

GREIG CITY ACADEMY



Draft Job Description

This Job Description sets out in general terms the management, purpose and responsibilities of a specific job at GCA. It is not intended to be a comprehensive listing of every task that a GCA employee might be called upon to undertake. It is not a legal document, although it may be referred to in the Contract of Employment.

Job Title:	Head of English Faculty
Responsible to:	Curriculum Vice Principal
Hours:	This is a full-time post.
Salary:	Inner London Pay Scale + Additional Allowance AA1c
Key Responsibilities	The leadership of the English curriculum at Greig City Academy

The Head of Faculty leads and supports their faculty team of students and staff and is responsible for establishing schemes of work and procedures designed to identify and support effective teaching and learning. They will be responsible for the standards of attainment and levels of progress and of students taking English at GCSE and A level.

Duties and Responsibilities

You will:

1. be fully aware of, understand and carry out duties in accordance with the school's policies and procedures relating to Child Protection, health and safety, confidentiality and data protection and specifically in accordance with 'Keeping Children Safe In Education', and report all concerns to the named Child Protection contacts.
2. support the school's equal opportunities policy and support difference, ensuring each child has equal access to opportunities to learn and develop.
3. establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual pupil's needs.
4. support the school's Christian ethos and work positively and supportively in accordance with the school's plans, policies and procedures.
5. develop and maintain effective and positive working relationships with all staff, parents/carers and the wider community.
6. participate in training and other learning activities as required and attend appropriate professional development courses as identified through post-holders training needs analysis.
7. ensure that the post-holder's line manager is made aware and kept fully informed of any concerns which the post-holder may have in relation to safeguarding and/or child protection.
8. be responsible for your personal professional development and participate in the school's scheme for Performance Management.
9. promote and celebrate the successes of the school and foster a positive image to the local community.
10. model excellent professional conduct with colleagues, students and the wider community, demonstrating high personal standards.

Duties and Responsibilities Specific to This Post

1. Management and Leadership

You will:

- 1.1 Oversee and supervise the work being carried out by the teachers in your Faculty.
- 1.2 Ensure the effective delivery of KS3, KS4 and KS5 National Curriculum Programmes of study and syllabi by the careful consideration and implementation of appropriate schemes of work, examination syllabi and appropriate styles of teaching and learning and methods of delivery.
- 1.3 Monitor the quality of teaching and learning within the faculty by observing each member of the faculty teaching staff on a regular basis and monitoring samples of work.
- 1.4 Be responsible for assessment, recording and reporting within the faculty to ensure that formative, diagnostic and summative processes meet the needs of the students, parents and national requirement and are integral to the teaching and learning process.
- 1.5 Participate fully in all aspects of the Academy's development plan.
- 1.6 Be responsible for the delivery and evaluation of cross curricular themes within the Faculty, liaising actively and effectively with other Heads of Faculty to ensure a consistency of high quality approaches to teaching and learning throughout the curriculum.
- 1.7 Keep abreast of current local and national curriculum developments related to the Faculty and ensure effective dissemination to colleagues.
- 1.8 Ensure opportunities for developing and implementing whole Academy policies for students with a range of learning needs exist within the Faculty.
- 1.9 Be responsible for the production and regular updating of Faculty schemes of work and distributing full schemes of work and resources to all staff teaching within the Faculty.
- 1.10 Hold and chair Faculty meetings, publishing agendas and minutes according to the school calendar.
- 1.11 Hold regular line management meetings with subject leaders in the Faculty (if appropriate). Meet regularly with all staff who teach in the Faculty.
- 1.12 Identify, in the light of the Academy's Mission Statement and Development Plan, the Faculty's aims and objectives and write an agreed Faculty Improvement Plan (FIP) for the Area.
- 1.13 Monitor and evaluate the progress of the FIP and its contribution to the School Improvement Plan (SIP) and Mission Statement.
- 1.14 Prepare and maintain a Faculty Handbook, ensuring that the policies and procedures reflect the academy policies.

2. Curriculum Management

You will

- 2.1 Be responsible for the setting of internal subject assessments and examinations.
- 2.2 Be responsible for the organisation of the shadow/referral system and the taking of departmental detentions.
- 2.3 Ensure that materials for cover are provided when necessary.
- 2.4 Produce reports concerning associated issues as requested by the Curriculum Vice Principal or members of the Senior Leadership Team.
- 2.5 Administer a database that records and processes student assessment and progression information.

- 2.6 Develop procedures for recognising, valuing and rewarding student effort and achievement.
- 2.7 Develop links with parents in order to keep them informed about curriculum, developments in the department and to involve them in their child's education.
- 2.8 Help promote the subject by producing displays, attending open evenings and talking to pupils.

3. Staff Management

- 3.1 Encourage a climate of mutual support in which self-confidence and self-esteem can grow and an effective Faculty team be established and developed.
- 3.2 Share responsibility for the training and development of colleagues within the Faculty, including the induction of newly qualified teachers.
- 3.3 Contribute to the professional development of PGCE candidates as necessary.
- 3.4 Act as a Team Leader in the Performance Management process.
- 3.5 Ensure that new knowledge and skills are fully utilised by seeking the full involvement of all members of the Faculty through the establishment of performance criteria, the sharing of good practice, lesson observation and in monitoring of students' work.
- 3.6 Ensure that monitoring, evaluation and celebration are explicit in the management of English, meeting regularly with individual members to discuss the planning, implementation and review of objectives.
- 3.7 Assist in the appointment process of staff to the Faculty, including where feasible supply staff, paying due regard to the academy's Equal Opportunities Policy.
- 3.8 Establish full consultative procedures within the Faculty as a two-way channel of communication.
- 3.9 Represent the views of the Faculty within the academy.
- 3.10 Liaise effectively with relevant colleagues as part of the wider management team of the academy.

4. Student Management

- 4.1 Set the highest expectations of standards of achievement and behaviour within the faculty and the wider school, establishing and maintaining managerial systems to maximise student potential.
- 4.2 Identify students with particular needs, liaising with appropriate colleagues and outside agencies to ensure that individual student needs are met.
- 4.3 Monitor and review students' progress and implement changes to ensure that students achieve their full potential in the integrated curriculum.
- 4.4 Have oversight of the work and behaviour of all students in the area, acting as the first point of referral in matters of care and discipline.
- 4.5 Encourage all members of the Faculty team to lead and consult with students regarding the self-evaluation and ownership of their learning.
- 4.6 Celebrate and promote student achievement and success.
- 4.7 Act as a form tutor if required with a commitment to pastoral work.

5. Resource Management

- 5.1 Advise the Curriculum Vice Principal on the academy's timetable, allocating staff, teaching groups and rooms within the Faculty.
- 5.2 Have responsibility for all aspects of the Faculty budget in line with the academy's financial regulations.

- 5.3 Closely monitor expenditure from Faculty budgets and capitation.
- 5.4 Be responsible for the organisation, accommodation, movement and teaching resources to ensure the most efficient and effective use with minimal loss damage or wastage.
- 5.5 Share in the decision-making and allocation of resources in the academy's curriculum development planning.
- 5.6 Action purchase orders and secure delivery of resources and equipment.
- 5.7 Establish appropriate contacts for the use of external resources.
- 5.8 Deploy all resources in a fair and equitable way to motivate students and encourage team membership.

6. Competencies

- 6.1 As contained in the National Standards for Subject Leaders.

7. Attendance at Management Meetings and Development Groups.

- 7.1 Attend the Curriculum Leaders' Team meetings and other meetings as directed by the Vice Principals.
- 7.2 Organise and run departmental and all other meetings appropriate to the agreed areas of responsibility.

8. Specific Responsibilities

These will be determined in conjunction with the skills and attributes of the successful candidate, but specifics of this post are as follows:

- Leadership of the English Faculty.
- Provide innovative options for normal curriculum development that promotes the needs of differing individual students.
- Link with primaries to promote this subject area within the academy.
- Network within the community to promote external sources as models of excellence.
- Contribute to the development of literacy across the school.

9 Other

Any other duties which may, from time to time, reasonably be required within the level of responsibility of the post and any other professional duties as directed by the Principal.

10 Ethos

The Academy celebrates its place in a multi-cultural and multi-faith community. As a Church of England school, everything we do is underpinned by Christian values – values shared by those of other faiths and those with no religious faith, and which provide a moral framework for young people. A central thread in our collective worship policy is to help our students 'to develop an enquiring mind and express and explore their own views openly and honestly'.

GCA has a commitment to safeguarding and promoting the welfare of children and has safer recruitment procedures in place for the selection of staff. It is committed to the principle of equal opportunities; we welcome all applicants and value the diversity they bring.

This job description will be reviewed as part of the appraisal process to reflect changing school, faculty and individual needs.

The duties and responsibilities of the post are to be carried out within the provisions of the Greig City Academy contract.

March 2023

Person Specification

Qualifications and Training	Essential	Desirable
Qualified Teacher Status	✓	
Good degree in the relevant subject	✓	
Courses of further study relevant to the post	✓	
Evidence of pro-active commitment to personal and professional development throughout your career	✓	
Evidence of relevant training	✓	
Teaching Quality and Experience	Essential	Desirable
Experience of teaching at KS3, GCSE and A level	✓	
Good general knowledge of the National Curriculum, assessment arrangements and approaches, especially literacy assessment	✓	
Be an excellent classroom teacher, comfortable as an exemplar to other staff, with a love for your subject and the ability to inspire and motivate students in all aspects of their learning so that they become effective, independent learners	✓	
Ability to plan lessons effectively and have sound understanding of strategies to raise attainment.	✓	
Ability to keep clear records of pupil progress, recording the data generated by assessments	✓	
Knowledge of effective record keeping and its use to promote the educational and personal development of students	✓	
Be committed to raising the aspirations and achievement of all pupils and able to demonstrate effective strategies for doing so	✓	
Good awareness of current educational developments	✓	
Be an enthusiastic and effective form tutor	✓	
Leadership and management experience, including performance reviews and lesson observations	✓	
Skills, Personal Qualities and Disposition	Essential	Desirable
A commitment to the protection and safeguarding of children and young people	✓	
Excellent interpersonal skills and the ability to build positive relationships with students, parents, staff and the wider school community	✓	
Excellent communication skills: be able to communicate clearly, both orally and in writing, with students, parents and carers, colleagues and other professionals	✓	
Have good organisational skills to create and maintain a stimulating and attractive learning environment	✓	
Excellent time keeping skills, with a demonstrable ability to meet deadlines and manage a fluctuating workload	✓	
Be able to work flexibly and as part of a team	✓	
Excellent ICT skills: have the ability to use them as a teaching tool as well as for administrative purposes	✓	
Be reflective and show the ability to analyse personal performance and that of others in a variety of situations	✓	
Have strong personal values, such as honesty and integrity, that provide a clear moral framework for professional conduct, and be able to show a clear understanding of the Christian ethos of the school	✓	
Be willing to contribute to the school's enrichment and extra-curricular programmes	✓	
Be prepared to undertake appropriate training for the post and a willingness to continue training to manage the key areas and tasks outlined in the job description	✓	
Equalities and Safer Recruitment	Essential	Desirable
Be able to clearly demonstrate that you are committed to the equality of opportunities and have a clear understanding of how this can be positively promoted within the school environment, both to students and staff	✓	
Be able to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people	✓	
Be willing to undergo an enhanced DBS Disclosure check	✓	