



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Head of Faculty
Grade:	M1- UPS3 Plus TLR
Salary:	Qualified Teacher
Conditions of Service:	STPCD
Responsible to:	Headteacher

Job Purpose

The core purpose of the Head of Faculty is to provide leadership and management to a specific academic department or faculty within an educational institution. The Head of Faculty is responsible for ensuring the quality of teaching, learning, and research within their faculty, while also fostering an environment that supports the professional development of faculty members and the academic success of students. You will also provide a vision, achieving a commitment to a set of values and guiding and inspiring colleagues to secure high standards of teaching and learning, the effective use of resources and improvement in standards of learning and achievement for all pupils.

Key Responsibilities

SECURING HIGH STANDARDS OF TEACHING AND LEARNING

- Provide a role model for colleagues
- Develop and maintain high expectations of pupils and staff
- Take a clear lead on pedagogy/methodology
- Monitor and evaluate teaching and learning in their curriculum area, including self-evaluation
- Undertake relevant lesson observations and work scrutinies in order to ensure development of school and students
- Create a climate for learning
- Carry out data analysis to provide information for the leadership teams and other agencies
- Have oversight of marking and assessment in their curriculum area
- Ensure reporting is timely and appropriate by all their team members
- Plan, develop and review schemes of work
- Support the professional development of staff within their curriculum area
- Organise the teaching of the faculty throughout the school, providing expert opinion on latest teaching methods and reviews
- Meet the needs of all pupils, including the management of behaviour and its impact on learning
- Organise educational enhancement where appropriate and necessary (e.g. booster classes, trips/visits)

SECURING EFFECTIVE USE OF RESOURCES

- Communicate to, delegate to, and organise staff well
- Support, guide and motivate team members and support staff
- Heighten a common purpose and shared vision, and secure commitment from the team and so Develop team work
- Chair middle leadership meetings where appropriate
- Coach, mentor and support Teaching and Support Assistants, Learning Mentors, Learning Coaches, Trainee Teachers and Newly Qualified Teachers.

PERFORMANCE MANAGEMENT

To ensure the most effective leadership and management of staff, they will:

- Line manage team members
- Take responsibility for the totality of performance by all (designated) team members
- Set challenging objectives for their team members
- Reflect trust, school, departmental and individual needs and aspirations
- Ensure the capability of the teaching within their curriculum area, and enhance learning
- Foster an open and transparent culture
- Manage conflict and foster engagement

OTHER RESOURCES

- Ensure the learning environment is conducive to effective learning
- Undertake risk assessments where required
- Manage effective deployment of all resources and ensure value for money
- Ensure safety of pupils and colleagues

THE KNOWLEDGE, SKILLS AND EXPERTISE

- Be able to use comparative data in order to improve the faculty within the school
- Maintain and update knowledge – subject, national, pedagogy, classroom, management, research and inspection findings
- Maintain and update awareness of statutory requirements
- develop ICT and appropriate learning methods to improve pupil experience
- Have a commitment to own professional development particularly in relation to school improvement priorities

AT SCHOOL LEVEL

- Participation in whole school named dimensions e.g. Technology dimensions
- Participation in whole school citizenship
- Supporting the school's policies on attendance, behaviour and rewards in recognition of their strong role in raising pupil achievement
- Contribution to the achievement of high standards in relation to the Every Child Matters priorities
- Liaison with external agencies where appropriate
- Representing team views, concerns and interests
- Giving strategic direction and developing the subject area, including planning in line with the School Development Plan
- Liaison with parents
- Liaison with Senior Leaders

ENSURE IMPROVED PUPIL OUTCOMES

- Raise achievement at Key Stage 3 AND Key Stage 4
- Maximise pupil potential at all levels

SPECIFIC TASKS

- Responsibility for the organisation of all testing and assessments at KS3 and 4
- Updating Schemes of Work and Department Handbook as appropriate
- Attendance and participation at Middle Leaders meetings
- Responsibility for co-ordinating the extra-curricular provision offered by the department and the use of expert coaches

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- PGCE (Secondary)
- First/Second Class Degree [subject specific area]
- Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop

Experience / Knowledge / Skills

- Evidence of consistently good or outstanding teaching and learning across Key Stages (3,4)
- Evidence of good or outstanding classroom skills
- The Ability to use ICT effectively to engage pupils and use new and emerging technologies to support teaching and learning
- The ability to create effective, engaging and differentiated lesson plans
- The ability to use assessment to inform planning for good teaching and learning
- The ability to differentiate materials to meet the needs of all learners particularly those who may require alternative methods of teaching and support (e.g. SEN or high attainment)

- Experience of curriculum innovation
- Experience of raising standards of achievement for all pupils
- Strategies for raising achievement and achieving excellence
- Experience of designing, implementing and evaluating successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups)
- Principles of effective teaching and assessment for learning
- Effective and consistent models of behaviour management
- A commitment to and strategies for ensuring inclusion and access to the curriculum
- Monitoring and evaluating performance
- Strategies for developing effective teachers
- Curricular and assessment developments with Technology at all key stages with an appreciation of how the content, skills and teaching strategies best prepare pupils for transition and success.
- Demonstrate a commitment to the learning process
- Demonstrate the principles and practice of effective teaching and learning
- Access, analyse and interpret information to inform successful self-evaluation
- Challenge, influence and motivate others to attain high aspirations and have high expectations of them
- Ensure value for money and monitor appropriate budgets where required.
- Experience of leading a successful department or team
- Experience of successful interventions at pupil and group level
- Experience of analysing examination results and progress to inform improvement plans
- Commitment to whole school activity and growth
- Having the tools and experience of data collection and analysis

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

HH 05.01.2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.