

Job Description

Head of Faculty



The responsibilities of this role will contribute to ensuring each child in our care is given the encouragement and support to maximise his or her personal and academic potential.

Purpose of the job

To ensure high quality teaching of Faculty subjects throughout the school and the highest possible standards of learning and achievement for all students.

Key responsibilities

1. To provide professional leadership to a large team of teachers and support staff in the delivery of the full range of teaching from Key Stage 3 to university entrance.
2. To develop innovative, non-traditional approaches to the curriculum in order to ensure appropriate access and achievement for all learners.
3. To manage the resources of the faculty within the limits of the delegated budget and in accordance with the school's financial procedures.
4. To ensure that appropriate appraisal arrangements are in place and maintained in the faculty and that a robust programme of professional development is designed and maintained (this to include provision for support staff and non-specialist teachers).
5. To ensure that robust procedures are in place to monitor the quality of teaching and learning outcomes throughout the faculty and to ensure that strategies are devised and implemented to address underperformance.
6. To contribute significantly to the school's planning (both short and long term) and provide leadership to whole school developments, as required.

Key tasks

The key tasks associated with the responsibilities outlined above will be determined by the postholder in discussion with their line manager.

Review of duties

The specific duties attached to any teacher are subject to annual review and may, after discussion with the teacher, be changed.

We will be using the following criteria during the selection/interview process. The scoring system below is how we will be assessing you.

Personal/Leadership qualities (5=v strong, 3=average, 2=limited, 1=weak)

Role-related experience (3=strong, 2=average, 1=limited)

Criteria		Essential (E) or Desirable (D)	How Assessed Application (A) Interview process (I) Reference (R)	Standard Achieved	
				Personal/ Leadership Qualities	Role Related Experience
Education and qualifications	Graduate and Qualified Teacher Status	E	A		
	Evidence of further studies	D	A		
	Evidence of whole school leadership	D	A		
Experience	Ability to teach outstanding lessons	E	A I R		
	Ability to identify and work strategically with outside agencies to improve outcomes for young people	D	A I R		
	Recent experience of leading innovation in teaching and learning	D	A I R		
	Recent experience in lesson observations, monitoring the quality of teaching and school self-evaluation	E	A I		
	Experience of strategies to raise individual learner and whole school attainment	E	A I R		
	Effective time management	E	I R		
	A proven record of leading and managing staff and resources effectively	E	A I R		
	Ability to challenge individuals and teams to improve performance	E	I		

	Proven ability to lead initiatives with successful outcomes	E	A I R		
	Experience in producing and managing the development of curriculum initiatives	D	A I		
	Demonstrate a thorough understanding and knowledge of educational issues at school, local and national level	E	A I		
	Ability to understand and demonstrate effective budgetary control	D	A R		
	Ability to analyse situations and solve problems	E	I		
Skills	Ability to coach teachers and leaders to improve classroom performance	E	A I R		
	Ability to lead effective meetings at whole school level	D	R		
	Ability to communicate effectively, both orally and in writing, to parents/carers	E	I R		
	Ability to synthesise and analyse data	E	I		
	The ability to work as part of a team or alone	E	I R		
	Flexibility and adaptability	E	I		
	A strategic and future thinker	E	A I R		
	A self-starter who can act on own initiative	E	A I R		
	Show resilience, tenacity, initiative and aspiration	E	I R		
	Ability to reflect on practice	E	I R		
	Have high expectations of staff and students	E	I R		
	Have high expectations of students' behaviour	E	I R		
	Work well under pressure and respond quickly and	E	I R		

	appropriately to situations arising				
	Ability to tolerate stress and still be diplomatic	E	I R		
	Self-confidence and resourcefulness	E	I R		
Personal Qualities	A real commitment to raising the achievement of all learners	E	I		
	Ability to advise, motivate, persuade and lead others	E	I R		
	A consistent professional approach to all matters and members of the school community	E	I R		
	Ability to network effectively and represent the school in the wider community	E	I R		
	Ability to ensure equality of access for learners and adults regardless of race, gender, or level of ability/disability, supporting and implementing the school's Equal Opportunities Policy	E	I		
	Energy and enthusiasm	E	I		
	A genuine desire to work with young people	E	A I R		