

Job Description

Job title:	Head of Faculty.	Contract Type:	Permanent, Full Time
Responsible To:	Director of Maths	Salary Range	MPS £38,766 - £50,288 UPS £55,415 - £60,092 TLR 1D
Location:	St Pauls Way Secondary School		

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

ROLE SUMMARY:

1. To have overall responsibility for the learning and progress of every child in all the subjects in the Faculty
2. To use prior attainment and predictive data to set ambitious targets for student progress in KS3, KS4 & KS5
3. To set ambitious targets for whole Faculty results at KS3, KS4 & KS5
4. To design teaching groups which will maximise the progress of the whole cohort and which are informed by a sophisticated understanding of progress data and the priorities of the SIDP
5. To use assessment to track progress throughout KS3 and 4

6. To identify individuals and groups who are making insufficient progress, to challenge this robustly and to organise interventions which will help put their learning back on track
7. To monitor the progress of particular groups of children (e.g. ethnicity, LAC, AEN, G&T)
8. To identify and take overall responsibility for the progress of 'key marginal' students in all years - especially those in Y11
9. To lead the Y11 intervention programme within the Faculty
10. To take overall responsibility for public examination entry, coursework and preparation
11. To use data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to 3 lead the intervention programme for students in KS3
12. To be responsible for fostering an ethos of aspiration and challenge within the Faculty
13. To lead on Assessment for Learning within the Faculty - including students knowing their levels, targets and next steps
14. To lead on marking of class and home work
15. To write an analysis of Faculty performance in public examinations at KS4 and KS5 and in student progress at KS3
16. To recruit students from KS3 to take up courses offered by the Faculty at KS4
17. To be responsible for reporting annually to Governors/IEB about the work of the Faculty in driving school improvement
18. To take a lead role in Quality Assurance within the Faculty, including lesson Observation

MAIN RESPONSIBILITIES:

1. To have overall responsibility for the day to day performance management of all colleagues in the Faculty
2. To write a FIDP which dovetails with the SIDP and which lays out strategies for improving student progress at KS3 and 4 within the Faculty
3. To review progress towards targets and outcomes laid out in the FIDP and to amend the plan accordingly
4. To be responsible for colleagues' performance management in accordance with school policy.
5. To have overview of each colleague's CPD needs and to take responsibility for helping each colleague to fulfil these
6. To allocate to each teacher a broad and balanced teaching timetable which has regard for each colleague's CPD
7. To complete FSEF and to integrate self-evaluation, performance management, improvement and development planning and monitoring, evaluation and review into one seamless process
8. To deploy strategically all support colleagues working in the Faculty including Teaching Assistants and Learning Mentors
9. To take overall responsibility for the faculty budget and to invest in and grow the resources of the Faculty year on year using financial best practice
10. To lead and manage the Subject Leaders and Subject Drivers in the Faculty
11. To exploit the potential of the Faculty structure for cross subject links and project based learning
12. To develop the unique culture and identity of the Faculty and to be an ambassador for it within the school and the wider community
13. To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff in the Faculty

WHOLE SCHOOL IMPROVEMENT

1. To develop the role of the Faculty as a 'Beacon Faculty' in a specific area of whole school responsibility

2. To lead across the school on this area of responsibility, working with other departments to ensure that it becomes an embedded theme/ strand of whole

COMMON ROLES OF THE ALL TRUST MEMBERS

1. Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
2. To ensure equal opportunities for all.
3. To be committed to safeguarding and to promoting the welfare of all young people.
4. To assist in the development of a culture and environment in which young people thrive and to drive innovation.
5. To drive up educational standards, promote life-long learning and continually improve outcomes for all.
6. Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

LEADING AND MANAGING OTHERS AND SELF

1. Take responsibility for the day-to-day management of designated staff.
2. Develop and maintain a culture of high expectations for self and others.
3. Regularly review own practice, set personal targets and take responsibility for own development.
4. Actively engage in the performance review process.
5. Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
7. Adhere to Trust policies and procedures.

ADDITIONAL REQUIREMENTS

1. The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
2. Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
5. Complete any training required to improve performance and take part in the school performance management systems (where relevant).
6. Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

Training

1. The post holder will be required to undertake training as required to be effective in carrying out all duties, and to engage with professional development opportunities, including: year team meetings, twilights, pastoral meetings, briefings
2. The post holder will be required to undertake Level 2 Safeguarding training

General

1. Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
2. Ensure that communications are responded to in a timely manner and agreed deadlines are met

Equality and Diversity

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Safeguarding

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

Qualification Criteria

1. A fully qualified teacher with evidence of QTS for secondary teaching
2. Qualified to at least degree level in subject area and/or good A Levels or equivalent
3. Qualified to teach and work in the UK

This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.

JOB DESCRIPTION AGREEMENT

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

HEALTH AND SAFETY

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Signed _____ Date

Post holder

Signed _____ Date

Executive Headteacher

Person Specification

Head of Faculty - Maths

Knowledge and Experience	Essential	Desirable
<ul style="list-style-type: none"> Qualified to teach and work in the UK 	✓	
<ul style="list-style-type: none"> Evidence of continuing programme of appropriate professional development 	✓	
<ul style="list-style-type: none"> Knowledge of the National Curriculum in subject specialism 	✓	
<ul style="list-style-type: none"> The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress 	✓	
<ul style="list-style-type: none"> Track record of raising standards at middle leadership level, either at subject or at year/house level 	✓	
<ul style="list-style-type: none"> Relevant experience/proven success in teaching subject specialism at all Key Stages and confidence in developing the curriculum 	✓	
<ul style="list-style-type: none"> Good understanding of effective procedures for managing and promoting positive behaviour among pupils 	✓	
<ul style="list-style-type: none"> Good degree in subject specialism or related discipline 	✓	
<ul style="list-style-type: none"> Experience in urban schools 		✓

Skills and Abilities	Essential	Desirable
<ul style="list-style-type: none"> The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff 	✓	
<ul style="list-style-type: none"> Good level of ICT skills 	✓	
<ul style="list-style-type: none"> Knowledge of intervention strategies that can be used effectively at Key Stages 3, 4 and 5 to address under-performance 	✓	
<ul style="list-style-type: none"> Ability to apply effective teaching and learning strategies 	✓	
<ul style="list-style-type: none"> Ability to lead and manage own work effectively and take responsibility for own professional development 	✓	
<ul style="list-style-type: none"> Ability to recognise and respond to the needs of children of different attainment levels 	✓	



Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> • Excellent interpersonal and communication skills 	✓	
<ul style="list-style-type: none"> • Passion for teaching own subject specialism 	✓	
<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels 	✓	
<ul style="list-style-type: none"> • Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects 	✓	
<ul style="list-style-type: none"> • An appetite and stamina for challenging work 	✓	
<ul style="list-style-type: none"> • A proactive approach to continuous professional development 	✓	
<ul style="list-style-type: none"> • A passionate belief in the success of young people and obtaining high standards 	✓	
<ul style="list-style-type: none"> • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure 	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> • Commitment to equality of opportunity and the safeguarding and welfare of all students 	✓	
<ul style="list-style-type: none"> • To undertake, within reason, other various responsibilities as directed by the line manager and senior leadership team 	✓	
<ul style="list-style-type: none"> • This post is subject to an enhanced Disclosure & Barring Service check 	✓	