

George Spencer Academy

JOB DESCRIPTION

Post: Head of Textiles Technology
TLR 2a (Currently £3,526 per annum)

Smart Job Purpose

Professional leadership, management and development of a faculty area and accountability for securing high standards across the subject(s), high quality teaching and effective learning in a culture focussed on achievement, and the personal and social development of the students in harmony with the aims and ethos of the whole school.

Furtherance of the school's vision, values, ethos and culture, Maths Hub and SCITT, securing high standards and expectations in all aspects of school life.

Role model with visible presence for staff and students, and disseminating positively Academy and Faculty policies.

Lead practitioner developing and enhancing the practice of others in and beyond the Academy.

Reporting to: Curriculum Leader for Technology

Line Management: Textiles Faculty

Salary Grade: TLR 2a

Strategic leadership and accountability

- With team members, develop a shared vision of excellence for the faculty, with learning, achievement, student development and passion for Textiles Technology as the core purpose and promoting high standards and expectations for all.
- Promote collaboration, team working and secure high team performance.
- Be accountable for the achievement of student of all abilities: expected levels of progress in Years 7 to 9, outcomes of external qualifications Level 2 and Level 3; particularly at national threshold levels such as Progress 8, and outcomes of vulnerable groups and HPA students.
- Lead, develop and deploy staff effectively to implement the vision and raise the standards.
- Ensure self-evaluation and QA processes are implemented in line with school policy and practice leads to action and improvement in the Faculty and School Action Plan.
- Decide and implement the most effective strategies for improvement to secure a faster rate of student progress across the subject(s).
- Foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best.
- Ensure good standards of behaviour across the area through effective rewards and sanctions in line with school policy. Intervene at the appropriate stage where necessary.
- Establish a culture that promotes excellence, equality and high expectations of all students.
- Embody the values of the school by acting as a lead professional and setting a professional example to staff and students.
- Keep up to date with national and global trends in curriculum and pedagogy research and inspection findings to ensure innovative developments and practice.
- Contribute to system-wide leadership by supporting, working with and in other schools.
- Prepare the faculty for internal and external inspections using the Ofsted framework, use a range of data to secure improvement and evaluate impact.
- Data management - use range of data: Fischer Family Trust, Oxford Analytics, CATS-style tests, Sistra and examination results to set targets and predictions, monitor and track student progress against baseline data and other benchmarks.
- Ensure that appropriate policies, Handbook and standard operating procedures are in place to support staff in their work, especially those new to the team.
- Administration: Calendar of activities, marketing and publicity, promotions at whole school events e.g. Open evenings etc.

Curriculum, Teaching and Learning:

- Experience of teaching KS3 and KS4 Textiles related courses.
- Excellent subject knowledge and passion for the subject.
- Ability to teach other specialisms of design and technology at KS3 and possibly some KS4 if required.

- Keep up to date with national developments in the subject area, teaching practice and methodology.
- Lead curriculum development so that the textiles curriculum provides courses appropriate to the needs and aspirations of the students.
- Ensure detailed schemes of learning with clear learning outcomes, course content, guidance on pedagogy and the use of ICT, timelines and various assessment methods and opportunities.
- Monitor and evaluate schemes of learning and update as appropriate in line with GSA approaches to practice.
- Be responsible and hold team members to account for the consistent implementation of the school's learning and teaching policy within the curriculum area.
- Ensure that all staff understand the essentials of high quality lessons and actively encourage their consistent delivery.
- Ensures that all staff use a range of teaching and learning styles that are inclusive.
- Ensure that all staff adapt lesson plans and work to meet the needs of students of all abilities and all needs.
- Through the meetings' structure, maximise the opportunities for planning lessons together.
- Support collaborative planning and facilitate high quality teaching and learning through the use of ICT.
- Actively promote the use of new technologies as tools for learning.
- Provide opportunities for enhancement and enrichment activities, out of hours and home learning, on-line revision etc.
- Develop practitioners within the team who can effectively coach and mentor to eliminate inadequate teaching.
- Ensure compliance with school assessment marking and reporting policies. Lead and implement effective strategies to assess and track student progress accurately and co-ordinate timely intervention to prevent underachievement.
- Ensure quality homework is set and marked with constructive feedback.
- Ensure the effective use of assessment data to inform planning, grouping, target setting and challenging students to higher achievement as well as scaffolding for students so all can access the curriculum.
- Assessment for Learning: Ensure faculty compliance with all assessment and reporting policies, procedures and deadlines for students and parents.
- Monitor and evaluate assessment for learning strategies - consistency of marking across the team (folder of summative assessed work) Reports / SCANS to parents / curriculum grids etc.
- Ensure quality homework is set and marked with constructive feedback.
- Establish faculty programme to support students with preparation and revision for examinations and of NEA based components.
- Take action in response to feedback from examination boards and moderators' reports.

Personnel: Line / Performance Management:

- Demonstrate commitment to effective working relationships, distributed leadership and individual and team development.
- Monitor and evaluate the quality of teaching and the effectiveness of team members in delivering student outcomes.
- Be accountable for the performance and line management of staff in textiles.
- Engage effectively with the process of performance management, recognising and rewarding the achievement of staff and ensuring performance improvement.
- Support the professional and personal development of staff. Identify plan and organise staff learning – training coaching mentoring, inducting new staff, and ensuring the supervision of Early Career Teachers and student Teachers, GTPs, ITT trainees.
- Develop the capability and capacity for leadership.
- Participate in the recruitment and selection of staff and ITT as required.
- Provide professional input for the purposes of Threshold, UPS, references, promotion, induction and ITT.
- Ensure all Textile Technology staff set cover work when absent and support with cover work if required.

Resources and environment for learning:

- Decide upon priorities for spending allocated resource funds.
- Promote the effective use, care, maintenance and security of resources within the area.
- Control resources, stock of books and equipment held by the curriculum area.
- Monitor the quality and effective use of classroom displays.
- Be responsible for good Health and Safety practice within the area including relevant courses passed.

Students, parents and community, system wide and international links:

- Regularly obtain student views and feedback on the quality of the received curriculum.
- Ensure that rewards policies are applied in line with whole school policy, so that students are praised and rewarded for good work.
- In line with whole school procedures, contact and involve parents in the learning process as appropriate for praise or behaviour.
- Liaise with the Inclusion Team and have oversight of the identification of SEND learners in line with the SEN Code of Practice, and disseminate relevant student information, including the use of EHCPs, any SEND profiles.
- Liaise with the Curriculum Leader, Exam Officers and Learning Support Assistants to ensure all aspects of internal and external exams are managed effectively.
- Provide opportunities for the development of student responsibility.
- Provide opportunities for extracurricular activities to promote the subjects extended learning opportunities within the curriculum area, ensuring that any subject visits are organised in line with school policy.
- Work collaboratively with other teams for curriculum and pedagogical development.
- Develop effective links with Primary Schools, HE institutions and the local business community for mutual benefit.
- Develop effective links with the local community including business and industry.
- Collaborate with wider networks regionally and nationally for sharing best practice.
- Publicise and market the work of the faculty and communicate with stakeholders through school communications and calendared events.

Any other duties reasonably requested by the Principal commensurate with the level of remuneration.

This generic job description outlines the main duties and responsibilities of the post, it is not exhaustive, nor delineates each task or time to be spent, the post-holder may be required to carry out other duties as required by the Trust. The job description may be amended at any time following discussion between the Principal and postholder.

Signed _____

Name _____

Dated _____