



Faculty Leader of Science

Salary / grade range	Leadership 8 - 10 (£56,082 - £58,959)
Location	Co-op Academy Priesthorpe, Pudsey, LS28 5SG
Contract	Permanent, full time
Reports to	SLT link

Purpose of role:

To lead the Science Faculty team by providing a professional, positive and creative approach to high quality teaching and learning and professional development, that results in excellent student outcomes.

In addition to the responsibilities of class teacher, as set out in the Teachers' Standards 2012, the post holder will also undertake the following duties and responsibilities:

Key accountabilities (and specific duties / responsibilities):

Leadership (Strategic direction and quality assurance)

- Support Senior Leadership Team in implementing whole school practice
- Model high quality Teaching and Learning
- Promote a stimulating learning environment which encourages high expectations from both staff and students
- Review curriculum and adapt, as appropriate, to meet student needs
- Facilitate the effective teaching of subjects within the Faculty
- Lead a Continued Professional Development programme within the Faculty, encouraging staff to share good practice as part of this process
- Lead Faculty self evaluation and improvement planning
- Oversee the development of numeracy, literacy and ICT across the Faculty
- Chair regular meetings of teachers within the Faculty, as identified in the school calendar

Management (implementation) including Performance Management

- Accountable for the performance management of the following staff, setting challenging objectives/targets with staff in line with the school priorities:



1. Subject Leaders and/or teaching staff within the faculty (maximum of 5)

- Undertake an annual Faculty Self Evaluation to identify key focus areas within Faculty Improvement Plan, in line with whole school priorities
- Set goals and objectives for the Faculty on an annual basis, in line with whole school priorities, via a Faculty Improvement Plan
- Devise and oversee a Continued Professional Development programme for Faculty staff, in consultation with relevant members of the Senior Leadership Team
- Represent the views of the Faculty in different forums
- Ensure all colleagues are involved in Faculty and whole school consultation
- Provide constructive support, advice and guidance for teachers within the faculty
- Have systems in place for the effective evaluation of lessons, teaching methods and teacher performance
- Ensure high quality planning is in place and informs strong implementation across the Faculty
- Prepare and revise material for options booklets and school prospectus
- Keep an accurate up to date inventory of all subject resources
- Oversee the appointment and induction of new staff
- Oversee good student discipline across the Faculty
- Ensure effective approaches to marking and feedback are embedded within the Faculty
- Ensure Health & Safety procedures are adhered to and that the Faculty has up to date risk assessments

Monitoring

- Monitor the quality of achievement across the Faculty through data sweeps and assessment moderation
- Track and monitor individual and groups of students and make appropriate interventions to tackle under-achievement
- Monitor lesson planning, delivery, and the quality of student outcomes within the classroom.
- Identify, manage and support poor quality teaching within this process
- Monitor outcomes within Faculty Improvement Plan and update Faculty Self Evaluation Form; both on a termly basis
- Oversee Faculty spending and monitor value for money
- Monitor the use of students feedback across the Faculty and implement work sampling on a regular basis
- Ensure the Faculty has an accurate Data Base of individual student data
- Ensure students are set individual targets, which are regularly reviewed

Evaluation

- Analyse baseline data and exam results to ensure students and staff are working towards aspirational targets
- Analyse KS3, GCSE and Post 16 results and produce a written evaluation for the Principal
- Ensure appropriate schemes of work are in place and they meet the academic needs of all students



- Update Faculty Improvement Plan in light of Faculty Self Evaluation, whole school Self Evaluation and School Improvement Plan
- Annually review job roles within the Faculty to ensure they align with whole school priorities
- Evaluate impact of CPD on quality of Teaching and Learning across the Faculty

Other

- Teaching and Coaching Group responsibilities

Strategic Direction and Development of Priesthorpe School

The post holder will be expected to support and promote the development and progress of the school, its students and staff. All middle leaders are expected to:

- Facilitate open and clear lines of communication with all stakeholders
- Contribute to the school's development and implementation of policies, including inclusion
- Contribute to the School Development Plan and Self Evaluation Form
- Support staff in achieving the school's priorities and targets
- Ensure parents are well informed about the school and their child's progress

Teaching and Learning

All middle leaders are expected to lead by example, both in terms of their leadership and management role and also in the classroom, teaching effectively, securing high quality outcomes, and promoting excellent standards of behaviour and discipline. They are also expected to:

- Line manage subjects within the faculty
- Contribute to the monitoring of the quality of teaching and student development
- Develop positive community links to enhance teaching and learning and student personal development
- Liaise with appropriate colleagues to ensure that individual needs of students are identified and met
- Promote an inclusive environment and support the development of strategies to improve attendance

Leading and Managing Staff

The post holder will promote positive and professional working relationships between all staff within the faculty. They will also be expected to:

- Lead developmental activities, delegate appropriately and evaluate outcomes
- Support the implementation of the school's Performance Management policy
- Ensure that all staff understand and follow the school's quality assurance processes
- Ensure that standards and targets are appropriate and that accountabilities are clear
- Ensure that staff understand the school's educational agenda and that a coordinated, comprehensive response to student need is made

Effective Deployment of Staff and Resources



The post holder will make a significant contribution to the effective deployment and development of staff to make most effective use of their skills, expertise and experience. They will also be expected to:

- Ensure that staff within the Faculty have a clear understanding of their roles and responsibilities
- Provide advice on establishing priorities for expenditure and the cost effective use of resources
- Ensure staff work within the school's Quality Assurance framework

NOTES

This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out.

The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time, after consultation with the post holder.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none">• To be educated to degree level in relevant subject• QTS• Evidence of further study	Desirable	A
Experience <ul style="list-style-type: none">• Experience of more than one high school• Successful experience of teaching at KS3,4,5• Successful teaching experience – evidence of at least consistently "good" teaching during formal observations	Desirable	A/I
Skills, Ability, Knowledge		



<ul style="list-style-type: none"> • A clear and good understanding of current educational issues, theory and practice, with particular regard to the National Curriculum • An understanding of how to use assessment to inform planning for good teaching and learning • The ability to use ICT effectively to engage pupils • Demonstrate consistent and effective planning of lessons to meet pupils' differing learning needs • To be able to represent the academy on or off site and have an understanding of the importance of the academy within the community • To be able to use initiative, and have well developed incisive analytical and problem solving skills • To be able to monitor and evaluate procedures effectively • Communicate effectively with students, parents and other colleagues at all levels orally and in writing • Work under pressure • Organise and develop effective systems • Relate to young people • Relate to young people • Work to high levels of accuracy • Prioritise and plan to ensure completion of tasks 		A/I
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Be innovative and creative in developing solutions • A record of reliability and integrity • Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional • Humour, optimism and ambition • Willingness to participate in further training and CPD • Self-motivated • Be hard working and emotionally resilient, able to work under pressure, able to prioritise and be flexible working to deadlines • To be able to understand and be committed to equal opportunities for all 		I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection



Academies Trust

and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.