



TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Head of Performance and Visual Arts Faculty
LOCATION	County High School (may be deployed to other Trust locations)
GRADE / SCALE POINT – SALARY	MPR/UPR + TLR
REPORTING TO	Head Teacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership “the Trust”) at all times;
- Nurturing students’ passions and interests and stimulating their intellectual curiosity;
- Continuously raising students’ aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Intentionally developing Students’ Leadership Awards Skills;
- Actively supporting and promoting Student voice;

All teachers are required to meet the national standards for teachers according to their role. In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

JOB PURPOSE

- To lead and manage the performing and visual arts faculty
- To be accountable for student progress and attainment within the faculty
- To monitor student achievement levels and ensure that strategies are in place to maximise standards of attainment
- To develop and enhance the teaching practice of the other members of the faculty



KEY TASKS & RESPONSIBILITIES

Curriculum

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum to meet the needs of all students studying in the faculty
- To assume direct responsibility for one subject within the faculty including the development of syllabi, resources, Schemes of Work (SOW) and assessment strategies
- To lead curriculum development for the faculty
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to faculty members
- To ensure that statutory requirements are met

Monitoring and Evaluation

- To assume responsibility for monitoring and evaluation of school policies and procedures within the faculty, and the teaching and assessment of members of the faculty.
- To lead Self Evaluation activities and carry out the activities as a means of improving faculty practice and identifying areas for development

Strategic Leadership

- To lead faculty colleagues in formulating aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school
- To assume responsibility for writing, overseeing and evaluating the faculty improvement plan on an annual cycle
- To lead on the implementation and evaluation of the school development plan themes
- To plan the development of staff expertise to achieve faculty improvement plan objectives
- To monitor and evaluate the contribution and impact of faculty members to school improvement

Quality Assurance

- To ensure that all school policies are implemented by all faculty members
- To carry out lesson observations and feedback in line with the school's Self Evaluation Policy
- To ensure high expectations and consistent excellent practice throughout the faculty
- To ensure consistently high standards of student behaviour in the faculty by role modelling, supporting colleagues, intervening and following up any incidents or issues
- To implement and evaluate the impact of improvement activities on the quality of teaching and learning in the faculty



- To identify appropriate attainment targets, monitor student standards and support the achievement of annual targets, in liaison with subject leaders
- To actively monitor, analyse and evaluate student progress and attainment, formatively and summatively
- To ensure the implementation of all school evaluation systems in line with the School's Self Evaluation Policy

Resources

- To effectively manage and deploy teaching and support staff
- To effectively manage the faculty's budget in order to progress SDP priorities, maximise attainment and meet the school's aims of providing value for money.
- To bid for resources as part of the SDP
- To effectively manage physical resources, stock and faculty accommodation in order to maximise student attainment levels and ensure an ambience conducive to learning
- To ensure that risk assessments and Health and Safety checks are carried out in line with school policy

Staffing

- To be a performance manager for the post holders in the faculty, carrying out Professional Growth reviews in line with school policy and setting challenging objectives
- To support other team leaders in the faculty in discharging their performance management duties and to monitor the effectiveness of performance management arrangements in the faculty
- To ensure that the career and professional development needs of all members of the faculty are addressed
- To oversee the arrangements made by the Heads of Subject for covering the lessons of absent staff in the faculty
- To support, guide and motivate faculty members
- To participate in the recruitment and interview process for members of the faculty
- To ensure effective induction of new staff in line with school procedures
- To promote teamwork and to motivate staff to ensure effective learning relations
- To be responsible for the day to day management of staff within the faculty and to act as a positive role model
- To provide advice to colleagues in the faculty on threshold, UPS, references, promotion, behaviour management, etc
- To delegate appropriately to postholders in the faculty cross curricular responsibilities for Challenge, SEN & ICT
- To organise faculty meetings and arrange chairing and minuting
- To support and challenge faculty members, including in circumstances where they are underperforming



Management Information

- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from referrals, data and reports
- To produce reports on examination performance, supported by subject leaders
- To ensure that all faculty members use data appropriately to set targets, expectations and to differentiate their teaching

Communication

- To coordinate and oversee marking in line with school policy
- To quality control reports on students, supported by subject leaders in the faculty
- To oversee feedback from the faculty to parents
- To prepare reports on the work of the faculty e.g for governors
- To make contributions relating to the work of the faculty to school publications (The Accolade; The County Circular)
- To keep faculty members informed of whole school matters and developments
- To provide the Headteacher with relevant pupil performance information
- To promote the work of the faculty
- To liaise with partner schools, primary schools, higher education establishments, industry, exam boards, awarding bodies and other relevant external agencies

Students

- To be responsible for effective and efficient timetable arrangements and organisation of teaching groups
- To be responsible for student behaviour, wellbeing and development within the faculty
- To support the Head of Year whose year group the HOF is attached to

School Ethos

- To contribute to the development of whole school policy as a member of the middle leadership team
- To represent the faculty at middle leader briefings and meetings
- To support the school ethos, aims and policies

Whole School Contribution

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To continue professional development
- To comply with the schools' Health and Safety policy
- To undertake any other duty as specified by STPCD not mentioned above



SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

February 2024



**PERSON
SPECIFICATION
HEAD OF DEPARTMENT**

CRITERIA	ESSENTIAL	DESIREABLE
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL) 	<ul style="list-style-type: none"> •
Experience and Knowledge	<ul style="list-style-type: none"> • High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working. • Experience of teaching and moderating GCSE Drama and Music. 	<ul style="list-style-type: none"> • Minimum 6 years post qualification teaching experience.
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic paperwork 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures



Key Skills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's primary schools to secure high attainment for all children in the relevant Year / Subject Group(s) / Key Stage(s). 	
Leadership	<ul style="list-style-type: none"> • Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on pupil achievement • Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year group(s) Key Stage(s) / Subject(s) pupil outcomes. 	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training 	



- Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency
- Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes

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