

Job Description	
Post title	Faculty Leader
Salary	Tier 2, Leadership L8-L13
Reporting to	Member of the Senior Leadership Team
Line management of	Assistant Curriculum Leaders, Head of Departments, subject teachers, technicians and coaches

Job Purpose:

- The role of the Faculty Leader is crucial in developing the ethos of achievement within the Curriculum Area, in harmony with the aims and ethos of the UCL Academy. Faculty Leaders are key to the success and development of the school, and the raising of student achievement.
- Faculty Leaders must ensure that targets for improvement in the Curriculum Area are set and met, through positive approaches to Curriculum development, the planning and preparation of schemes of work, the monitoring of learning and teaching across the Curriculum Area and the support and development of staff.
- Faculty Leaders form a vital part of the middle leadership team. Faculty Leaders need to have a good knowledge of educational issues and are expected to keep up to date with, lead on and work in conjunction with the Curriculum Leaders on improving pedagogy and practice where it is relevant to the department.
- Faculty Leaders are expected to work closely with the Curriculum Leaders and teachers within their department and across other curriculum areas.

Key Duties & Responsibilities

Subject Management

- Manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down to support the distinctive curriculum and structures of the UCL Academy; including deploying the department budget;
- Provide strategic leadership for the development of an innovative, inspiring and research informed curriculum within your subject department;
- Providing assistance and advice to the Curriculum Leaders on the design and delivery of the department curriculum area so that it meets the aims of the Academy and the needs of all students;
- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject department;
- To contribute to the development of a Cross- Academy approach to all aspects of pedagogy;
- To keep up to date with and respond to national and international developments in the subject department;
- To develop a wide range of extension and enrichment activities for students individual need be met within the subject department;
- To lead the planning, delivery and assessment of your subject department;
- To be accountable for the standards of pupil achievement within the subject department;
- To lead on the organisation of subject interventions;
- Work with departmental teachers to inspire students and build their understanding by using expert subject knowledge and links with UCL;
- To foster the development of a wide range of experiences that broaden and deepen the learning experiences for all students;

- Play a role in the delivery of the Academy's enrichment curriculum, and departmental fixtures calendar;
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.

Staff Management

- To line manage teachers within your department as directed by senior management;
- To oversee day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources;
- To work with the Curriculum Leaders and relevant Assistant Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs;
- To be responsible for the efficient and effective deployment of the Department's support staff;
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department;
- Monitor and evaluate the quality of learning within each lesson, partaking in learning walks when required;
- To work with the Curriculum Leaders to identify improvement priorities and coordinate the writing and monitoring of the department development plan;
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures;
- To promote teamwork and to motivate staff to ensure effective working relations;
- To be responsible for the day-to-day management;
- To ensure that all members of the department are familiar with departmental aims and objectives within the framework of the Academy's Improvement Plan;
- To disseminate information to and from the Senior Leadership Team and staff;
- To represent the department's views and interests.

Teaching Responsibilities

- Ensure high standards of teaching and learning for all students by planning lessons which address the full range of learners' needs; Planning for progression and designing effective learning sequences within lessons that develop understanding and skills; Having high expectations of all students so that they are able to achieve their academic potential;
- Adopt high standards of behaviour in your role and set a positive example in dress, punctuality and attendance;
- Having a good, up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalise the learning of UCL Academy students, and maximize the opportunities of the Academy's innovative design;
- Creating a purposeful and challenging classroom environment that encourages students to become more effective learners through interactive display;
- Planning for the involvement of learning support assistant and other support or teaching staff to ensure targeted impact on the achievement of students on the EAL, SEN, Looked After Children and Inclusion registers;
- Participate in the assessing and tracking of progress towards academic targets and support interventions where there is underachievement;
- Meeting all report writing deadlines set throughout the year and ensuring that they are of a high quality;
- Designing opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills;
- Planning cover work that has clear objectives and expected outcomes if absent from the Academy;
- Using every opportunity to engage parents and guardians in the learning of UCL Academy students;
- Maintaining an up to date understanding of the professional duties of teachers and the statutory framework within which they work.

General

- Adhere to the Academy's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible
- Be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with statutory GDPR guidance.
- Provide a healthy and comfortable working environment, smoking is strictly prohibited on site.
- All permanent staff (who have successfully completed a probationary period) are required to participate in the performance management process and engage in continuous professional development to ensure that professional skills and knowledge are up to date.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The UCL Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classified as having substantial access to children and appointment is subject to an enhanced DBS police check of previous criminal convictions. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Signed

Date

Person Specification of a Faculty Leader

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> A teaching qualification in your subject of choice 	<ul style="list-style-type: none"> An honours degree Evidence of further professional studies/research MPQH qualification
Teaching experience:	<ul style="list-style-type: none"> Previous teaching experience and taught a range of different year groups An outstanding classroom practitioner with evidence of excellent behaviour management skills and is a role model for students Track record in curriculum innovation with ability to demonstrate an outward facing approach to teaching and learning Ability to establish and maintain high standards and achievement in public examinations Be able to support the delivery of school ethos and policies Be reflective and systematic in operating effective self-evaluation systems and understand Ofsted Framework 	<ul style="list-style-type: none"> Has contributed to cross curricular initiatives Show evidence of Continued Professional Development
Knowledge and experience:	<ul style="list-style-type: none"> Passionate about your subject Knows and understands what constitutes high quality teaching and how to raise attainment and engagement with all students Has a clear understanding of the diverse needs of students and knows how to address them Has demonstrated personal effectiveness in improving the quality of curriculum provision Have a commitment to extra-curricular activities Has good knowledge of intervention strategies which ensure students make progress Able to show how data, evidence and student information can be used to improve curriculum provision, self-review and evaluation 	<ul style="list-style-type: none"> Have relevant experience of working in comprehensive and multicultural environments Understanding of inclusion and the needs of all learners
People, Relationships	<ul style="list-style-type: none"> Able to manage relationships 	

and Communications:	<ul style="list-style-type: none">▪ Able to meet deadlines and work under pressure▪ Communicates well with other staff, students, parents, governors and sponsor▪ Takes responsibility for own professional development▪ Excellent organisational skills and reliable▪ Excellent IT skills▪ Is optimistic, open to new opportunities and dynamic▪ Is committed, robust, resourceful and of a reflective, focussed and determined disposition▪ Is resilient, particularly when facing difficult and challenging situations▪ Is sensitive, empathetic yet professionally and objectively detached when managing conflicts	
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