



Northumberland Church of England Academy Trust

JOB DESCRIPTION

JOB TITLE: Head of Faculty
SCHOOL/SECTOR Dukes Secondary School
SALARY:
RESPONSIBLE TO:

Northumberland Church of England Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Trust will provide an environment in which the personal attributes, strengths and academic excellence of staff will enable the creation of opportunities for all to develop their potential to the full; creating confident, independent, versatile and successful adults, equipped with the skills and values to meet the challenges of a changing society and to provide the best possible educational foundation for life.

It is essential that the post holder actively supports the vision and ethos of the Northumberland Church of England Academy.

PURPOSE OF JOB:

Heads of Faculty are key leaders within the Academy and their role carries leadership and management responsibilities. Their areas of responsibility include teaching and learning, vision for the department, strategic planning, monitoring and evaluation, behaviour for learning, resources, the learning environment, performance management, addressing underachievement and quality of reports.

EMPLOYMENT DUTIES:

- To raise standards of learner attainment and achievement in the faculty and to monitor and support learner progress
- To be accountable for learner progress and development within the faculty
- To develop and enhance the teaching practice of other teachers within the faculty
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for learners studying in the faculty, in accordance with the aims of the school and curricular policies
- To be accountable for leading, managing and developing the faculty in all aspects of its development.

- To manage, deploy and monitor teaching/support staff, financial and physical resources within the faculty to effectively support departmental development plans
- To represent the faculty at all relevant meetings
- To participate in all internal and external reviews as required
- To coordinate with their line manager to ensure that the faculty is complying with all whole school development priorities

This job description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Key Tasks to be undertaken in consultation with the DQS

To create a curriculum that inspires learners to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all learners throughout the department
2. Developing a curriculum vision and plan which supports the curriculum intent for the school
3. Creating schemes of learning which enable all children to become effective participants in sport
4. Producing a strategic plan to deliver the faculty vision
5. Completing a bi-annual self-review of the department carried out in support of the faculty SEF, including an analysis and commentary of learner academic performance. The conclusions of the report should then be used to modify the strategic plan.
6. To inform the faculty of new educational developments (national and/or whole Academy) and to lead the implementation of required changes to the curriculum.
7. To determine and agree the content and organisation of all key stages of learning. To determine and agree the range of formal qualifications which the faculty offers and the choice of syllabus. To determine teaching structures (setting / mixed ability) which will support teaching and learning and to organise teaching groups and deploy staff appropriately.
8. To develop, implement and review regular schemes of work which reflect national curriculum, exam syllabus and faculty requirements. Schemes of work should contain information on:
 - Learning structure (content and context)
 - Learning approach (teaching and learning methodology)
 - Resources (classroom resources; research opportunities; enrichment opportunities)
 - Levels of attainment (description of attainment levels related to the content to support target setting) Assessment (how and when learners are assessed)
9. To create a constructive and safe learning environment by supporting faculty accommodation and teaching resources with a carefully planned budget:
 - Ordering of teaching resources
 - Managing photocopying budget

- Accommodation priorities
- 10. Contributing to discussions on course selection and implementation
- 11. Playing a full role in the delivery of the school's enrichment curriculum
- 12. Collaborating effectively with primary colleagues to ensure a smooth transition for learners entering the school in year 7
- 13. Monitoring and evaluating the quality of learning including planning, lesson delivery, teacher feedback, assessment, differentiation and classroom management
- 14. Being an advocate and enthusiastic user of the school's information technology systems.

To ensure that all members of staff within the faculty are motivated and supported to perform at their best by:

1. Communicating a clear faculty vision which encourages ownership, team spirit and commitment from the faculty members.
2. Line managing and professionally developing staff in such a way that they perform at their best.
3. Meeting regularly with the faculties line senior leadership link (at least fortnightly) and keeping her/him informed of developments within the faculty
4. Ensuring that all members of staff in the faculty go through the performance management cycle in the manner specified in the Academy policy.

To provide a secure and safe learning environment for all learners so that they develop into self-confident and self-motivated learners by:

1. Contributing to the delivery of the 'Every Child Matters' outcomes
2. Maintaining the highest standards of learner behaviour so that all learners are able to learn effectively
3. Providing a proactive presence around the school embodying the school's high expectations to learners and staff
4. Ensuring productive communication with parents so that they remain well informed about their children's progress and achievements as well as any incidents of poor behaviour
5. To uphold and actively support the school's policies and procedures on the safeguarding of young people.

To set challenging targets for all learners and staff, and provide the support, guidance and accountability framework necessary to achieve these targets by:

1. Implementing school assessment systems which enable learner underachievement to be identified and acted upon at an early stage.
2. Coordinating effective intervention strategies which support learners so that they make the progress that is expected of them.
3. Identifying excellent practice within the department and coordinating the sharing of practice through a planned and systematic timetable of observations, collaborative planning and team teaching.

4. To analyse and evaluate learner performance in public examinations and internal assessment with the school's data team. To ensure appropriate target setting is used for all teaching groups and individual learners within those teacher groups.

Leadership:

1. To prepare an agreed faculty vision (aims). To reflect this vision in all aspects of the faculty's work and to evaluate the faculty accordingly.
2. To prepare and publish agreed faculty targets (objectives) that will make up the faculty's development plan and which reflect the whole school Development Plan. The targets should set the agenda for regular meetings with minutes circulated to all members of the faculty and DQS. The targets form the basis for self-evaluation.
3. To prepare and publish agreed faculty policies (rationale and procedures):
 - a. Teaching and Learning Policy (agreed teaching and learning methods reflecting whole school approaches and subject specific requirements; organisation of teaching groups; learning environment)
 - b. Assessment Policy (how we mark; how we set targets; approaches to teacher assessment and professional judgement; common testing points and procedures; range of qualifications; examination entry)
 - c. Ensure that the faculty effectively caters for students with SEND
 - d. Independent Learning Policy (homework, extended learning, support for learning; extra-curricular)
4. To hold regular team meetings with faculty members in accordance with the published schedule or as necessary, and circulate minutes. To meet with members of the faculty individually when appropriate.
5. To represent the faculty to and exchange information with senior colleagues; the middle management group; the LA; initial teacher training institutions; the professional tutor; examination boards; the Exams Officer as appropriate
6. To attend all HOF Meetings
7. To oversee all communication with parents (letters, phone calls, reports).

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. You may be required to carry out additional duties commensurate with the level of the role.



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Person Specification: Director of Faculty Duke's Secondary	Essential	Desirable
<p>Experience</p> <ul style="list-style-type: none"> ● Experience and success in raising standards of learner attainment and achievement in subject area. ● Experience and success in developing and enhancing the teaching practice of others. ● Experience and success in leading, managing and developing the curriculum in faculty area. ● Experience of organising or participating in extracurricular activities. ● Experience of participating in or leading a whole school initiative ● Experience of a management role e.g. as deputy Head of Department 	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	
<p>Skills & Competencies::</p> <ul style="list-style-type: none"> ● Ability to work with Heads of Department and Heads of Faculty in different teams ● Ability to make a significant contribution to the curriculum delivery ● Ability to develop and deliver individual learning programmes ● Excellent leadership, management, communication and negotiation skills ● Ability to enthuse children and adults ● Ability to lead and manage a large, varied Faculty, valuing and getting the best out of all staff ● Ability to meet deadlines; ability to set appropriate deadlines for others and have them followed. 	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	

<p>Knowledge & Qualifications</p> <ul style="list-style-type: none"> ● Excellent professional knowledge and understanding ● Excellent subject knowledge ● Understanding of national and examination curricular requirements of the subject ● Up to date with professional developments in the subject and other aspects of education ● Qualified teacher status ● Good honours degree ● Post graduate qualifications ● Masters degree/ post graduate diplomas ● 	<p style="text-align: center;">□ □</p> <p style="text-align: center;">□ □</p>	<p style="text-align: center;">□ □</p> <p style="text-align: center;">□ □</p>
<p>Physical, mental and emotional demands:</p> <ul style="list-style-type: none"> ● Commitment to helping provide a high quality service to children and families 	<p style="text-align: center;">□</p>	
<p>Other:</p> <ul style="list-style-type: none"> ● Willingness to participate in training and development 	<p style="text-align: center;">□</p>	