

Role Profile

Key responsibilities

- Formulate and communicate an up-to-date vision for the subject which is fully relevant for pupil needs.
- Have strategic responsibility for the development and direction of the subject, with the support of, and under the direction of, the Headteacher and Senior Leadership team.
- Plan and maintain a curriculum which fully allows the faculty vision to be achieved by formulating medium term plans. Use the intent, implementation, and impact model. Include how the curriculum intentions will be implemented.
- Ensure the curriculum is a fully coherent and well-sequenced through-school curriculum. Ensure a logical development of content and skills across the through-school.
- Communicate the curriculum and provide thorough training via faculty meetings, department meetings, directed time, PPA and other training opportunity.
- Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed way of planning, developed in line with the school development/improvement plan.
- Evaluate the quality (impact) of this curriculum and its implementation using lesson observation, book looks and pupil voice. Amend and update the curriculum (implementation strategy) as needed.
- Use this evaluation to identify training needs and help deliver the required CPD.
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data.
- Take appropriate action to further improve the quality of teaching in the subject by evaluating the teaching of the subject, identify effective practice and areas for improvement.
- Help colleagues to create a stimulating learning environment for the teaching and learning of the subject.
- Chair regular faculty meetings, provide an agenda and a keep a record of agreed actions. Hold people to account for these actions.
- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- Work closely with other Faculty Leaders in the primary section.
- Work closely and liaise with Heads of Department in the secondary section.
- Make opportunities to learn from the work of other primary Faculty Leaders and secondary Heads of Department.
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils.
- Identify own and other subject knowledge gaps and carry out the required research to fill these.
- Develop, implement, and evaluate an annual action plan for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan.
- Use your own class as an example of high-quality teaching and learning in the subject.

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- Seek opportunities within the subject for developing children's awareness of British Values.
- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises.
- Take on any additional responsibilities which might from time to time be reasonably determined.
- Ensure that the SLT line manager is well informed about targets and plans.
- Maintain efficient and effective management and organisation of learning resources.
- Be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
- Maintain efficient and effective management of the faculty budget.
- Ensure up to date curriculum information is presented on the school website.

Generic responsibilities

- Being a highly effective teacher
- Running an extra-curricular club or activity
- Being a positive and dynamic role model for other members of the staff team
- Sharing responsibility for the school's standards and achievement, including pupil progress and the drive to improve outcomes
- Playing an active part in the life of the school through meetings and high visibility to pupils, staff and parents, including at assemblies and meetings
- Coaching and mentoring colleagues as appropriate
- Contributing to the School Improvement Plan and school self-evaluation
- Supporting the Federation's Directors with information and briefings as appropriate
- With SLT colleagues, raising expectations and promoting the school positively with all stakeholders
- A thorough understanding of inclusion and safeguarding requirements
- Any other responsibility's added by Line Manager

Key Accountabilities

The postholder is line managed by a member of the Senior Leadership Team

Heathland Whitefriars Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

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Person Specification

Essential	Desirable
Qualifications: Degree, QTS	Desire to undertake higher qualifications (e.g. Masters)
Experience: Successful experience as a teacher in the primary age range Experience of effective assessment, tracking and target setting systems Experience of supporting other colleagues to improve performance	Responsibility within the school Experience of more than one school Experience of managing a budget and resources management
Professional Development: Excellent knowledge of the primary national curriculum Knowledge of a range of effective teaching resources Knowledge of safeguarding matters Knowledge of how to create an effective learning environment Excellent ICT skills Well aware of current national and local initiatives	Track record of effective training Professional development visits to other schools
Personal qualities: Able to build excellent relationships with pupils and their parents Ambitious to take further leadership responsibilities Hardworking, smart and reliable role model Resilient, diligent and persistent when problem solving	High level of self-reflection skills

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Very well-organised	
A positive and dynamic approach to school life	
Reflective and thoughtful with skills of critical analysis	
Ability to build and maintain positive relationships with a wide range of staff	
Flexible and creative in the management of change	