

# Faculty Leader Job Description

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| <b>Post:</b>           | Faculty Leader              |
| <b>Salary Grade:</b>   | Leadership Spine (L8 - L12) |
| <b>Responsible to:</b> | Leadership Team Link        |

## Core Purpose

To ensure pupils develop appropriate skills and knowledge in the subject areas within the faculty that enable them to make strong progress and attain appropriate qualifications.

To contribute as a senior school leader to the extended leadership team of the school.

## Responsibilities

### 1. Leadership of the faculty

**Ensuring staff in the faculty are motivated, challenged and supported in meeting Teacher Standards and Job Descriptions.**

- 1.1. **Effectively improve the quality of provision** through carrying out regular review of pupil work; observation of learning in lessons; analysis of assessment data; seeking staff and pupil feedback; developing, leading and reviewing the Faculty Improvement Plan; providing honest and accurate feedback to staff; following up concerns in a timely manner.
- 1.2. **Establish a high performing team within the faculty** through modelling effective practice personally; setting appropriate faculty objectives; ensuring communication within the faculty is effective; motivating colleagues to produce their very best; effective use of the appraisal policy; mentoring and coaching colleagues as appropriate; creating a culture of high expectations.
- 1.3 **Meeting the whole school responsibilities of a senior leader through** ensuring whole school policies are met in the faculty; making a positive contribution as a member of the Faculty Leadership Group; supporting and at times leading elements of the School Improvement Plan; liaising effectively with other stakeholder groups, including governors; being proactive in supporting and challenging staff across the school; leading faculty and contributing to whole school CPDL; liaising effectively with pastoral and achievement team leaders; making a significant contribution to the formulation of whole school policy.
- 1.4 **Demonstrating the qualities expected of a leader at Whickham School** through effective communication and decision making in line with the school's vision and values; upholding the school values and ethos at all times; developing others to be the best they can be through modelling and coaching; meeting deadlines; being a presence around the school site; attending school events.
- 1.5 **Developing leadership capacity with the faculty** through creating an environment where staff feel empowered; providing opportunities for colleagues to develop leadership skills;

effective mentoring and coaching of staff; use of appraisal to support professional development.

## **2. Teaching, learning and assessment**

**The faculty leader ensures that teaching, learning and assessment is of a high quality which results in pupils making strong progress.**

**2.1 Staff effectively use the Whickham Learning Model** by using resources developed collaboratively in short, medium and long term planning; ensuring pupils interact with the four stages of the model; modelling effective practice; through use of staff meeting and training time to develop staff skills and practice; ensuring staff use high quality resources developed.

**2.2 Staff regularly and accurately assess pupil progress** through ensuring staff meet the expectations of the assessment policy; quality assurance of termly assessments for all year groups; standardisation and moderation of completed assessment; analysis of assessment data.

**2.3 Staff provide effective feedback that secures strong pupil progress** through regular marking of classwork, homework and assessments that provide pupils with specific feedback leading to improvements; effective use of Personal Learning Tasks (PLT); acting upon assessment data to close learning gaps; effective use of questioning; verbal feedback.

**2.4 Staff extend pupil learning through regular homework** through meeting the expectations of the homework policy; setting high quality homework that consolidates learning and challenges pupils; reviewing homework; challenging missing or unsatisfactory homework.

**2.5 Staff have good subject knowledge, an extensive understanding of examination board specifications and plan for progress** through ensuring all staff in the faculty teach the whole specification to classes; use of training to develop and extend subject knowledge; use of training to ensure all staff understand and teach appropriate examination skills and techniques; staff share good practice; teachers effectively plan to ensure knowledge and skills are retained over time.

**2.6 Staff adapt teaching to meet the needs of all pupils** through using appropriate techniques and resources to differentiate learning; understand the individual needs of pupils they teach and take these needs into account when planning; ensure that feedback is personalised to individual pupils.

## **3. Learning environment**

**The faculty leader ensures the learning environment enables pupils to learn in a happy and safe environment.**

**3.1 Pupil behaviour is consistently good** through ensuring classroom routines are followed by all staff; staff effectively manage pupil behaviour; staff motivate and reward pupils who demonstrate good learning habits; staff have high expectations of pupil behaviour and act when

these are not met; staff developing good relationships, exercising appropriate authority and acting decisively where appropriate.

**3.2 Operational faculty performance is maximised** through efficient systems and processes for communication; effective management of physical resources; efficient and effective deployment of staff; application of the school Safeguarding and Health and Safety Policies; effective management of the faculty budget.

**3.3 Classrooms promote learning** through being well presented and tidy; use of display to promote and consolidate learning; organised to facilitate effective learning; safe places to work.