

Open Academy

JOB DESCRIPTION

1. INTRODUCTION

1.1 NAME OF POST HOLDER:

1.2 Post Title: HEAD OF ENGLISH FACULTY TLR 1

1.3 Working Time: Full time as specified within the STPCD

1.4 Post Purpose:

*For key see
Appendix I*

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

*a) To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.

c) To be accountable for student progress and development within the subject area.

b) To develop and enhance the teaching practice of others.

b) To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the faculty, in accordance with the aims of the school and the curricular policies.

c) To be accountable for leading, managing and developing the subject/curriculum area.

d) To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty to support the designated curriculum portfolio.

1.5 Reporting to: Vice Principal

1.6 Responsible for: Teaching staff and other specified personnel within the faculty.

1.7 Liaising with: Principal, Leadership Team, other Heads of Faculty, Student Support Services and relevant staff with cross-school responsibilities, relevant support staff, LA representatives, external agencies and parents.

2. TEACHING

2.1 To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

3. OPERATIONAL/ STRATEGIC PLANNING:

3.1 b) To lead the development of appropriate specifications, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the faculty.

- 3.2 b) d) To be responsible for the day-to-day management, control and operation of course provision with the faculty, including effective deployment of staff and physical resources.
- 3.3 a) To monitor actively and follow up student progress.
- 3.4 c) To implement school policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH.
- 3.5 c) To work with colleagues to formulate 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 Academy.
- 3.6 c) To lead and manage the business planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of students within the faculty, SDP/DDP and the aims and objectives of the Academy.
- 3.7 b) a) In conjunction with the Head of Strategic ICT to foster and oversee the application of ICT.
- 3.8 c) To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Faculty are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

4. CURRICULUM PROVISION:

- 4.1 c) To liaise with Assistant Principal to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Development Plan and Evaluation.
- 4.2 a) b) To be accountable for the development and delivery of subjects within the faculty.
c) d)

5. CURRICULUM DEVELOPMENT:

- 5.1 c) To lead curriculum development for the whole faculty.
- 5.2 c) To keep up to date with national developments in the subject area and teaching practice and methodology.
- 5.3 c) To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- 5.4 c) To liaise with the Assistant Principal to maintain accreditation with the relevant examination and validating bodies.
- 5.5 c) To ensure that the development of subjects within the faculty is in line with national developments.

6. STAFFING:

- 6.1 b) To work with the Assistant Principal to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 To continue own professional development as agreed with the Assistant Principal.
- 6.3 d) To be responsible for the efficient and effective deployment of the Faculty's

- technicians/support staff.
- 6.4 c) To undertake Performance Management Review(s) and to act as reviewer for a group of staff.
- 6.5 d) To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the faculty.
- 6.6 d) To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.7 d) To promote teamwork and to motivate staff to ensure effective working relations.
- 6.8 b) To participate in the Academy's ITT programme.
- 6.9 d) To be responsible for the day-to-day management of staff within the designated faculty and act as a positive role model.

7. QUALITY ASSURANCE:

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| 7.1 | c) | To ensure the effective operation of quality control systems. |
| 7.2 | c) d) | To establish the process of the setting of targets within the faculty and to work towards their achievement. |
| 7.3 | a) b)
d) | To establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all subject areas within the faculty. |
| 7.4 | b) c) | To contribute to the Academy procedures for lesson observation. |
| 7.5 | b) c)
d) | To implement Academy quality procedures and to ensure adherence to those within the faculty. |
| 7.6 | a) b)
c) d) | To monitor and evaluate the curriculum area/department in line with agreed Academy procedures including evaluation against quality standards and performance criteria. |
| 7.7 | a) b) d) | To seek/implement modification and improvement where required. |
| 7.8 | c) d) | To ensure that the Faculty's quality procedures meet the requirements of Self Evaluation. |

8. MANAGEMENT INFORMATION:

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| 8.1 | c) d) | To ensure the maintenance of accurate and up-to-date information concerning the faculty on the management information system. |
| 8.2 | a) c) | To make use of analysis and evaluate performance data provided. |
| 8.3 | a) c)
d) | To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. |
| 8.4 | d) | To produce reports within the quality assurance cycle for the faculty. |

- 8.5 c) To produce reports on examination performance, including the use of value-added data.
- 8.6 c) In conjunction with the Data Manager, to manage the Faculty's collection of data.
- 8.7 c) To provide the Governing Body with relevant information relating to the Faculty's performance and development.

9. COMMUNICATIONS & LIAISON:

- 9.1 b) d) To ensure that all members of the faculty are familiar with its aims and objectives.
- 9.2 c) d) To ensure effective communication/consultation as appropriate with the parents of students.
- 9.3 c) To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies as appropriate.
d) To represent the faculty's views and interests.
- 9.4 c) To contribute to the planning and delivery of school liaison activities.
- 9.5 c) To lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- 9.6 c) To promote actively the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES:

- 10.1 c) d) To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- 10.2 a) c) To work with the Assistant Principal in order to ensure that the Faculty's teaching commitments are effectively and efficiently time-tabled and roomed.
d)

11. PASTORAL SYSTEM:

- 11.1 a) c) To monitor and support the overall progress and development of students within the faculty and in liaison with pastoral staff, students in a designated Year Group.
- 11.2 a) c) To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3 c) To act as a Form Tutor as required and to carry out the duties associated with that role as outlined in the generic job description.
- 11.4 a) c) To contribute to PSHE assembly programme, citizenship and enterprise according to Academy policy.

- 11.5 a) c) To ensure the Behaviour Management system is implemented in the faculty so that effective learning can take place.
d)
- 11.6 To support those with pastoral responsibility in the Academy.

12. SCHOOL ETHOS:

- 12.1 a) c) To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.
d)
- 12.2 Support the Academy in meeting its legal requirements for worship.
- 12.3 Promote actively the Academy’s corporate policies.
- 12.4 Comply with the Academy's health and safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Values and ethos

DNEAT has been established to provide excellent education for children and young people helping all to have high aspirations and to achieve of their best both academically and in preparing them effectively for life in modern multi-cultural Britain.

Our values are based on those demonstrated by the teachings and life of Jesus and include service, humility, respect, love and perseverance. Our academies are inclusive, welcoming those of all faiths and none. Our focus is on serving the local community and enabling our family of academies to work effectively together.

Safeguarding

The safety and well-being of our children is central to our ethos and we expect all staff and volunteers to share this commitment. Successful applicants will be required to provide references and undertake the Independent Safeguarding Authority checks including an enhanced Disclosure and Barring Service disclosure and comply with the Safeguarding Policy and child protection practices of DNEAT.

***APPENDIX I**

FACTORS
<p>For TLR 2</p> <ul style="list-style-type: none"> a) Impact on educational progress beyond the teacher’s assigned students b) Leading, developing and enhancing the teaching practice of others c) Having accountability for leading, managing and developing a curriculum or subject area or student development across the curriculum
<p>Additional for TLR 1</p> <ul style="list-style-type: none"> d) Having line management responsibility for a significant number of people

HEAD OF FACULTY – PERSON SPECIFICATION

Qualifications

Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • Have met the core standards of the Professional Standards for Teachers 	<ul style="list-style-type: none"> • Commitment to continuing professional development activities

Experience

Essential	Desirable
<ol style="list-style-type: none"> 1. As a Senior member of staff in a Secondary school including subject leadership 2. Successful experience within the Secondary age range, particularly in the field of stakeholder engagement. 3. Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of young people 4. Of contributing to successful improvement strategies 5. Of contributing to a clear vision for future needs and development 6. Of using performance management processes successfully to contribute to improvement 	<ol style="list-style-type: none"> a) Experience of more than one setting b) Working in a rural/urban environment c) Experience of working with parents d) Experience of supporting staff well-being e) Experience of cooperating with the wider community

Leading Learning and Teaching

Essential	Desirable
<ol style="list-style-type: none"> 1. Raise standards for all in the pursuit of excellence 2. Maintain the continuing learning of all students and staff members 3. Sustain an entitlement of all students and staff, to effective teaching and learning 4. Recognise and address the cultural and social needs of students and staff members. 5. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. 6. Contribute significantly to implementing best practice in relation to community cohesion and in particular to provide additional support where necessary. 	<ol style="list-style-type: none"> a) Demonstrate and disseminate personal enthusiasm for and commitment to promoting the Academy b) Demonstrate the principles and practice of effective teaching and learning to maximise student progress. c) Keep abreast of all expectations of schools within the community d) Acknowledge excellence and challenge underperformance

Developing Self and Working with Others

Essential	Desirable
<ol style="list-style-type: none"> 1. Effective working relationships 2. Shared leadership 3. Effective team working 4. Ensure sensitive and responsive support for staff well-being 5. Continuing professional development for self and all others within the team 	<ol style="list-style-type: none"> a) An open, fair, equitable culture and manage conflict b) Strategies to develop, empower and sustain individuals and teams c) Collaboration and networks with others within and beyond the school d) Challenge, influence and motivation for others to attain high goals e) Effective feedback and action to improve personal performance f) A culture accepting support from others

Managing the Organisation

Essential	Desirable
<ol style="list-style-type: none"> 1. Distributed leadership and management 2. The equitable management of staff and resources 3. The sustaining of personal motivation and that of all team members 4. The developing and sustaining of a safe, secure and healthy school environment 5. Collaboration with others in order to strengthen the school's organisational capacity. 6. Collaboration with others to maintain best practice for stakeholder engagement 7. Efficient and effective management of communications with stakeholders on a day-to-day basis 	<ol style="list-style-type: none"> a) Sustained appropriate structures and systems b) The delegation of management tasks and the monitoring of their implementation c) Professional, managerial and organisational decisions based on informed judgements d) Creatively anticipating and solving problems

Securing Accountability

Essential	Desirable
<ol style="list-style-type: none"> 1. Aspects of school self evaluation relating to all aspects of stakeholder engagement and community cohesion 2. Working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all students 3. Individual and team accountability for staff welfare 	<ol style="list-style-type: none"> a) Current thinking on addressing the needs of all stakeholders b) Knowledge of best practice in maximising the effectiveness of stakeholder involvement. c) A systematic and rigorous self-evaluation of the work of others involved in community cohesion. d) The outcomes of regular self-review with

4. Regular dissemination of the strengths and weaknesses of provision, process and outcomes through the use of data	external evaluations in order to develop best practice.
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Shaping the Future

Essential	Desirable
<ol style="list-style-type: none"> 1. A collaborative school vision of excellence and equity that sets high standards for every student 2. The setting and achieving of ambitious, challenging goals and targets 3. The use of appropriate new technologies 4. Inclusion and the right of all to be the best they can be 	<ol style="list-style-type: none"> a) Strategic thinking, to build and communicate a coherent vision in a range of compelling ways b) Inspiration, challenge, motivation and empowerment of others to carry the vision forward c) Modelling of the values and vision of the Academy