

**JOB TITLE: ACCOUNTABLE TO: RESPONSIBLE FOR: TLR SCALE:**

**START DATE:**

**Head of Faculty**

**Senior Leadership Team**

**Subject Leads / Curriculum Leads TLR 1B 1st September 2023**

The Head of Faculty will provide effective professional leadership and management of the faculty in order to secure and sustain a curriculum with high quality teaching, effective use of resources and improve the standards of learning, assessment and achievement of all pupils.

|  |  |
| --- | --- |
| **Faculty culture** | 1. Communicate an ambitious vision for the Faculty aligned with the School’s   Mission, Ethos and Development Plan.   1. Lead and develop Subject/Curriculum Leads to create and sustain a culture of high expectations, aspirations and innovation. 2. Promote collaborative excellence to ensure the highest achievements in academic and vocational work along with effective monitoring of the quality of learning, teaching and assessment as well as learners’ progress and skills development. 3. Work with Subject/Curriculum Leads to focus consistently on improving provision and outcomes to rapidly reduce the achievement gap for all groups, especially disadvantaged pupils. 4. Base actions on a deep and accurate understanding of the Faculty’s effectiveness, informed by the views of pupils, parents and staff. 5. Model high expectations for the conduct of staff and pupils. |
| **Faculty Leadership and management** | 1. Lead the design and implementation of the curriculum, ensuring breadth, balance, depth and challenge. Ensure it has a highly positive impact on pupils’ outcomes and their personal development, character, behaviour and welfare. 2. Be responsible for Subject/Curriculum Leads planning curriculum alignment with whole-school themes and identify areas for development. Ensure rich, |

|  |  |
| --- | --- |
|  | varied and relevant content for effective continuity and progression from years 7-13.   1. Regularly monitor and evaluate Schemes of Work written by Leads and review them in consideration of the Catholic curriculum directory and exam syllabi. 2. Support the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding, and to improve their skills. 3. Develop links across subjects and monitor and promote effective classroom practice within the Faculty. |
| **Learning, teaching and assessment strategy** | 1. Demonstrate the highest standards of teaching and be a positive professional role model. 2. Be responsible for the appropriate provision of all subjects within the Faculty. 3. Evaluate the effectiveness of the Faculty’s assessment, tracking and monitoring strategies. 4. Monitor and develop standards of learning and teaching regularly to inform training and support. 5. Liaise with the SEN Co-ordinator to identify and support pupils with additional needs. Ensure Subject/Curriculum Leads provide appropriate support to achieve excellent progress of these pupils. 6. Maintain up-to-date knowledge and understanding of pedagogy and practice across all subjects to support Subject Leads. 7. Work to eradicate variabilities across the Faculty by promoting the most effective research-based strategies for formative and summative assessments, in line with the **Teaching and Learning Policy**, **Assessment Policy** and the **Faculty Assessment Policy.** 8. Ensure strong and effective formative assessment is evident throughout Faculty planning, teaching and the setting of home learning. 9. Support Subject/Curriculum Leads to ensure data drops and reports are completed by the deadline, followed by data monitoring and intervention. 10. Liaise with the Exams Manager to lead preparations for public and mock examinations. 11. Monitor and evaluate Schemes of Work written by Subject and Curriculum Leads. |
| **Behaviour for learning strategy** | 1. Regularly monitor all incidents within the Faculty and provide follow-up, including recommendations of consequences and interventions and to support staff in restorative conversations. 2. Liaise with Achievement Leaders to monitor classes or specific pupils 3. Work with Achievement Leaders and Deputy Achievement Leaders to ensure the best behaviour follow-up for all incidents. 4. Engage parental contact and support regarding behaviour incidents to   improve attitudes to learning. |

|  |  |
| --- | --- |
|  | 5. Provide behaviour management support to all staff in the Faculty and behaviour management coaching and mentoring for those requiring  Behaviour for Learning development. |
| **Leadership** | 1. Keep abreast of recent educational developments in the subject areas and role-model best classroom practice. 2. Ensure Faculty timetables show efficiency and equity. 3. Promote a high-performance climate and innovative Faculty culture that thrives on high levels of trust, debate and reflection about the way we teach. 4. Support Subject Leaders to set high expectations and consistency in managing pupil behaviour and monitoring home learning. 5. Evaluate, develop and monitor the work of the Faculty. Ensure efficient workload for pupils and staff. 6. Lead regular Faculty meetings to share best practice and keep the SLT line- manager abreast of agenda and minutes. 7. Meet regularly with the Faculty SLT Line-Manager. 8. Attend and contribute to all heads of Faculty and Middle Leadership Meetings. 9. Ensure all Faculty members, including part-time staff, are kept abreast of initiatives and policies at LSU/LaSWAP and attend LaSWAP meetings as required. 10. Advise and assist the governing body as required in the exercising of its functions including attending meetings and writing reports. 11. Attend relevant diocesan meetings. 12. Attend senior leadership meetings when relevant. |
| **Developing others: coaching, mentoring and talent management** | 1. Use coaching and mentoring to develop the leadership capacity within the Faculty. 2. Use line-management and appraisal to support and challenge Subject Leads to improve themselves and their subjects. 3. Support Subject Leads appropriately to meet the **Teachers’ standards** and set challenging targets in line with the school’s **Appraisal Policy** and **School Development Plan**. 4. Induct all new staff in the mission and ethos of the school. Provide focus on professional development for all Faculty staff, especially those at the early stage of their careers. 5. Regularly review Faculty organisation with the SLT Line-Manger to ensure the right people are in the right job at the right time. 6. Develop the Curriculum Lead (in English and Maths) to be adaptable to lead on key priorities. 7. Liaise with the HR Manager to plan for the recruitment and retention of staff, including the marketing of the Faculty externally to attract the best talent. 8. Participate in the interview process for recruitment. 9. Value diversity within the Faculty. |

|  |  |
| --- | --- |
| **Quality assurance and administration** | 1. Produce an annual Faculty Evaluation Report for the Headteacher. 2. Write and carry out a Faculty Development Plan and Monitoring Calendar for all relevant key stages. Identify clear strategies for improvement and quality assurance to support the School Development Plan and improve Faculty practice and pupil outcomes. 3. Create a Faculty Handbook to implement effective and consistent practice. 4. Set the strategy for improving learning and teaching through pupil voice quality assurance. 5. Seek best value for the efficient deployment of capitation and Faculty resources. 6. Regularly review the curriculum offer, staffing needs and deployment and measure the impacts on pupil outcomes. 7. Monitor and evaluate standards of learning, teaching and assessment by quality assuring observations in line with the **Teaching and Learning Policy** and **Appraisal Policy**. Arrange half-termly feedback for all staff. 8. Monitor and evaluate the Schemes of Work and assessments written by Subject Leads. Maintain up-to-date knowledge and understanding of pedagogy and practice. 9. Oversee the completion of high-quality assessment, reporting home and review the effectiveness of reports. 10. Implement rigorous data monitoring and intervention with full understanding of different groups’ achievement and the reasons for underachievement. 11. Review and update assessment and feedback policies and curriculum guides annually. 12. Undertake risk assessments for trips or extra-curricular provision using the Evolve system. 13. Contribute to the School website, Staff and Family bulletins and Newsletter to raise the profile of the Faculty and keep parents and staff informed. 14. Respond to parental concerns when raised. 15. Safeguard school property and maintain an attractive learning environment in subject areas. |
| **The internal organisation, management and control of the school** | 1. Support and develop the ethos, values and overall purpose of the School. 2. Promote the Catholic life of the school and prepare for Diocesan inspections. 3. Plan improvements which will translate school aims and policies into actions. 4. Ensure efficient organisation, management and supervision of School routines. 5. Implement the Governing Body’s policies on equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability, special needs and other protected characteristics. 6. Treat all information acquired through employment, both formally and   informally, in strict confidence. |

|  |  |
| --- | --- |
|  | 1. Be aware of responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data on such systems and ensure that all processes are complied with. 2. Show awareness of and compliance with policies and procedures relating to child protection, reporting all concerns to an appropriate person. 3. Ensure the appropriate setting of cover work and remote learning. 4. Monitor Staff attendance and carry out return-to-work interviews. Check risk assessments are in place for expectant mothers and clinically vulnerable staff. 5. Liaise with the Finance Manager to manage the Faculty budget and review printing expenditure monthly. Seek best value, review the curriculum offer, staffing needs and authorise orders. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.

**…............................................**

**Subject**

**………………………………………………. ……………………………………………… ………………………………….**

**Head of Faculty Name Signature Date**

**………………………………………………. ……………………………………………… ………………………………….**

**SLT Member Signature Date**

**Head of Faculty**

**Person Specification**

The person specification shows the abilities and skills necessary to carry out the duties in the job description. You should indicate clearly how you meet these requirements with examples of impact when completing the application form and supporting statement. This is a reserved post and the successful applicant will be a practising Roman Catholic

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| **QUALIFICATIONS AND EXPERIENCE** | |
| Qualified Teacher Status or Qualified Teacher Learning and Skills | 5 years’ qualified teacher status. |
| Status (QTS or QTLS). A good honours degree | Evidence of a completed significant |
| Experience of a substantive middle leadership role with | further relevant study in an aspect of |
| evidence of leading on raising attainment and progress. | education or special educational needs. |
|  |  |
| Experience of successfully teaching pupils with a wide range of |  |
| learning difficulties in both mainstream and special settings. |  |
| **STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL** | |
| The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community.  The commitment to develop a positive, diverse and inclusive school ethos which values all individuals and challenges any form of discrimination.  Experience of school self-assessment and school improvement planning to secure effective learning, teaching and assessment and raise standards.  Knowledge of recent educational developments, evidence-based research, initiatives and legislation, and how they may impact on the school. | Experience of working with Local Authority staff. |
| **LEADERSHIP AND MANAGEMENT** | |
| Proven experience as a self-reflective Head of Department who sets high standards and a positive team culture to achieve the school’s vision.  Proven ability to self-motivate, use initiative and lead proactively to produce the best outcomes for pupils. The ability to apply flexible leadership approaches to support the faculty to achieve key priorities.  To lead and manage Subject Leads effectively. The ability to create  and sustain a high performing team in line with the school’s ethos. |  |

|  |  |
| --- | --- |
| The ability to develop others through mentoring, coaching and networking to ensure high standards and consistent high-quality teaching, learning and assessment.  To possess excellent listening, written and oral communication skills, the ability to chair meetings, make presentations and to communicate effectively with pupils, parents, governors and staff.  Liaise with the school timetabler to write the faculty timetable and decide allocations for staff. Considered delegation and regular review of the impact of workload. |  |
| **TEACHING AND LEARNING** | |
| The ability to create a safe and stimulating environment that contributes positively to teaching and learning.  The knowledge and skills to promote high standards of discipline and behaviour.  A proven ability in the use of information and communication technologies and of their application in management and education.  Experience of successfully leading whole-school curriculum developments. | Experience of, and commitment to, broadening the range of opportunities available to pupils through extra- curricular activities. |
| **PERSONAL ATTRIBUTES** | |
| Ability to prioritise, plan and organise themselves as well as others.  Track record of setting and achieving ambitious, challenging goals and targets.  Ability to lead and work within a large team.  Ability to inspire, challenge, motivate and empower others to carry the vision of the school and team forward.  To be pupil-focused in all regards.  To develop positive and mutually supportive working relationships with all colleagues.  To promote learning through the full range of extra-curricular opportunities and community events.  To build positive relationships with all stakeholders. |  |
| **FINANCIAL AND RESOURCE MANAGEMENT** | |
| Experience of successfully managing a key stage or departmental budget. |  |

The school is committed to recruitment for inclusion and diversity. The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS check.