

ACADEMY@WORDEN - JOB DESCRIPTION

HEAD OF FACULTY



Job Title: Head of English
Responsible to: The Headteacher and SLT link

JOB PURPOSE

This job description sets out the role of the HoF and is in addition to the roles and responsibilities of the classroom teacher. The post holder is accountable for:

- The results of the designated subject areas
- Supporting, holding to account, developing and leading the subject leaders and their teams

OVERALL RESPONSIBILITY

- To provide effective leadership and management and thereby build and maintain an effective and successful team which continually enhances the quality of learning and achievement. To promote cohesion and a will to succeed within the designated faculty area ensuring staff feel valued and have the updated skills needed to continue being effective classroom practitioners. In addition promoting a work/life balance.

RAISING THE BAR

- To maintain and develop Learning and Teaching within the designated subject areas by embracing related whole school initiatives, monitoring, CPD and support.
- To support and improve pupil progress within designated subject areas and make measurable contributions to whole school targets. This to be achieved through:
 - (i) Use of data and coordinated intervention strategies.
 - (ii) Ensuring subject leaders and teams understand how to interpret and use data to inform planning, their teaching and reporting on pupil progress, thus impacting on achievement and outcomes.
- To provide regular feedback to subject leaders which recognises good practice and supports progress against Performance Management targets resulting in a clear impact on identified objectives.
- To review and report regularly on:
 - (i) Standards and quality of teaching and learning within designated subject areas
 - (ii) Standards of subject leadership ensuring it is consistent and evaluated within the guidelines of the monitoring and self-evaluation procedures
 - (iii) Standards of pupil outcomes including analysis by pupil groups

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- To support and assist subject leaders in ensuring they understand and are actively implementing key aspects of school improvement:
 - (i) Behaviour, inclusion and rewards policies
 - (ii) Maintaining faculty handbooks
 - (iii) Overseeing the production of Schemes of Work for all designated subject areas
 - (iv) Chairing regular team meetings ensuring agenda are circulated and accurate minutes kept and forwarded to all SLT.

SECTION 1 – GENERAL LEADERSHIP AND MANAGEMENT DUTIES

Leadership

1. Inspire faculty members by personal example and hard work.
2. Play a major role in the School's middle management assisting the Headteacher in creating a vision, sense of purpose and pride about the Faculty and its work.
3. Be responsible for continuously improving the quality of teaching and learning in the Faculty.
4. Play a major role as a middle manager in the development of all aspects of the School, including its policies and their implementation.
5. To be aware of the importance of and maintenance of effective communication with the Headteacher, SLT, your tea and other colleagues, governors, external agencies and the wider community (including business and industry), etc.
6. Identify and applaud areas of success for individual teachers and the Faculty.
7. Help create an effective team by promoting collective approaches to problem-solving and curricular/faculty development, e.g. consult when writing the improvement plan and produce resources as a team.
8. Monitor and evaluate the implementation of the school homework policy, assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the designated subject areas.
A portfolio of exemplar work moderated against grade descriptors should be maintained.
9. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
10. Deploy all Faculty staff effectively in order to give faculty members a good Work/Life balance.
11. Liaise with other staff on the effective deployment of any Teacher Assistants or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
12. Use Leadership and Management (LM) time effectively for these purposes. A reasonable proportion of timetabled time will be designated as Dedicated Leadership and Management (LM) time, and it will be allocated in blocks of no less than 30 minutes.

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Curricular/Faculty Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Oversee the production of the Faculty Improvement Plan, its implementation and the part it plays in the whole school development.
3. Support, facilitate and monitor the progress of designated subject improvement plans and in doing so ensure they make a significant contribution to the Whole School Improvement Plan by:
 - (i) Regular review and adjusting if necessary taking into consideration concerns and further ideas/initiatives
 - (ii) Ensuring subject leaders and teams understand the key targets and roles they play in achieving these.
4. Monitor and evaluate the implementation of comprehensive schemes of work, which include a range of teaching and learning styles providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
5. Monitor and evaluate the implementation of faculty strategies for the pupils' spiritual, moral, social and cultural development, including citizenship and the every Child Matters legislation.
6. Monitor and evaluate the teaching in the Faculty; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
7. Monitor and evaluate the implementation of faculty strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
8. Work with the SENCO to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
9. Ensure that the faculty supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection.

Stock/Resources/Budget

1. Manage the Faculty stock, teaching resources and finances efficiently, and obtain best value for money.
2. Maintain an inventory of all stock items and oversee the annual stock audit.
3. Carry out stock disposal in accordance with faculty and school policies.
4. Store resources in such a way as to enable quick and easy access by all staff (and pupils where appropriate).

Liaison/Communication

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1. Meet regularly and work with the 'SLT link' for professional support and develop effective faculty management.
2. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
3. Act as the initial person for others to contact regarding all issues relating to the subjects.
4. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
5. Liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT.
6. Inform staff about new developments and ideas related to the subjects and the Faculty by means of a regular newsletter – to include faculty meeting agendas, etc.
7. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
8. Provide helpful and accurate responses to parent/carer enquiries.
9. Ensure feedback to parents/carers is accurate and meaningful.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Continuing Professional Development – Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. LEAs, outside training agencies, etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored,

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- supported and assessed in relation to QTS standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.
3. Carry out appraisal of certain teachers and teacher assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff.
 4. Maintain a professional portfolio of evidence to support the Performance Management process.

SECTION 2 – SUBJECT SPECIFIC DUTIES

1. Consult, produce and regularly review the Faculty Handbook, which should state the agreed procedures, practices and aspirations of the Faculty. The handbook should be word processed, held in a ring-file, actively used by staff and focus on:
 - Aims and Objectives of the Faculty and all subject areas.
 - Assessment, Recording & Reporting.
 - Spiritual, Moral, Social and Cultural development.
 - Pupil Inclusion (SEN, Gifted & Talented, Pupils with English as a second language, Gender, Multicultural, Differentiation, etc.)
 - Citizenship.
 - The range of appropriate learning styles.
 - The use of ICT.
 - Health and Safety.
2. Encourage and foster links with appropriate outside agencies with the aim of bringing individuals and groups to the School to enhance the Curriculum.
3. Liaise with the Educational Visits Co-ordinator in order to maintain the School's record of successful visits which enhance pupils' understanding of the Faculty and its subject areas.
4. Manage the Faculty's contribution to the School Prospectus.
5. Manage the Faculty's contribution to the School magazine and website including articles of local interest.
6. Oversee the running of any faculty based clubs.

SECTION 3 – OTHER DUTIES

There may be roles within the school that reflect the skills that you feel you have to help benefit the progression of the school and yourself. These roles would be discussed with the SLT line Manager and agreed between all parties. The following tasks will be negotiated and agreed at the time of appointment and at annual review.

(add additional duties for specific faculty areas)

This job description will be reviewed annually 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.

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Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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