**Faculty Leader Job Description**

**Post:** Faculty Leader

**Salary Grade:** Leadership Spine (L8 - L12)

**Responsible to:** 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, mediumand 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.