**Job Description**

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| **Post: Faculty LeaderResponsible to: Senior Leadership Team** |

The fundamental role of the Faculty Leader is to evaluate the impact that teachers in their Faculty have on their students. It is to ‘know thy impact’, it is to understand this impact, and it is to act on this knowing and understanding.

In evaluating impact, it is necessary to have **defensible** and **dependable** evidence. This will require leadership, ensuring that teachers design effective, summative assessments, consisting of well considered questions, which assess the key constructs within a teaching unit.

The Faculty Leader will lead the process of acting on the understanding gained from defensible and dependable assessment evidence.

**Core duties:**

1. Faculty leaders should possess the necessary leadership skills, attributes and professional competencies in order to lead and manage people to work towards common goals. Well-developed leadership skills should allow Faculty leaders to:
	1. Secure commitment to a clear aim and direction for the subject/s within the Faculty.
	2. Cultivate a team ethos, acknowledging and utilising the experience, expertise and contribution of others.
	3. Devolve responsibilities and delegate tasks; as appropriate.
	4. Ensure good communication with, and between, staff who teach and have a responsibility for the different subject areas.
	5. Coordinate interventions designed to raise the attainment of students within the different subject areas.
2. Faculty leaders should display expert knowledge and understanding of how pupils learn and how this impacts on teaching and pupils’ achievement. Knowledge of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of learning should allow subject leaders to:
	1. Be the lead practitioner in the Faculty.
	2. Provide guidance on teaching and learning methods to meet the needs of different pupils.
	3. Provide guidance and support to newly qualified or inexperienced colleagues, particularly in terms of teaching technique and classroom management.
	4. Give full and direct support to any colleague who may be experiencing difficulty with a pupil or group of pupils in terms of work and/or classroom management.
	5. To act as the appraiser for teachers within the Faculty as required.

1. Lead staff in the design and provision of an engaging curriculum across all subjects within the Faculty.
	1. Ensure learning in each subject is divided first into academic years and then into units, and is communicated with all stakeholders through a course plan.
	2. Ensure that the key constructs for each unit are identified and are clearly understood by all teachers within the Faculty.

1. Across all subjects within the Faculty, make use of formative and summative assessment to secure pupils’ progress.
	1. Ensure that all teachers have a formative assessment system that is used to track development of the key constructs for the unit during teaching.
	2. Ensure that each unit has a summative assessment that is used to assess pupils’ learning of the key constructs.

1. Know thy impact
	1. Devise and maintain a system for recording and monitoring pupils’ performance in summative assessments.
	2. Ensure assessments are carefully constructed and are effective in assessing pupils’ progress in relation to the key constructs for each unit, so that they can be considered defensible and dependable evidence of pupils’ progress.
	3. Using summative assessments and any other relevant source, evaluate pupils’ learning every twelve weeks and present this in a Faculty report.

**Additional duties:**

In additional to the core duties above, subject leaders should:

* Hold regular departmental meetings to discuss whole school, departmental and cross-curricular issues.
* Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within subject/s, liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the Faculty.
* Working with teaching staff within the Faculty, re-appraise examination syllabuses on a regular basis.
* Make recommendations with regard to the allocation of teaching staff within the department, taking into account experience, professional development and the needs of teaching groups.
* To undertake other reasonable responsibilities delegated to the post-holder by the Headteacher.