



WALTHAMSTOW SCHOOL FOR GIRLS

“NEGLECT NOT THE GIFT THAT IS IN THEE”

Job Description

Job title:	Head of Faculty (core) (HOF)
Reporting to:	Leadership Team (LT) member line manager
Responsible for:	Teaching staff and support staff within the faculty
Line management of:	Deputy Heads of Faculty (DHOF) and other named members of the Faculty.
Liaising with:	LT, other HOFs, Student Progress Leader (SPL), Student Support Services, relevant staff with cross-school responsibilities, relevant teaching and support staff, LEA personnel, governors, parents/carers and external agencies.
Working time:	195 days per year – full time. Attendance at identified calendared events during the school year
Salary / TLR Allowance:	Classroom Teachers’ Pay Scale + TLR 1c
Disclosure:	Enhanced

Core Purpose	<ul style="list-style-type: none"> • To lead and manage the faculty • To be accountable for student progress and attainment within the faculty • To monitor student achievement levels and ensure that strategies are in place to maximise standards of attainment • To develop and enhance the teaching practice of the other members of the faculty
Enhanced duties	<ul style="list-style-type: none"> • To share practice through engaging with other schools and hosting educationalist, e.g through the Teaching School Alliance and Leading Edge • To participate in Learning Walks across the school • To represent the faculty and promote the subject in a variety of forums including Parent Information Evenings, subject based assemblies and celebratory events • Plan, promote and co-ordinate interventions across cohorts • To develop and maintain primary links, for instance shared moderation; primary workshops
Curriculum	<ul style="list-style-type: none"> • To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum to meet the needs of all students studying in the faculty • To assume direct responsibility for one subject within the faculty, if appropriate, including the development of syllabi, resources, Schemes of Work (SOW) and assessment strategies • To lead curriculum development for the faculty

	<ul style="list-style-type: none"> • To keep up to date with national developments in the subject area and teaching practice and methodology • To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to faculty members • To ensure that statutory requirements are met
Monitoring and Evaluation	<ul style="list-style-type: none"> • To assume responsibility for monitoring and evaluation of school policies and procedures within the faculty, and the teaching and assessment of members of the faculty. • To lead Self Evaluation activities and carry out the activities as a means of improving faculty practice and identifying areas for development
Strategic Leadership	<ul style="list-style-type: none"> • To lead faculty colleagues in formulating aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school • To assume responsibility for writing, overseeing and evaluating the faculty improvement plan on an annual cycle • To lead on the implementation and evaluation of one of the three school improvement plan (SIP) themes • To plan the development of staff expertise to achieve faculty improvement plan objectives • To monitor and evaluate the contribution and impact of faculty members to school improvement
Quality Assurance	<ul style="list-style-type: none"> • To ensure that all school policies are implemented by all faculty members • To carry out lesson observations and feedback in line with the school's Self Evaluation Policy • To ensure high expectations and consistent excellent practice throughout the faculty • To ensure consistently high standards of student behaviour in the faculty by role modelling, supporting colleagues, intervening and following up any incidents or issues • To implement and evaluate the impact of improvement activities on the quality of teaching and learning in the faculty • To identify appropriate attainment targets, monitor student standards and support the achievement of annual targets, in liaison with DHOFs where they are subject leaders • To actively monitor, analyse and evaluate student progress and attainment, formatively and summatively • To ensure the implementation of all school evaluation systems in line with the School's Self Evaluation Policy
Resources	<ul style="list-style-type: none"> • To effectively manage and deploy teaching and support staff • To effectively manage the faculty's budget in order to progress SIP priorities, maximise attainment and meet the school's aims of providing value for money. • To bid for resources as part of the SIP • To effectively manage physical resources, stock and faculty accommodation in order to maximise student attainment levels and ensure an ambience conducive to learning • To ensure that risk assessments and Health and Safety checks are carried out in line with school policy
Staffing	<ul style="list-style-type: none"> • To be the performance manager for the post holders in the faculty, carrying out performance management reviews in line with school policy and setting challenging objectives • To support other team leaders in the faculty in discharging their performance management duties and to monitor the effectiveness of performance management arrangements in the faculty • To ensure that the career and professional development needs of all members of the faculty are addressed

	<ul style="list-style-type: none"> • To oversee the arrangements made by the DHOFs for covering the lessons of absent staff in the faculty • To support, guide and motivate faculty members • To participate in the recruitment and interview process for members of the faculty • To ensure the effective induction of new staff in line with school procedures • To promote teamwork and to motivate staff to ensure effective learning relations • To be responsible for the day to day management of staff within the faculty and to act as a positive role model • To provide advice to colleagues in the faculty on threshold, UPS, references, promotion, behaviour management, etc • To delegate appropriately to postholders in the faculty cross curricular responsibilities for Challenge, SEN & ICT • To organise faculty meetings and arrange chairing and minuting • To support and challenge faculty members, including in circumstances where they are underperforming
Management Information	<ul style="list-style-type: none"> • To make use of analysis and evaluate performance data provided • To identify and take appropriate action on issues arising from referrals, data and reports • To produce reports on examination performance, supported by DHOFs where they are subject leaders • To ensure that all faculty members use data appropriately to set targets, expectations and to differentiate their teaching
Communication	<ul style="list-style-type: none"> • To coordinate and oversee marking in line with school policy • To quality control reports on students, supported by DHOFs where they are subject leaders • To oversee feedback from the faculty to parents • To prepare reports on the work of the faculty e.g for governors • To make contributions relating to the work of the faculty to school publications, LEA reports etc • To keep faculty members informed of whole school matters and developments • To provide the Headteacher with relevant pupil performance information • To promote the work of the faculty • To liaise with partner schools, primary schools, higher education establishments, industry, exam boards, awarding bodies and other relevant external agencies
Students	<ul style="list-style-type: none"> • To be responsible for effective and efficient timetable arrangements and organisation of teaching groups • To be responsible for student behaviour, wellbeing and development within the faculty • To support the SPL whose year group the HOF is attached to
School Ethos	<ul style="list-style-type: none"> • To contribute to the development of whole school policy as a member of the school forum and HOFs • To represent the faculty at the above meetings • To support the school ethos, aims and policies
Whole School Contribution	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example • To continue professional development • To comply with the school's Health and Safety policy • To undertake any other duty as specified by STPCD not mentioned above

This job description is carried out in accordance with provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunity for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Each Head of Faculty may have specific duties on top of these generic ones.

March 2020

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

	Criteria	Essential	Desirable		Assessed by application	Assessed by selection process
	Qualifications					
1	A good honours degree or equivalent	/			/	
2	Qualified Teacher Status (QTS)	/			/	
	Professional experience and knowledge					
3	Proven experience as an outstanding classroom practitioner teaching the full ability range 11-16	/			/	/
4	Successful management experience	/			/	/
5	Evidence of recent relevant professional development activities	/			/	
6	Considerable experience of curriculum development	/			/	/
	Knowledge and Understanding					
7	An in-depth understanding of the nature of the Mathematics curriculum and its relationship to the curriculum as a whole	/			/	
8	Secure knowledge of the statutory requirements for Mathematics and assessment, recording and reporting requirements in the subject	/			/	/
9	Good knowledge and understanding of the characteristics of high quality teaching in Mathematics and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students	/			/	/
10	A full appreciation of the contribution the subject can make to furthering the school's aims and to its central priority of further raising achievement	/				/
11	A full knowledge and understanding of the contribution the subject can make to the school's Equal Opportunities Policy and practice	/			/	/
12	Knowledge and understanding of how evidence from a variety of sources can be used to inform expectations, targets and teaching approaches in the faculty	/				/
13	Knowledge and understanding of the current use and future potential of information technology to aid teaching and learning of the subject and to assist with subject management	/			/	/
	Skills and Personal Qualities	/				
14	Ability to set high standards and provide a professional role model for staff in the teaching and learning of the subject	/			/	/
15	Ability to set clear aims, direction and purpose for the subject and to lead a team to achieve identified aims	/			/	/

16	First class communication skills (written and oral) for working with a variety of audiences	/		/	
17	Energy and enthusiasm for all aspects of the post	/		/	/
18	Creative approach to curriculum development and school development	/		/	/
19	Strong commitment to maintaining and improving still further the quality of teaching and learning and standards achieved in the faculty	/			/
20	Ability to evaluate the quality of classroom experience	/			/
21	Ability to support, guide and motivate others	/			/
22	Ability to provide strong leadership and to work as a member of a team and to understand when these roles are appropriate	/			/
23	Ability to work under pressure, to meet challenging deadlines and to be adaptable	/			/
24	Good organisation and proven administrative abilities	/		/	/
25	Ability to devolve responsibilities and delegate tasks, as appropriate	/			/
26	Ability to identify professional development needs and encourage continuing professional development, plan and organise INSET	/			/
27	Ability to develop successful relationships with students and to employ a variety of strategies for behaviour management	/		/	/
28	Commitment to safeguard and promote the welfare of children and young people	/		/	/
29	Ability to demonstrate commitment to Equal Opportunities	/		/	/

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