

Job Description

Post:	Faculty Leader Calculation (Mathematics specialism)
Pay Scale:	L6-10
Responsible to:	Deputy Headteacher - Curriculum, Teaching & Achievement
Main Location:	St Cuthbert's RC High School

Purpose of Role

The purpose of the role is to provide professional leadership and management of the Calculation curriculum area and contribute to whole-school development and improvement. This involves providing a vision, achieving a commitment to a set of values and guiding and inspiring colleagues to secure high standards of quality of education, personal development, behaviour, attitudes, leadership and management. The postholder will be responsible for the effective use of resources and ensuring an improvement in standards of learning and achievement for all pupils.

Responsibilities and Duties

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.

Leadership and Management of Calculation Faculty:

- Lead the specified faculty staff to ensure outstanding provision for all students in all areas, including Quality of Education, Behaviour and Attitudes and Personal Development, and to be involved in further recruitment to the faculty.
- Provide vision, leadership and day-to-day operational management of colleagues within the faculty, including the effective deployment of staff and resources.
- Lead by setting an example, achieving your own high standards of classroom practice.
- Monitor the quality of teaching within the faculty in liaison with other leaders within the faculty.
- Ensure faculty staff prepare informative and constructive reports for parents and carers that identify how each student is performing, and how they can improve within the classroom.
- To ensure high standards and expectations are driven across the faculty.
- To ensure faculty staff plan, prepare and provide feedback on class work and home learning for all classes according to school policy and practices, ensuring all pupils make excellent progress and are engaged in their learning.
- To monitor the progress of subjects within the faculty liaising with the Senior Leadership Team, Achievement teams, parents, carers and other stakeholders.
- Develop and implement policies and practices for the faculty which reflect the school's aims and ethos and ensure the school's standard operating practices are adhered to at all times by colleagues within the faculty.
- Co-ordinate the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.

- To create a stimulating and encouraging environment across the faculty where pupils are engaged and keen to learn.
- To demonstrate high ambition, high expectations and drive in your role at all times.
- To contribute to the wider life of the school ensuring a vibrant enrichment and extracurricular programme within the faculty that is accessible for, and enjoyed by, all students.
- Produce a termly faculty plan to drive continuous improvement.
- Contribute to school evaluation processes and keep the work of the faculty under review.
- Organise educational enhancement where appropriate and necessary e.g. booster classes, trips and visits, ensuring that the uptake of this is high across year groups.
- Ensure all health & safety requirements are met across the faculty.

Securing high standards of the quality of education:

To give a strategic lead on all matters relating to the school's management of quality of education in conjunction with the Senior Leadership Team.

In consultation with the SLT:

- Lead the quality of education vision for the faculty in conjunction with other leaders within the faculty, ensuring it is well sequenced, relevant to the school's context, and ambitious for all pupils, particularly those with Special Educational Needs and those who are disadvantaged, and prepares them for future learning in later life.
- Lead the faculty's remote learning provision for pupils who are absent from lessons e.g. through unexpected closures, suspensions, exclusions or absence.
- Support the SLT, as directed by the Headteacher, to support improvements of outcomes across the faculty and school.
- To lead, direct, and manage other leaders within the faculty in relation to teaching and learning ensuring all policies and procedures are fully embedded across the faculty and priorities are clearly defined.
- To encourage pupils' engagement with the education process by supporting an appropriate curriculum for all learners.
- To ensure the faculty's curricula challenges stereotypes to create a culture of accessibility for all students across all disciplines within the faculty.
- To oversee analysis of teaching and learning data and action plan accordingly.
- To work in conjunction with the Senior Leadership Team to support teacher improvement interventions across the faculty.
- To identify teachers' professional development needs in relation to teaching and learning policy and practice and develop a faculty CPD calendar that is bespoke and relevant to the faculty and school's needs.
- To guide and motivate other leaders in the faculty, addressing any training and development needs that relate to teaching and learning and data analysis.
- To work with members of the SLT to formulate aims, objectives and strategic plans for teaching and learning and data analysis reflecting the needs of the school.

- To keep up to date with national developments in teaching and learning and attend relevant training.

Securing high standards of behaviour and attitudes:

To give a strategic lead in all matters relating to the school's management of behaviour and attitudes in conjunction with the Senior Leadership Team.

In consultation with the SLT:

- To ensure that all pupils in all year groups are engaged with learning across the faculty.
- Ensure appropriate interventions are implemented within the faculty for pupils who fail to meet the school's expectations.
- Ensure appropriate recognition across the faculty for students who regularly exceed the school's expectations.
- Provide additional support to any colleagues within the faculty where necessary to ensure an excellent standard of behaviour and attitudes consistently across all areas.
- Engage with parents and carers where appropriate to maintain high standards across the faculty.

Securing high standards of personal development:

To give a strategic lead on all matters relating to the school's management of personal development in conjunction with the Senior Leadership Team.

In consultation with the SLT

- Ensure that there is explicit teaching of respect knowledge across the curriculum to enhance pupils' academic learning.
- Ensure that there is an appropriate extracurricular and enrichment programme implemented across the faculty that is accessible to pupils in all year groups.
- Monitor the attendance of pupils to extracurricular and enrichment activities, using this to evaluate the effectiveness of provision and make any necessary adjustments to ensure all groups of pupils access this offer, particularly those with Special Educational Needs and those who are disadvantaged.
- To support the implementation of St Cuthbert's CPD and other similar initiatives that require faculty support.

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 relevant subject specialism	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
Leadership qualifications or evidence of further professional development in school leadership	Desirable	A/C/I
Demonstrable a commitment to maintaining and developing professional knowledge and skills	Essential	A/C
Knowledge & Experience:		
Evidence of consistently good or outstanding teaching and learning across Key Stages 3 and 4	Essential	A/I
Evidence of good or outstanding classroom skills	Essential	A/I
Experience of curriculum innovation	Essential	A/I/R
Experience of, and understanding of strategies, to raise standards of achievement for all pupils and achieve excellence	Essential	A/I/R
Experience of designing, implementing and evaluating successful interventions following the effective use of data to track and monitor the progress of individual pupils and groups of pupils (including vulnerable groups)	Essential	A/I/R
Principles of effective teaching and assessment for learning	Essential	A/I
Sound understanding of the distinctive nature of a Catholic school.	Essential	A/I

Effective and consistent models of behaviour management	Essential	A/I
A commitment to, and strategies for, ensuring inclusion and access to the curriculum	Essential	A/I
Monitoring and evaluating performance	Essential	A/I
Strategies for developing effective teachers	Essential	A/I
Curricular and assessment developments within Calculation Faculty at all key stages with an appreciation of how the content, skills and teaching strategies best prepare pupils for transition and success	Essential	A/I
A commitment to the learning process	Essential	A/I
Demonstrate the principles and practice of effective teaching and learning	Essential	A/I
Access, analyse and interpret information to inform successful self-evaluation	Essential	A/I
Ensure value for money and monitor appropriate budgets, as required	Essential	A/I
Experience of leading a successful department or team	Essential	A/I
Experience of successful interventions at pupil and subject level	Essential	A/I
Commitment to whole school development and growth	Essential	A/I

Technical Skills & Ability		
Able to use ICT effectively and engage students and use new and emerging technologies to support teaching and learning	Essential	A/I/R
Ability to create effective, engaging and differentiated lesson plans	Essential	A/I/R
Ability to use assessment to inform planning for excellent teaching and learning	Essential	A/I/R
Ability to differentiate materials to meet the needs of all learners, particularly those who may require alternative methods of teaching and support i.e. SEND	Essential	A/I/R
Having the tools and experience of data collection and analysis	Essential	A/I
Able to analyse examination results and progress to inform improvement plans	Essential	A/I/R
Personal characteristics		
Able to challenge, influence and motivate others to attain high aspirations and have high expectations of them	Essential	A/I/R
Pupil focused	Essential	A/I/R
Professional and respectful approach demonstrating support and showing mutual respect	Essential	A/I/R
Demonstrable active listening skills and excellent communication skills	Essential	A/I/R
Takes responsibility and accountability	Essential	A/I/R
Committed to the needs of pupils, parents, carers and other stakeholders	Essential	A/I/R
Positive attitude including suggesting solutions, participating, trusting and encouraging others to achieve expectations	Essential	A/I/R

Committed to the provision and improvement of quality service provision	Essential	A/I/R
Adaptable to, and welcomes, change	Essential	A/I/R
Enthusiastic and decisive	Essential	A/I/R
Ability to learn from experiences and challenges	Essential	A/I/R
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 of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills	Essential	A/I/R