



WALTHAMSTOW SCHOOL FOR GIRLS

“NEGLECT NOT THE GIFT THAT IS IN THEE”

Job Description

Job title:	Head of Faculty (non-core) (HOF)
Reporting to:	Leadership Team member line manager
Responsible for:	Teaching staff and support staff within the faculty
Line management of:	Deputy Head 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 evets in school year
Salary / TLR Allowance:	Classroom Teachers’ Pay Scale + TLR 1b
Disclosure:	Enhanced

Core Purpose

The Head of Faculty will lead by example and provide inspiration and motivation to the faculty by:

- Working effectively with students, staff and parents so that there is a relentless focus on overcoming barriers to learning, ensuring that the needs of students are successfully met and that we ‘bring out the gift’ in each one.
- Strategically leading and developing the team of teachers in the faculty, modelling great pedagogy and building robust relationships in order to provide effective support and challenge
- Providing a strategic and evidence-informed approach to curriculum development, ensuring that it is suitably ambitious and innovative
- Having and acting upon our ambitious vision and standards: welcoming accountability for student progress and attainment within the faculty
- Ensuring that strategic planning for the faculty Area SIP is evidence-based and evaluated with care and precision.
- Demonstrating a commitment to diversity and inclusion: to bring out the best in everyone and the individual ‘gift’ in every child, whatever their needs
- Proactively supporting and embedding the school’s ethos, vision and values
- To lead and manage all aspects of the faculty.

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 • To assume direct responsibility for one subject within the faculty including the development of syllabi, resources, schemes of learning and assessment • To lead curriculum development for the faculty • To keep up to date with national developments in the subject area, curriculum and pedagogy and share with other faculty members • To provide guidance on all aspects of assessment • To ensure that all statutory requirements are met
Strategic Leadership	<ul style="list-style-type: none"> • To develop and deploy systems which are sharply focused on developing high quality, expert teaching • To lead faculty colleagues in formulating a vision for the team and its curriculum and • To lead on strategic planning which address the needs of students and supports the school's vision and strategic priorities • To take responsibility for the Area SIP, ensuring that it is evidence-informed, strategic and addresses any gaps in practice • To work collaboratively with staff and postholders to understand their role in developing and contributing to the Area SIP
Quality Assurance	<ul style="list-style-type: none"> • To evaluate the effectiveness of the curriculum, teaching and assessment through lesson observations, faculty reviews, examination outcomes and work scrutinies and to take strategic action based on findings • To rigorously monitor and evaluate progress and attainment data and information in order to plan, design and deliver precise and timely interventions in teaching and the curriculum, including through using the Area SIP • To lead the faculty in the monitoring, evaluation and review of the impact of the curriculum and examination outcomes through the Area SIP • 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 Teaching and Learning 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 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 • To produce reports on examination performance, supported by DHOFs where they are subject leaders
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 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

Staff Development	<ul style="list-style-type: none"> • To provide leadership, guidance and support for the faculty, fostering a culture of trust and ensuring that all feel valued • To develop, inspire and motivate the team through line management, faculty meetings and performance development • To line manage and provide Performance Development for post holders in the faculty, through effective support and challenge, clearly-defined and ambitious targets • To provide strategic and personal support for all members of the faculty • 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 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
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 establish positive relationships with parents/ carers and communicate both behaviour concerns and information about praise and rewards, following the school systems in the Behaviour for Learning policy • 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, LA 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 is distinctive aims and ethos and to encourage staff and students to follow this example • To continue professional development • To comply with the schools' 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.

The Governing Body and the Local Authority are committed to safeguarding and promoting the welfare of children and young people. The Headteacher must ensure that the highest priority is given to following the latest national guidance and regulations on safeguarding and child protection. This role is subject to an enhanced DBS check.

May 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
	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 leadership experience and development	/		/	/
5	Evidence of recent relevant professional development activities	/		/	
6	Considerable experience of curriculum development	/		/	/
	Knowledge and Understanding				
7	An in-depth understanding of the Humanities curriculum and its relationship to the curriculum as a whole	/		/	
8	Secure knowledge of the statutory requirements for Humanities, including examination and assessment requirements	/		/	/
9	Good knowledge and understanding of high-quality pedagogy and excellent classroom practice	/		/	/
10	A robust knowledge and practical application of how to challenge and support all students, within the classroom and across a faculty, including the most vulnerable	/			/
11	Understanding and experience of great curriculum leadership and how this can be applied successfully in a faculty or team	/		/	/
12	Knowledge and understanding an evidence-informed approach to monitoring and evaluation	/			/
13	Knowledge and understanding of how to effectively coach and develop a team of staff	/		/	/
	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 articulate a vision for the subject and to lead a team to achieve it	/		/	/
16	Commitment and dedication to social justice, equality and diversity	/		/	
17	Commitment to the school's ethos, vision and values	/		/	/
18	Creative approach to curriculum development	/		/	/
19	Strong commitment to excellence maintaining and improving still further the quality of teaching and learning and standards achieved in the faculty	/			/

20	A drive for improvement and the ability to challenge underperformance	/			/
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 empower and develop others, devolving responsibilities and delegating tasks, as appropriate	/			/
26	A high level of emotional intelligence: respect, empathy and personal care for others	/			/
27	Ability to develop successful, respectful 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	Resilience, perseverance and optimism.	/		/	/

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