



## WALTHAMSTOW SCHOOL FOR GIRLS

*“NEGLECT NOT THE GIFT THAT IS IN THEE”*

### Job Description

**Job title: Deputy Head of Faculty (core) (DHOF)**

<b>Reporting to:</b>	Head of Faculty (HOF)
<b>Responsible for:</b>	Communication to the Head of Faculty the interests and needs of those he/she line manages
<b>Line management of:</b>	Named members of the faculty, this may include support staff if appropriate
<b>Liaising with:</b>	HOF, teaching and support staff in their faculty, relevant teaching and support staff with cross-school responsibilities, LEA personnel, governors and parents/carers
<b>Working time:</b>	195 days per year – full time. Attendance at identified calendared events during the school year
<b>Salary/TLR Allowance:</b>	Classroom Teachers’ Pay Scale + TLR 2b
<b>Disclosure:</b>	Enhanced

<b>Core Purpose</b>	<ul style="list-style-type: none"> <li>To lead and manage a Key Stage or subject area</li> <li>To be accountable for student progress and attainment in that Key Stage or subject area</li> <li>To deputise for the HOF in his/her absence (along with the other DHOF, in line with written faculty policy)</li> <li>To make appropriate cover arrangements for classes when staff are absent (in line with written faculty policy)</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>To lead, manage and develop student attainment across KS3 or KS4 or designated subject area</li> <li>To be accountable for the planning, delivery and assessment of the subject or at that Key Stage including the development of syllabi, differentiated resources, Schemes of Learning (SOL) and assessment strategies</li> <li>To keep up to date with national, regional and local developments in the subject area / Key Stage and to actively monitor and respond to them, disseminating the knowledge to the relevant members of staff</li> </ul>
<b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>To lead on the implementation and evaluation of the subject improvement plans (SIP).</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>To support the HOF in carrying out quality assurance activities as a means of informing faculty practice and identifying areas of development</li> <li>To support the HOF in setting annual targets</li> </ul>

	<ul style="list-style-type: none"> <li>• To monitor student standards and attainment at Key Stage against annual targets</li> <li>• To quality control subject data and reports</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• To support the HOF in overseeing and evaluating the budget allocations to ensure it is spent in line with faculty and SIP priorities and best value principals</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• To be a Performance Manager for a small number of faculty members, carrying out performance management reviews in line with school policy and setting challenging targets</li> <li>• To lead, develop and enhance the teaching practice of the line managed staff</li> <li>• To participate in the recruitment and interviews process for members of the faculty</li> </ul>
<b>Management Information</b>	<ul style="list-style-type: none"> <li>• To use data appropriately to set targets and expectations and to ensure rigorous, accessible and inclusive teaching of the subject</li> </ul>
<b>Cross Faculty Responsibilities</b>	<ul style="list-style-type: none"> <li>• To collaborate with other faculty leads to enhance learning opportunities for students in the subject or key stage, including e.g. speakers, clubs, events, trips, etc.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• To undertake an appropriate programme of teaching on a ratio of 40/50</li> </ul>
<b>School Ethos</b>	<ul style="list-style-type: none"> <li>• To contribute to the development of whole school policy</li> <li>• To represent the faculty at HOF meetings in the HOFs absence</li> <li>• To support the school ethos, aims and policies</li> </ul>
<b>Whole School Contribution</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• To continue professional development</li> <li>• To comply with the school's Health and Safety policy</li> <li>• To engage actively in the performance review process</li> <li>• To undertake any other duty as specified by STPCD not mentioned above</li> </ul>

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.

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

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.

June 2026

*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
	<b>Qualifications</b>				
1	A good honours degree or equivalent	/		/	
2	Qualified Teacher Status (QTS)	/		/	
	<b>Professional experience and knowledge</b>				
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	/		/	/
	<b>Knowledge and Understanding</b>				
7	An in-depth understanding of the nature of the <b>English</b> curriculum and its relationship to the curriculum as a whole	/		/	
8	Secure knowledge of the statutory requirements for <b>English</b> and assessment, recording and reporting requirements in the subject	/		/	/
9	Good knowledge and understanding of the characteristics of high-quality teaching in <b>English</b> 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	/		/	/
	<b>Skills and Personal Qualities</b>				
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	/		/	/

May 2026

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