Glossopdale School

JOB DESCRIPTION FOR THE POST OF
Faculty Team Leader for Computing, Business & Health

Full details of the posts are contained within

Key dates for applicants

Closing date for applications Monday 1st February at 12.00pm

INFORMATION FOR APPLICANTS CAN
BE FOUND ON OUR WEBSITE

To **aspire**, **endeavour** and **thrive** together

Glossopdale School

Newshaw Lane • Hadfield, Glossop • SK13 2DA

https://www.glossopdale.derbyshire.sch.uk/

Thank you for your interest in joining Glossopdale School. Our School is a warm and caring community for all of our 1,200 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are seeking to appoint a leader who is committed to developing high quality provision for students within our Computing, Business & Health faculty. We also need the applicant to have had successfully taught Computer Science at KS4 & KS5.

The Computing, Business & Health Faculty is a successful faculty consisting of subject specialists in Computer Science, iMedia, Health & Social Care and Business Studies. The faculty is well resourced and has excellent facilities for all disciplines. The faculty is friendly, committed and strives constantly to develop and improve methods for enhancing student learning, enjoyment and achievement.

Computing at Key Stage 3 is taught once a week. Students develop skills through a range of projects. The aim is to develop an understanding of Computing and to build the knowledge and concepts needed to prepare for Key Stage 4 courses while also aiming to instil pride and enjoyment in Computing.

We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

Just like our students, we welcome people to join our school from a diverse range of backgrounds. We welcome interest from enthusiastic, dedicated and hardworking individuals who wish to share in our students' success.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

If you are interested, please look at our school website **www.glossopdale.school** where you will find application forms and further information. Alternatively, you can contact Mrs A Beever at the school on 01457-862336, or email abeever@glossopdale.school for application packs.

Glossopdale School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.

Debbie McGloin
Headteacher

JOB DESCRIPTION

POST: Faculty Team Leader for Computing, Business & Health

SCALE: TRL 1b

EFFECTIVE FROM: April 2021

RESPONSIBLE TO: Headteacher

Purpose of the job

The core purpose of a Head of Faculty is to provide professional leadership and management for a Faculty to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students and to do so in the spirit of the school's vision, culture and strategic direction.

Main areas of responsibility

- To provide clear vision and optimistic direction and leadership for the Faculty Team.
- To support and contribute to the school's strategic direction.
- To establish clear expectations for all staff in the faculty team that reflect the ethos and direction of the school.
- To lead the faculty team through extolling and modelling the highest possible professional standards.
- To maintain an active profile around the school promoting high expectations of behaviour in line with school policy.
- To develop team members' teaching expertise through, for example, curriculum planning, pedagogy, sharing resources and successes; ensuring that teaching and learning has a high profile at faculty meetings.
- To monitor the quality of teaching and learning within Computing, Business & Health through a programme of lesson observations, marking reviews, the impact of interventions and, from time to time, to engage in joint observations with SLT members to moderate judgements.
- To be accountable for the performance management of Computing, Business & Health staff.
- To report on the work and progress of faculty members as required by the Headteacher.
- To take a leading role in developing a curriculum and ethos that reflects our 11-18 status and develops learning up to the Sixth Form and beyond
- To contribute to the operational and strategic direction of the faculty and the school by collaborating with the Faculty Team Leader team

Strategic direction

- To communicate a vision for Computing, Business & Health, reflecting our whole school ethos and engage the faculty team in striving to achieve it.

- To develop and implement policies and practices for Computing, Business & Health which reflect our school's commitment to high achievement and effective teaching and learning.

- To create a climate which enables staff to develop and maintain positive attitudes towards the subject, keeping up to date with current educational thinking through disciplined research and planning for the development of pedagogical content knowledge

- To establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

- To use data effectively to identify students who are underachieving in the subject, and create and implement effective plans to support those students where necessary.

- To analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

- With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the subject.

- To monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

- To attend and contribute purposefully to Faculty Team Leader meetings, collaborating with colleagues and communicating relevant practice and policy with the faculty team

Curriculum

- To oversee the production of curriculum maps from Years 7-13 and ensure that these long-term plans for progress are delivered, reviewed and adapted if necessary.

- To ensure curriculum coverage, continuity and progression in the subject for all students, including more able students, students with special educational needs, disadvantaged students and Sixth Form students

- To ensure that the subject curriculum for Computing, Business & Health is ambitious, inspiring and effectively sequenced to enable all students to make good progress

- To oversee the completion of effective Medium Term Plans in the subject area that ensure resources and activities are in place to teach Tier 2 and 3 vocabulary, identify and address misconceptions and guide students towards mastering agreed subject-specific threshold concepts

- To lead on the development of Schemes of Work and ensure schemes of work are in place for all year groups.
- To be responsible for setting reliable and valid internal examinations and assessments taking into account impact on staff workload and wellbeing.

- To be responsible for external examination entry as well as controlled assessment monitoring, completion and administration.

- To keep abreast of the statutory requirements and examination board requirements, and developments in the subject, and adapt the curriculum in the light of these and evidence from other schools.

- To ensure cross-curricular issues such as equal opportunities, literacy, numeracy, PSHE, SMSC, promotion of British Values and CEIAG are addressed across the faculty.

- To manage the learning environment; promoting the faculty through a range of curricular and extra-curricular activities.

Teaching, learning and assessment

- To set high expectations for, and to monitor, the quality of learning and teaching within the Computing, Business & Health faculty, participating fully with the school's continuous evaluation procedures.

- To continually improve the effectiveness of teaching and learning in the faculty using evidence of and sharing best practice based on research on how students learn

- To lead and monitor engagement with evidence-based practice in the faculty, supporting staff in developing effective pedagogy for long-term learning

- To encourage innovative and effective summative assessment design and formative feedback which is meaningful, manageable and motivating for students and staff.

- To establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, using this information to recognise achievement, set targets, address gaps in learning and secure good progress.

- To set high expectations for the behaviour of students in lessons, taking action or referring for action as appropriate and within the School Behaviour Policy; to ensure faculty members are supported fully with discipline and behavioural issues.

- To develop further opportunities for recognising, rewarding and celebrating success and achievement.

- To ensure effective development of students' literacy, numeracy and IT skills through the subjects within the faculty.

- To secure excellent progress and outcomes for all students who study Computing, Business & Health.

- To lead on implementing the whole school strategic vision for Pupil Premium and Disadvantaged students within the faculty and monitor the impact of Tier 1 and 2 interventions to ensure gaps are closed and good progress is made.

Leading and managing staff

- To help staff to achieve constructive working relationships with students and parents.

- To establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.

- To sustain your own motivation and, where possible, that of other staff involved in the subject.

- To appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s).

- To audit the training needs of subject staff.

- To lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations.

- To ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed.

- To enable teachers to achieve expertise in their subject teaching.

- To work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to students' needs.

- To ensure that the headteacher, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

Efficient and effective deployment of staff and resources

- To establish staff and resource needs for the subject and advise the headteacher and senior leaders of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money.

- To deploy, or advise the headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.

- To ensure the effective and efficient management and organisation of learning resources.

- To maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.

- To use space to create an effective and stimulating environment for the teaching and learning of the subject.

- To make sure that there is a safe working and learning environment in which risks are properly assessed.

Appraisal & Continuous Professional Development

- To ensure adherence to the Teacher Standards.
- To keep up to date with recent educational developments and to participate in INSET.
- To participate in the school system of coaching.
- To undertake any reasonable direction from the Headteacher

Whole school responsibility for Digital Technology

- To ensure that the school has effective and innovative systems using technology to improve teaching and learning.
- To keep up to date with recent educational developments in digital technology and deliver staff training in these areas.
- To lead on developments in technology that improve the efficiency and effectiveness of teaching, eg. ClassCharts, Google Classroom, Hardware Technologies.

School Ethos

For Glossopdale staff in general:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same.
- Actively support the school's policies and expectations.
- Adhere to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors.
- Comply with the school's Health and Safety Policy.
- Check emails on a daily basis to keep up to date with issues communicated within the school.
- Take part in break duty rotas.
- Have regard for and promote the School's Equality Policy.
- Attendance at parents' evenings and other relevant meetings.

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note that this document should be read in conjunction with the Conditions of Employment of School Teachers as outlined in the current DfE School Teacher's Pay and Conditions Document.

I confirm that I have read this job description and person specifications.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Date of Issue: April 2021

Signed: Headteacher: ……………………………………………………………

Signed: Post holder: ……………………………………………………………

Person Specification   Faculty Team Leader for Computing, Business & Health

Selection Criteria	Essential/ Desirable	Assessment
Qualifications and training		
● Has Qualified Teacher Status	E	AR
● Has a good degree	E	AR
● Has demonstrated further professional development through qualifications or training	E	A
Experience		
● Successful Middle Leadership	D	A
● Successful experience of leading a team and line management experience.	E	AI
● Clear understanding of the performance of groups and implements strategies to overcome barriers to learning	E	ARI
● Can create and articulate a vision for the faculty and is able to communicate this in order to inspire and motivate others	D	AI
● Excellent classroom practitioner	E	RI
● Has taught KS4 Computer Science	E	AI
● Has taught KS5 Computer Science	D	AI
● Able to adapt teaching to meet the needs of students	E	RI
● Can demonstrate good progress of students in taught classes	E	RI
● Experience of mentoring, coaching and implementing professional development	E	AR
Skills, Knowledge and Understanding		
● A commitment to investigating current research and presenting recommendations	E	AI
● An understanding of developments to the Ofsted Inspection framework	E	AI
● The ability to build effective relationships with students, parents and colleagues	E	AIR
● A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	E	AIR
● A sound understanding of the processes of school improvement and strategic planning	E	I
● Knowledge of National Curriculum and GCSE and other course requirements	E	IR
● A role model to staff by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach.	E	AI
● Lead and motivate teams, acting as a 'critical friend'	E	AIR
● Build positive working relationships with colleagues and provide support through coaching and line management	E	AIR
● Excellent organisational skills with the ability to meet deadlines.	E	AIR
● Ability to multi-task and deal with numerous challenges simultaneously.	E	AIR
● Plan strategically in order to raise achievement	E	AIR
● Experience of monitoring and evaluating the quality of Teaching and Learning	D	AIR

Professional attributes		
● Ability to maintain professional integrity even when under pressure	E	R
● Excellent attendance and punctuality	E	IR
● Good interpersonal skills and an ability to communicate effectively with a range of audiences	E	IR
● Ability to work as an integral part of a team	E	IR
● Good listener and can draw on advice from colleagues to improve practice	E	R
● Resilience	E	R
● Ability and desire to work in a high challenge and low threat way	E	R
● Drive and enthusiasm	E	IR
● Makes a positive contribution to the wider life and ethos of the school	D	I
● Good role model to the students in all aspects of your professional role	E	AIR
● Reliable and trustworthy	E	R
Special requirements		
● A commitment to ongoing professional development and willingness to undertake appropriate training	E	AIR
● Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
● Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	E	AIR
● Experience of supporting the use of technology across the school	D	AIR

SAFER RECRUITMENT STATEMENT
Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Key   A - Application
    I - Interview
    R – Reference