**Job Specification**

**Post Title:** Faculty Leader

**Whole School responsibility: Sport & Vocation**

To promote and maintain an enthusiastic culture of sport, that encourages participation, enjoyment and competitiveness.

To provide pupils with a clear vocational route into future careers and pathways, simulating industry settings wherever possible.

**Reporting to:** SLT link

**Scale:** TLR2c

Direction and Development

* Lead, inspire, and motivate by engendering a culture of openness and positivity, in which colleagues are encouraged to use their initiative and are fully supported, whilst being accountable for their own performance
* Adhere to the principles of Ethical Leadership
* Actively promote the school’s values: Determination, Togetherness, Achievement, Respect, Kindness and Opportunity
* Foster in your team a culture of self-reflection and a determination to provide the best education for all pupils, relentlessly looking for the best ways to impart knowledge to ‘the whole child’ whatever their needs or starting points
* Embed your faculty’s whole school responsibility/focus in your everyday practice
* If applicable, ensure the faculty’s whole school focus is effectively planned, calendared, advertised and marketed with responsibilities shared fairly throughout the faculty
* Attend and contribute to strategic Leadership meetings, displaying an understanding of strategic vision for whole school improvement
* Play an effective role as part of the Middle Leadership Team, always looking for ways to promote the school’s values
* Develop and implement subject-specific policies and practices which support the school’s priorities
* Hold regular faculty meetings, which focus on whole school priorities. Minutes (brief, dated actions) of which must be recorded and sent to SLT link and Headteacher’s PA
* Produce and implement a Faculty Action Plan, which should be a working document, referred to and updated routinely
* Routinely analyse internal and external academic results, drawing on a range of assessment and baseline data to identify strengths and development areas of both pupils and staff
* Regularly promote the profile of the faculty within the school and beyond
* To be cognisant of key subject developments in terms of both content and assessment and to share this information with colleagues.
* Ensure opportunities to communicate with parents and carers are maximised by the faculty

Faculty Management

* Provide decisive and Ethical Leadership, imparting both direction and drive
* Establish and maintain a positive learning environment through regular monitoring and evaluation of colleagues by lesson observation, learning walks, work scrutiny and use of pupil voice. Faculty Leaders will observe colleagues formally during school observations cycles and take part in ‘book looks/work scrutiny’. In addition, faculty scrutiny of pupils’ work and both teachers’ planning and marking should take place as per calendar
* Faculty Leaders should ensure that all assessment and feedback follows the school’s policy
* Set clear expectations about professional conduct and working relationships amongst faculty staff, ensuring effective delegation of responsibilities and tasks
* Appraise staff in line with school policy and use the process to develop the personal and professional effectiveness of staff
* Ensure that all staff engage in continuous professional development (CPD) by conducting an annual career review, agreeing professional development targets and by putting in place appropriate training and support. Leaders should liaise closely with the SLT link to ensure best practice on this front
* Ensure that appropriate arrangements are in place to induct new staff to the faculty and that trainee and Newly Qualified Teachers are monitored, supported and assessed, in line with statutory requirements. Liaise with the school’s NQT Coordinator
* Support faculty colleagues in the consistent use of pupil sanctions and rewards, informed by the school’s policy
* Attend and play an active role in all meetings
* Assist in the recruitment of faculty staff
* Ensure that Health and Safety policies and practices, including risk assessments, throughout the faculty are in line with national requirements and are updated where necessary, liaising with the school's Business Manager where appropriate
* Ensure the effective and consistent implementation of school Policies
* Ensure appropriate cover is set when colleagues are absent

Teaching and Learning

* Seek to broaden the horizon of pupils, including the opportunity to learn beyond the classroom
* Lead by example by modelling innovation and excellent practice
* Ensure that schemes of work provide for a curriculum that meets the needs of our varied cohorts, and allows continuity and progressions of skills, knowledge and understanding
* Ensure that all teachers plan for their lessons, taking into account literacy development, fostering independence, and the need for cultural capital to be woven into our teaching
* Establish robust assessment systems and ensure that they are used with consistency. Faculty assessment should be standardised, moderated and used to inform planning
* Monitor pupil progress and intervene where necessary, by offering support and communicating with key stakeholders
* Provide guidance and training for colleagues on effective teaching and learning
* Ensure that the faculty is aware of the needs of all of our cohorts (e.g. SEND, EAL, HA, LA) and that teaching within the faculty addresses the needs of all of these pupils
* Develop and maintain a stimulating and interesting Learning Environment

Deployment of Staff and Resources

* Establish staffing and resource needs. Manage the faculty budget effectively.
* Coordinate, and contribute to, faculty revision sessions and interventions
* Ensure best use of subject expertise and physical resources
* Facilitate the use of ICT, for learning and administration
* Maintain and store faculty resources in good order and organise them in a way that provides ready access to colleagues. An inventory of faculty resources should be maintained
* Market the faculty effectively, including at school events, and maintain a positive and regular profile on social media platforms, consulting the school’s marketing manager where necessary and keeping her informed of all your newsworthy events

Academic Administration

* Work with the Exams Officer and SLT lead to communicate key examination dates to parents
* Provide papers and mark schemes for internal examinations
* Manage external examination entries
* Co-ordinate, mark and moderate coursework within the faculty. Ensure external verification and moderation of faculty judgments is calendared and effective
* Ensure 100% of data inputs are on time and quality assured
* Ensure you are up to date and adhering to JCQ regulations
* Regularly check the exam board and course is most suitable for pupils

N.B: Every subject teacher will be expected to undertake tutorial responsibilities.

This job description will be reviewed when necessary and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

**You will be expected to carry out any other duties required of a Leader and as reasonably required by the Headteacher or member of the Senior Leadership Team.**

**Appendix 1**

**TEACHERS’ STANDARDS**

**PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**PART ONE: TEACHING**

**A teacher must:**

1. **Set high expectations which inspire, motivate and challenge pupils**

* Establish a safe and stimulating environment for pupils, rooted in mutual respect
* Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

1. **Promote good progress and outcomes by pupils**

* Be accountable for pupils’ attainment, progress and outcomes
* Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* Guide pupils to reflect on the progress they have made and their emerging needs
* Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* Encourage pupils to take a responsible and conscientious attitude to their own work and study

1. **Demonstrate good subject and curriculum knowledge**

* Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

1. **Plan and teach well-structured lessons**

* Impart knowledge and develop understanding through effective use of lesson time
* Promote a love of learning and children’s intellectual curiosity
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* Reflect systematically on the effectiveness of lessons and approaches to teaching
* Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

1. **Adapt teaching to respond to the strengths and needs of all pupils**

* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

1. **Make accurate and productive use of assessment**

* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* Make use of formative and summative assessment to secure pupils’ progress
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

1. **Manage behaviour effectively to ensure a good and safe learning environment**

* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

1. **Fulfil wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the school
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* Deploy support staff effectively
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* Communicate effectively with parents with regard to pupils’ achievements and well-being

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* Showing tolerance of and respect for the rights of others
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law
* Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

**PART THREE: FIR VALE BASICS**

Teachers are expected to ‘Meet and Greet’ all pupils at the door at the start of the lesson and ensure learning begins as soon as possible. The register is done in the first 10 minutes of the lesson, ensuring a head count is also done.

Teachers are expected to model and encourage correct use of the English language, so that students can learn how to speak and write English with fluency and accuracy.

Teachers must ensure pupils have a clear seating plan and/or a safe and embedded routine for how they conduct themselves throughout the lesson to ensure safety and so that good learning behaviours are developed.

Teachers ensure that pupils take pride in their environment by showing pride in their own classrooms and work areas.

Teachers are expected to use ‘silent hands up’ as the primary means of gaining silence.

Teachers are expected, where possible, to set effective cover work if they are absent. Where this is not possible, they must contact a colleague to arrange cover.

Teachers must ensure that for written subjects, pupils normally work in an exercise book. If worksheets or file paper are to be used, these must be kept in a well-orgainsed, neat folder.

Teachers are expected to dismiss pupils in a calm and orderly fashion at the end of every lesson.

**Appendix 2**

