

# Head of Faculty

Job description and person specification

## Job description

**Post title:** Head of Faculty

**Salary:** MPS / UPS & TLR 1B

**Reports to:** Vice Principal

Diverse Academies is a multi-academy trust with a vision to inspire, to raise aspirations and to create brighter tomorrows. Across primary, secondary and special settings, we share a common mission to nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we believe we can make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

We empower. We respect. We care.

### Purpose of the post

- To lead the faculty and to be a significant role model for students and staff.
- To improve and drive standards, to manage and develop the faculty team.
- To raise attainment and contribute to faculty and academy improvement and development.

### Main duties and responsibilities

#### Leadership:

- To support the promotion and enhancement of the vision of the faculty, in alignment with the academy and Trust
- To attend networking opportunities in order to enhance our own academy as well as to positively impact on others within the Trust
- To actively promote academy and trust policies
- To lead the faculty and to be a significant role model for students and staff
- To role model leadership to others within the team
- To share the responsibilities required to enable the faculty/subject to function successfully
- To line manage faculty members, and adhere to policies and procedures to support their development
- To attend and contribute to meetings/development time according to the academy's meetings/development time schedule
- To play an active role in the whole academy QA cycle, taking action where appropriate
- To ensure that teacher absence does not have a detrimental impact on students (co-ordinating cover work set or setting this where required, supporting covering staff, maintaining assessments, inputting of data, analysis of data)

### **Teaching and Learning:**

- To lead and participate in faculty/subject planning, development of appropriate syllabuses, resources and schemes of work
- To support the delivery of learning and teaching initiatives in the faculty
- To ensure the teaching of new teachers in the faculty is evaluated and supported
- To ensure that the quality of teaching and learning in lessons is of the highest possible quality
- To maintain high expectations of students and ensure that teaching approaches and materials are commensurate with student capability so that the optimum standard of student achievement is reached
- To ensure transition between all key stages is appropriate.
- To teach to the highest possible standard in the appropriate curriculum area/s as agreed with the Principal, within the framework of the National Curriculum (where appropriate), department and whole academy policies and requirements
- To set and mark homework/extended learning tasks according to the whole academy and faculty policy, and ensure this is done by all members of the faculty

### **Behaviour and Attitudes:**

- To support whole academy policies regarding behaviour, taking a lead on implementing policy into practice
- To maintain good classroom discipline and to support and promote high levels of discipline across the academy
- To ensure and support high quality classroom management
- To support high levels of attendance within the faculty
- To administer sanctions, including detentions, and liaise regarding exclusions, and to liaise with parents and carers as necessary and in line with policy and procedures
- To promote parental engagement via academy systems, including responding to parents in a timely manner and escalating concerns appropriately as required
- To actively provide opportunities for eliciting views of parents and students, using this information to guide and shape practice
- To reward students within the faculty and to publicly celebrate their achievements
- To actively promote and support British Values, Protected Characteristics and anti-bullying strategies in support of equality and inclusion
- To actively promote and support career pathways and education

### **Outcomes:**

- To improve and drive standards
- To implement all aspects of the academy's Assessment, Recording and Reporting Policy including completion of Interim Reports, other assessment, recording and reporting requirements and attending Progress Evenings to discuss student progress with parents/carers
- To support the dissemination, understanding and analysis of performance data
- To closely monitor student's progress against pre-determined targets according to whole academy and faculty policies
- To keep records of student achievement and progress

## Additional

- We all have a responsibility for providing and safeguarding the welfare of children and young people we are responsible for or come into contact with.
- Collectively, we share and co-develop best practice for the benefit of all our academies.
- We promote the employment of people with disabilities and will make adjustments considered reasonable to the above duties.
- You will have the opportunity to access the very best professional development and therefore may be required to attend, from time to time, training courses, conferences, seminars or other meetings.
- This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties discussed and directed by the line manager.
- We empower our colleagues to enable our students and pupils to meet the highest possible standards, and we recognise that all our staff have a role in improving student outcomes.
- The contents and allocation of particular responsibilities and duties may be amended after consultation from time to time as part of a broader structural review.
- We have an established framework of core principles and practice to which all our academies subscribe, which are developed and agreed on in collaboration.
- It is a condition of your employment you are expected to adhere to our policies, procedures and guidelines.

## Person specification

The following qualities are all deemed fundamental to the requirements of the post. The Trust will, therefore, be seeking evidence of these in the selection process, which will include the application, interview(s) and references. The Trust is seeking to appoint highly skilled, dynamic, flexible and committed staff with the potential to help us realise our vision and strategic objectives. The appointing panel will, therefore, require sufficient evidence of ability and achievement in each of the following areas in order to make an appointment.

Category	Essential	Desirable	Evidence
<b>Qualifications</b>			
Qualified to teach and work in the UK	✓		Application form
Ability to teach ages 11-16	✓		
Ability to teach Post 16	✓		
Relevant degree	✓		
<b>Knowledge and understanding</b>			
Experience of raising attainment in a differentiated classroom environment	✓		Application form
Evidence of continually improving the teaching and learning of the subject through schemes of work and extra-curricular activities		✓	
Up to date knowledge in the curriculum area	✓		
Good knowledge of pedagogy	✓		Interview
Experience of successfully raising attainment	✓		
Commitment to the safeguarding and welfare of all students and providing equality of opportunity	✓		Portfolio of work
Able to use ICT as a vehicle for effective learning and teaching	✓		
The ability to deliver across KS3 and KS4	✓		References
Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour	✓		
<b>Skills and attributes</b>			
Passion for the subject	✓		Application
High expectations for accountability and consistency	✓		
Resilience, motivation and commitment to driving up standards of achievement	✓		
Motivation to continually improve standards and achieve excellence	✓		Interview
Enthusiastic, confident, positive, self-motivated and determined	✓		
Excellent communication, planning, organisational, listening and time management skills	✓		Portfolio of work
Shows commitment to a supportive, coaching culture	✓		
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and recognition	✓		References
Able to work closely with colleagues, build strong relationships and engage external stakeholders	✓		
Readiness to reflect and self-evaluate, and the ability to change, develop and improve	✓		
Work well under pressure	✓		
Work effectively alone and as a part of a team	✓		

Develop positive relationships and acts as a role model to staff and students	✓		
High levels of honesty and integrity	✓		
<b>Core</b>			
Able to work flexibly according to the needs of the service	✓		Interview
The post holder will be subject to an enhanced Disclosure & Barring Service check	✓		Pre-employment checks
Prior to confirming an appointment to the Trust, individuals are asked to complete a medical questionnaire in order that the Trusts Occupational Health provider can ascertain their medical fitness for the post	✓		