging and effective learning environment.</p> <p>Ability to be innovative whilst ensuring that decision-making reflects the strategic aims of the college</p>	<p>High level of IT literacy including the application of IT to learning</p> <p>Ability to manage change processes, using a range of techniques and methods to introduce, gain consensus and implement key strategies in the college</p>	Application Interview Lesson Observation References
ATTRIBUTES	Flexibility, approachability, empathy		Interview

	<p>High expectations of students in terms of behaviour and achievement</p> <p>Supportive team player who enjoys effective collaboration with colleagues</p> <p>Ability to remain calm and effective under pressure</p> <p>An active interest in the wider life of the College community.</p>		References
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