

DEPARTMENT: HEAD OF FACULTY
DESIGNATION: SENIOR LEADERSHIP TEAM
RESPONSIBLE TO: LEADERSHIP SPINE
POST GRADE: LEVEL 8 - 12
NAME:

Main Purpose of the Post

The Head of Faculty will be in tune with the ethos of the Alpha Academies Trust and will be responsible and accountable for:

- Providing the strategic leadership and management to achieve outstanding successes for all students.
- Maintaining and/or raise standards of student attainment and achievement within the Academy and monitor and support student progress.
- Student progress and development within the subject area.
- Developing and enhancing the teaching practice of others.
- Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject/Faculty, in accordance with the aims of the Academy and the curricular policies.
- Leading, managing and developing the Faculty.
- Effectively managing and deploying teaching/support staff, financial and physical resources within the Faculty to support the designated curriculum portfolio.
- Monitoring and supporting the overall progress and development of students as a class tutor.
- Undertaking the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Responsible for: The teaching staff and other specified personnel and for the provision of a full learning experience and effective support for students within the team and Faculty

Liaising with: Principal, Senior Leadership Team, Heads of Faculty/Other Subject Leaders, Pastoral Leaders, SENDCo, Student Support Services and relevant staff with Academy responsibilities, relevant support staff, LA representatives, Link Governor, external agencies and parents/carers

Core Responsibilities, Tasks and Duties

I. Leadership Responsibility Structure

A Leadership Role is awarded for undertaking a sustained additional responsibility for the purpose of leading a Faculty to ensure the continued delivery and improvement of high quality teaching resulting in high quality learning outcomes and student progress ensuring that every child receives a good education and achieves high standards. The role includes a significant responsibility for which there is accountability beyond that expected of all classrooms teachers and that the role:

- is focused on teaching and learning
- requires the exercise of the teacher's professional skills and judgement
- requires the teacher to lead, manage and develop a subject or curriculum area: or to lead and manage student development across the curriculum
- has an impact on the educational progress of students other than the teachers' assigned classes or groups of students
- involves leading, developing and enhancing the teaching practice of other staff.

Key Roles

Key roles include that of:

- Strategic direction and development of the teams and Faculty
- Teaching and Learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

Policies and working documents reflecting Academy practice that teams and Faculty leaders are accountable for implementation as part of their role in ensuring the effective delivery of the national curriculum within their teams and Faculty, monitoring students' learning and maintaining an environment where students can learn at a collective and individual level include:

- Academy Improvement Plan
- Subject Improvement Plan
- Teaching, learning and Curriculum Policy incorporating Sex Related Education
- Academy Self Evaluation Process (SEF)
- Performance Management Policy
- Assessment, Recording and Reporting Policy (ARRP)
- Behaviour Management Policy
- Work Related Learning
- Enterprise Education
- Personal, Social and Health Education
- Citizenship Learning

These policies and other working documents may be added to or amended as directed by the Principal and Governors.

II. Strategic Direction and Development

Within the context of the Academy's aims and policies, Heads of Faculty are accountable for development, implementation and review of subject policies, plans, targets and practices. Heads of Faculty are expected to have the knowledge, skills and expertise to move their subject/Faculty forward. The following identify aspects to aid strategic direction and development:

Subject Level

- Use of comparative data and national averages.

- Up to date knowledge – subject, national, pedagogy, classroom management, research and inspection findings.
- Statutory requirements.
- Use of ICT.
- Commitment to own development.

Whole Academy Level

- Contribution to whole Academy strategy and leadership.
- Contribute to development of Academy policy (e.g. the spiritual, moral, social and cultural development of students).
- Liaison with external agencies.
- Represent team views, concerns and interests.
- Support Academy ethos and policies.
- Parents/Carers.

High Standards of Teaching and Learning

Heads of Faculty are accountable for securing and sustaining effective teaching of their subject, evaluating the quality of teaching and learning and standards of students' achievements and set targets for improvement. The following identify aspects that will enable Heads of Faculty to carry out their role:

- Role model.
- Implementation of national strategy (e.g. pedagogy/methodology).
- Self-evaluation within and beyond own subject.
- Lesson observation.
- Ambiance/climate for learning.
- High expectations.
- Delivery of training.
- Learning styles and thinking skills.
- Use of data analysis.
- Marking and assessment.
- Reporting.
- Planning, schemes of work.
- Organisation of teaching throughout the Academy.
- Meet the needs of all students (including management of behaviour and its impact on learning).
- Intervention strategies (e.g. booster classes, use of National Strategy resources).
- Educational enhancement (e.g. trips/visits).

Student Outcomes

- | | |
|---------------------------------|--------------------------------|
| • Key Stage 3. | • Behavioural standards. |
| • Key Stage 4. | • Extra-curricular activities. |
| • Examinations/ accreditations. | • Attendance and punctuality. |

III. Leading and Managing Staff

Heads of Faculty are accountable for providing all those involved in the teaching or support of the subject with support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. The following identify aspects and prompts, (not exhaustive) incorporated within the leadership and management role:

Performance Management

Line management of team members:

- Overall performance.
- Challenging objectives and their review.
- Development that reflects Academy, departmental and individual needs and aspirations.
- Capability.

Personnel

- Effect and contribute to the strategic leadership and management of the team.
- Participation in the selection of new staff.
- Delegation where appropriate.
- Communication.
- Organisational skills.
- Support, guide and motivate team members and support staff.
- Heighten common purpose/shared vision – secure commitment with team.
- Team work.
- Chairing meetings.
- Coaching.
- Mentoring.
- Induction.
- Performance management.
- HLTAs/TAs/Support Staff/Administrative Staff.
- References.

Efficient and effective deployment of staff and resources

Heads of Faculty are accountable for identifying appropriate resources for the subject and ensuring that they are used efficiently, effectively and safely. The following identify aspects to aid leadership and management role.

- Accommodation – ambiance conducive to learning.
- Risk assessment.
- Value for money.
- Effective deployment of staff.
- Safety

IV. General

- The duties and responsibilities of the post will be subject to those detailed in the Academy contract issued to all teachers.
- This Job Description does not define in detail all the duties/responsibilities of the post. It will be reviewed at least once a year as part of the performance management process and may be subject to modification or amendment after consultation and agreement with the post holder.
- Staffs' individual priorities for each academic year will be identified through team plans. It is the responsibility of each individual member of staff to meet the agreed targets within the context of the Academy's improvement plan.

- Team priorities for each academic year will be identified through the Academy's improvement plan. It is the responsibility of the Head of Faculty to ensure team plans are implemented, monitored and reviewed and for individual team members to meet the targets set.

V. Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trust Health and Safety policy.

VI. Professional Accountability

- The post holder is required to 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. In addition, they are to contribute to the achievement of the school's objectives.

VII. Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

VIII. Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Declaration

The Alpha Academies Trust is committed to safeguarding and promoting the welfare of children and young people.

Signed _____ Dated _____

Print name _____

PERSON SPECIFICATION

APPOINTMENT OF: HEAD OF FACULTY

Minimum Requirements	Measured by: A) Application B) Test/Exercise C) Interview
QUALIFICATIONS/TRAINING: It is essential that the post holder: <ul style="list-style-type: none"> • Degree or equivalent qualification. • Qualified teacher status. • Recent and relevant personal and professional development. • Recent and relevant leadership and/or management qualification. 	A
EXPERIENCE/KNOWLEDGE: It is essential that the post holder: <ul style="list-style-type: none"> • Recognised high quality record as an effective and efficient subject teacher and tutor. • Successful leadership and management experience in a relevant curriculum, pastoral or wider school role. • A track record of organising curriculum and extra-curricular events. • Proven track record of managing change to make a demonstrable impact on performance. • Experience in developing effective working relationships with partners and stakeholders in and out of school. • Successful experience of strategic development planning, implementation and self-evaluation with clear, successful outcomes at a team level. • Experience of developing individualised learning that has impacted on students' learning and teaching approaches adopted by staff. • A good knowledge and understanding of key national education priorities, policies and programmes in relation to the role. • A well-developed philosophy of high aspirations and expectations for every student to receive a good education and achieve high standards in the context of the curriculum specialism or faculty. 	A & C

<p>SKILLS AND ABILITIES: It is essential that the post holder:</p> <ul style="list-style-type: none"> • Be able to articulate a vision underpinned by targets and goals aligned with an ability to empower others. • Ability to translate that vision into reality. • Highly developed interpersonal and communication skills. • Ability to communicate to a wide variety of audiences. • Commitment to high standards, continuous improvement, quality assurance and the development of staff. • Ability to establish a positive ethos and sense of high achievement for all. • Ability to manage change; lead innovations and meet challenges successfully. • Strong negotiating and influencing skills. • Recognise the importance to empathise with the needs of students, parents/carers and staff in a firm, consistent manner. • Ability to command respect from students, staff, parents, governors and the wider community and be a strong identifiable presence in the school. • Openness to challenge, risk-taking and creative ideas. • A clear understanding of the collation and implementation of a variety of data capture sources. • Ability to understand, analyse and make effective use of a wide range of data. • Is a capable, energetic and motivating leader who engages people naturally, can operate in a sophisticated network of partnerships and stakeholders and has a strong commitment to comprehensive education. • Can lead and manage a named faculty 	<p>A & C</p>
<p>ADDITIONAL FACTORS: It is essential that the post holder:</p> <ul style="list-style-type: none"> • Responsible for improving the quality of teaching and learning and for raising levels of student progress. The expected outcome will be that every child receives a good education and achieves standards that are at least in line with or better than the standards expected of them. • A willingness to undertake appropriate training. • Awareness and sensitivity with regard to equal opportunities and race equality. • An ability to fulfil all spoken aspects of the role with confidence through the medium of English. 	<p>C</p>