

**Job Description**

 **Faculty Leader**

**Reports to:** Deputy Principal

**Responsible to:** Principal

**Line Manages:** Teaching and any other staff working in the curriculum area and any wider remit

**Hours of Work:** Full time + 10 days\*

**Teaching:** 3 blocks (remission for 2 blocks)

**Salary:** SFCALeadership Scale 1 to 5 (Entry will be at point 1 of the scale)

Access to Points 1-3 determined by participation in or completion of a Level 3 L&M qualification. Access to Points 4-5 determined by participation in or completion of a Level 5 L&M qualification. For Point 5 additionally the post holder will be expected to take on identified whole college responsibilities to be determined and agreed by the Principal. Suitable qualifications to be offered or agreed by the College.

*\*Please note that post-holders will be expected to return to college in August on A-Level results day and be in attendance at college from that point on.*

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**Key purpose of role:**

Faculty Leaders (FLs) are responsible for providing effective leadership, direction and line management for the teachers and any administrative and technical staff or other support staff within their curriculum team and wider remit. They are accountable to the Deputy Principal (DP) for the standards of teaching and learning within their curriculum team, leadership of change and improvement, effective people management and for leading on curriculum innovation and development.

Faculty Leaders may undertake responsibility for any combination of subjects, although in many cases it will complement their specialist subject knowledge.

At the top point of the scale they will also have an identified whole college responsibility which will be agreed with the Principal, will build on their skill sets and will support the strategic plan for the college.

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**Areas of responsibility:**

**1. LEADERSHIP RESPONSIBILITIES**

The FL will be the line manager for all staff in their team unless other arrangements are in place. They will be responsible for all people management processes in their team including appraisals, 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 will establish and maintain a team ethos by developing and supporting staff through improvement in their subject knowledge and expertise in teaching and learning. They will set the vision for their curriculum areas and ensure that it is communicated to and supported by all staff in their area. The FL role will offer opportunities to take on cross college project work in agreement with the Deputy Principal or Principal, most specifically at the top of the salary range.

**Responsibilities include:**

* 1. **Leading People**
		1. Setting a clear vision for the area, ensuring that all staff support that vision and are active in promoting and delivering on it.
		2. Providing clear leadership and direction for teachers and support staff in their curriculum team to be effective and confident in their roles, undertaking effective and regular annual PRD meetings, including interim reviews of agreed outcomes and providing challenge and support to continually review and improve standards across their team.
		3. 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.
		4. Role modelling excellent professional behaviours, including presentation in staff meetings and training, representation at external events and manner and appearance at all times.
	2. **Managing People**
		1. Allocating specific tasks, including course organisation, to teachers in the curriculum team.
		2. In liaison with the DP, ensuring that teachers are appropriately deployed for courses in the curriculum team.
		3. Planning and delivering team meetings within their area of oversight, ensuring minutes are taken, actions identified and followed up on as required.
		4. Ensuring that staff understand and comply with college expectations of performance and the Teachers’ Standards.
		5. Undertaking effective people management practices, including performance management, managing staff health, safety and welfare and ongoing appraisal and development of direct reports.
		6. Ensuring that their management practices are conducted fairly, transparently and in accordance with legislative requirements, core values and College policy.
		7. Setting high expectations of teaching, learning and assessment through detailed monitoring and action planning for courses and those teaching them where required.
		8. Ensuring that regular, frequent and meaningful engagement takes place with staff at all levels so that they can be confident that issues will be identified.
	3. **Building relationships**
		1. Supporting the DP in monitoring and managing staff welfare and attendance in accordance with College policy
		2. Working with the DP in the appointment process for selecting new staff, arranging induction programmes for new starters and ensuring that the probationary period is completed as quickly as reasonably practicable.
		3. Developing contacts within local partner schools to ensure effective transition for students and to promote the subjects offered in their curriculum areas.
		4. Engaging with learners, employers, families and the local community and identifying how this engagement benefits leaners and ensures continuous and sustainable improvement.
	4. **Communicating with stakeholders**
		1. Communicating effectively across the curriculum team so that they are properly informed of developments across the College and that their views are represented.
		2. Working with the DP to ensure effective two-way communication within the line-management structure.
		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 Curriculum Leadership Team and as requested by the relevant DP or member of SMT as allowed within the allocation of directed time.
		4. Leading on the development and provision of relevant materials and information to support recruitment at one-off events and throughout the college year.
		5. Evaluating student survey responses and taking actions as appropriate.
		6. Ensuring students have a voice in their area and that their views are listened and responded to.
		7. 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.
	5. **Operational, Project and Financial management**
		1. Completing relevant college paperwork and processes within agreed timescales including production of their area SAR, QIP and associated documents and actioning steps as required to drive improvement.
		2. Monitoring identified actions, outlining progress at review points and updating and adapting plans as required.
		3. To review and analyse data relating to student outcomes, including curriculum and wider indicators for their area, identifying actions to be taken as a result.
		4. Ensure that all appropriate data collection tasks are undertaken in good time and of sufficient. consistency and reliability to allow students to be supported and make good progress e.g. Assessment Point data, UCAS references etc.
		5. Working with the DP to increase student numbers, identifying changes in curriculum direction, managing course offer and ensuring study programmes respond to LMI and prime sectors for the local area so that curriculum intent is clear.
		6. Planning subject resources, including books, equipment, IT and library provision liaising with the Director and operating within the College’s financial procedures.
		7. Contributing to college financial planning and sustainability through effective curriculum planning and blocking, targeting of students’ enrolment and responsiveness to new opportunities in the sector.
		8. Managing relevant budgets with a focus on value for money and appropriate use of public funds.

**2. QUALITY OF EDUCATION RESPONSIBLITIES:**

Take responsibility for the standards of teaching and learning and preparation for examinations in their areas, setting high standards for the quality of teaching and learning, which will positively impact on student success.

**Responsibilities include:**

2.1 Constructing a curriculum that is ambitious, appropriately relevant to local and regional employment and training priorities and designed to give leaners, especially the most disadvantaged the knowledge and skills they need to succeed in life.

2.2 Planning of curricula that are ambitious and tailored to meet the individual needs of students where appropriate.

2.3 Leading staff within the area so that the preparation and updating of **schemes of work** ensures:

* + It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
	+ It reflects relevant pedagogy in developing long term memory retention of the knowledge required to be successful in the course
	+ Students are clear on the sequence of learning, the direction of travel and the relevance of each learning experience in the wider context of the course
	+ It has appropriate induction elements where required
	+ It contains appropriate class work and homework for students is set and that assessment of student’s work provides effective feedback for students.

2.4 Ensuring that teachers have expert knowledge in their subjects, 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.

2.5 Ensuring that assessment is used to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Whilst also recognising the limitations of assessment and not placing an unnecessary burden on staff or learners.

2.6 Leading on 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.

2.7 Participating in teams undertaking ‘Deep Dives’ within the college.

2.8 Liaison with the DP to follow up action points from relevant IQR activities to share good practice and develop action plans for any teaching which requires improvement.

2.9 Putting arrangements in place for students on courses in the curriculum area 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.

2.10 Assisting the DP in the event of unexpected absence/circumstances, ensuring that work is set for classes.

2.11 Advising on the appropriateness of the curriculum/examination boards for recommendation to the DP.

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.

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***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.***

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**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.

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| **Signed (postholder)** |  |
| **Date** |  |

**PERSON SPECIFICATION: Faculty Leader**

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| **CRITERIA**  | **ESSENTIAL** | **DESIRABLE** | **Assessed** **From:** |
| **QUALIFICATIONS/****TRAINING** | Educated to degree level or equivalent and able to teach on a range of courses.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.Where one of the subjectstaughtforms 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.Teaching qualification or commitment to gaining fully qualified teacher status within 3 years of appointment essentialMust have English and Mathematics to at least GCSE level.Participation, completion or working towards a level 3 leadership qualificationParticipation, completion or working towards a level 5 leadership qualification | Evidence of continuous INSETand commitment to furtherprofessional developmentAccredited or recognised leadership qualification | ApplicationCertificates |
| **KNOWLEDGE/****UNDERSTANDING** | Knowledge of leadership models and attributes and an understanding of the steps required to develop skills in this areaKnowledge 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 understandingKnowledge of change models and how to use them to implement successful improvements or a willingness to develop this understandingUnderstanding and knowledge of the post-16 qualifications frameworkKnowledge of the Ofsted Education Inspection FrameworkUnderstanding 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 learningUnderstanding and commitment to supporting the College to meet its targets for successUp to date subject knowledge for teaching | Knowledge of 16-19 curriculum and of national developments within the 16-19 sector | Application InterviewReferences |
| **EXPERIENCE** | Experience of leadership in a post-16 environmentPreparation of self-assessment reports/ QIPs, target setting and analysis of related dataSound subject experience with good success rate and value added profilePersonal record of excellent teaching including substantial Level 3 teachingExperience of successfully managing, empowering and developing staff and evidence of effective people management practices.  | Experience of working in an inclusive environmentBTEC teachingExperience of undertaking leadership development or training in previous or current post | ApplicationInterviewReferences |
| **SKILLS/ABILITIES** | Ability to lead a large team and demonstrate sound leadership skillsExcellent listening and questioning skills – able to utilise active listening in a variety of scenarios and identify clear outcomes from any conversationAbility to negotiate in a variety of situations, including with team members, SMT and outside partners to ensure that the best outcomes are secured for students in the collegeAbility to manage change processes, using a range of techniques and methods to introduce, gain consensus and implement key strategies in the collegeAbility to have fierce conversations with team members, ensuring that clear outcomes are identified from these challenging conversations, clear actions identified and outcomes monitoredAbility to lead effective performance management processesExcellent teaching skills which promote independent learning and provide a stimulating learning experienceHigh calibre administrative and organisational skillsConfident communicator with excellent verbal and written communication skills - ability to communicate effectively with staff, students and parentsAbility to teach at any course level Ability to self-review/reflect on own practiceGood motivational, organisational and planning skillsAbility to create a happy, challenging and effective learning environment.Ability to be innovative whilst ensuring that decision-making reflects the strategic aims of the college | High level of IT literacy including the application of IT to learning | ApplicationInterviewLesson ObservationReferences |
| **ATTRIBUTES** | Flexibility, approachability, empathyHigh expectations of students in terms of behaviour and achievement Supportive team player who enjoys effective collaboration with colleaguesAbility to remain calm and effective under pressureAn active interest in the wider life of the College community. |  | InterviewReferences |