



## **JOB DESCRIPTION**

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| <b>Job Title:</b>   | Head of Department / Head of Faculty   |
| <b>Salary:</b>  | Leadership Pay Range L05-L09   |
| <b>Responsible to:</b>  | Senior Leadership Team Line Manager  |
| <b>Direct Supervisory Responsibility for:</b>                     | Department / Faculty Staff   |
| <b>Important Functional Relationships:<br/>Internal/External:</b> | TPAT, Local Monitoring Committee, Senior Leadership Team, School Staff, Students, Parents & Carers, Suppliers and External Professional Bodies |

### **Main Purpose of the Job:**

To lead and manage a team of teachers and support staff delivering the school's curriculum, leading on curriculum design, teaching and learning approaches and behaviour, attitudes and outcomes within your department/faculty. As a member of the Extended Leadership Team, make a significant contribution to wider school development. Act within the statutory frameworks, which set out your professional duties and responsibilities, and under the terms and conditions for teachers outlined in the *School Teachers Pay and Conditions Document*, the *Burgundy Book* and *Teachers Standards*.

### **Main Duties and Responsibilities:**

#### **Leading / Managing Policy**

- Make a significant contribution to the improvement of the school in line with the school's development plan.
- Lead on specific whole school initiatives.
- Lead the development of appropriate specifications, resources, schemes of work, marking policies, assessment and teaching strategies within your department/faculty.
- Work with colleagues to formulate aims, objectives and strategic plans for the department/faculty.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department/faculty, in accordance with the aims of the school and the curricular policies determined by the Headteacher.
- Be accountable for leading, managing and developing the delivery and quality of the programme/subject areas within your department/faculty.
- Liaise with your Line Manager to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme that complements the school development plan.
- Draft and implement department/faculty policies to ensure quality improvement practice, ensuring the quality of curriculum provision within the department/faculty.
- Implement, monitor, review and evaluate the work of teams and individuals in the context of school and Trust policies and procedures.
- Day-to-day management, quality and operation of course provision within the department/faculty.
- Continually self-evaluate the performance of the department/faculty.
- Implement and support behaviour management systems in line with school policies.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Support Local Monitoring Committee members by reporting to LMC meetings as required.

### **Leading / Managing People**

- Be a visible presence around the school during the day to role model high levels of professionalism for staff and promote high standards of conduct for students.
- Lead and manage the team of teaching and support staff in your department/faculty.
- Promote team work and motivate staff to ensure effective working relationships.
- Effectively deploy staff to support the designated curriculum portfolio.
- Assist the Headteacher, leadership team and LMC members with recruitment and staffing appointments.
- Lead meetings of groups of staff as required.
- Secure and sustain good and outstanding teaching in your department/faculty and more widely within the school.
- Be accountable for standards, progression and achievement in your department/faculty.
- Hold subject leaders accountable for progress made by students in their subject areas.
- Develop and enhance the teaching practice of others.
- Take a full and committed part in your own performance management, as well as those of your team members.
- Review the performance of your staff and set development objectives.
- Monitor performance against those objectives in line with school policy.
- Provide advice and guidance for staff in terms of their development within the profession.
- Assist with the induction and probation of new staff, as required.
- Act as a positive role model for staff and students, having a positive impact upon students' lives and education.
- Celebrate success and achievement of students, staff and the school.

### **Teaching and Learning**

- Plan teaching to achieve progression in students learning, consistent with school policy.
- Lead the development of a high quality, engaging and developmental curriculum offer, ensuring well planned intent, careful implementation and methodically analysed impact.
- Ensure effective teaching of whole classes, of groups and individuals across your department/faculty.
- Teach students according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere.
- Use a variety of delivery methods which will stimulate learning appropriate to students' needs and the demands of the scheme of work.
- Ensure a high quality learning experience for students that meets internal and external quality standards.
- Make effective use of, and monitor the effective use of, assessment information on students' attainment and progress.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Contribute to the preparation of action plans and progress files and other reports as required.
- Alert the appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Actively monitor and follow up student progress.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Mark, grade and give written / verbal and diagnostic feedback aimed at improving student progress.
- Encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies and school procedures.
- Establish and maintain a purposeful working atmosphere.
- Set high expectations for students' behaviour, establishing and monitoring a good standard of discipline through well-focussed teaching and through positive and productive relationships.
- Ensure school behaviour standards and approaches are embedded across your department/faculty.
- Be accountable for the progress made by students within the department/faculty.
- Communicate as appropriate with parents of the students and with persons or bodies outside the school concerning the welfare of individual students, after consultation with the appropriate staff.
- Be a Group Tutor to an assigned group of students if required.
- Promote the general progress and well-being of individual students and of the tutor group as a whole.

- Register the students in their tutor group, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Evaluate and monitor the progress of students and keep up-to-date tutee records as may be required.
- Act as a mentor for tutees.

#### **Managing Resources**

- Order and obtain department/faculty resources with due regard to requirement and cost.
- Prepare and update department/faculty/subject materials.
- Ensure effective use of department/faculty resources.
- Manage the accommodation and resources, in order to promote the creation of a safe and stimulating learning and teaching environment.
- Manage budgets for your area(s) of responsibility.
- Monitor health and safety practice and report any issues to relevant staff.
- Be conversant with the Health and Safety policy of the school, implement all aspects relevant to yourself, your responsibilities and those in your care.
- Co-operate with other staff that have health and safety responsibilities, eg by adhering to advice and instructions and by reporting unsafe plant, equipment and working practices to the Health and Safety Lead.
- Work in ways which are safe and without risk to health, both to yourself, other staff, students and visitors.

#### **External Relations**

- Represent the school and its interests in meetings and other partnerships with parents, members of the community, and external organisations and agencies.
- Lead and participate in school events such as Open Evenings and celebration evenings.
- Secure progress and personal and social development of students, including the use of data analysis and evaluation, report writing and assessment.
- Contribute to relevant marketing and liaising activities eg collection of materials for press releases, liaison events with partner schools etc.

#### **General Responsibilities applicable to all staff**

- Demonstrate and promote the values of Truro and Penwith Academy Trust at all times.
- Contribute to the overall ethos and aims of the school.
- Follow and adhere to all agreed Child Protection and Safeguarding policies and procedures at all times.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students; ensuring that students' needs are prioritised.
- Have a clear sight of how this role impacts on the school's students at all times.
- Work with professionalism in line with the Trust's Code of Conduct.
- Comply with the Trust's confidentiality, code of conduct, data protection and health and safety policies at all times.
- Be a positive influence on the climate and culture of the school and a positive role model at all times.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development and appraisal procedures as appropriate; attending staff meetings and Trust based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.

- Maintain at all times the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

### Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

### Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

## PERSON SPECIFICATION – Head of Department / Head of Faculty

| Person Specification          | Essential  | Desirable   | Recruiting Method                                     |
|-------------------------------|--|---|---|
| <b>Education and Training</b> | <p>Attainment of GCSE's grade C or above in English &amp; Maths and a range of other curriculum subjects</p> <p>A Levels</p> <p>Degree in National Curriculum Subject</p> <p>Qualified Teacher Status</p>  | <p>Honours Degree at 2:1 or above</p> <p>Masters Level Qualification</p> <p>NPQ Qualification (Middle, Senior or Headteacher)</p>   | <p>Application</p> <p>Certificates</p>                |
| <b>Skills and Experience</b>  | <p>A proven track record of working with students of the relevant age in a learning environment</p> <p>Experience of working in at least one secondary school</p> <p>Track record of securing standards commensurate with Ofsted 'Good' or better</p> <p>Experience of managing significant resources or finance within a school environment</p> | <p>Experience of a leadership role</p> <p>Experience of innovative curriculum design</p> <p>Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist student groups</p> <p>Track record of improving outcomes</p> | <p>Application</p> <p>Interview</p> <p>Assessment</p> |

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|  | <p>Evidence of making a positive contribution to a department or whole school initiative</p> <p>Experience of teaching appropriate Key Stages</p>   | <p>for students, including vulnerable students and those with SEND, disadvantaged</p> <p>Experience of coaching, mentoring and developing colleagues</p>                               |   |
| <b>Specialist Knowledge and Skills</b> | <p>Plan and organise teaching consistently to achieve clear targets</p> <p>Translate teaching and learning into effective progress and attainment</p> <p>In-depth knowledge of specific curricular areas</p> <p>Differentiate teaching to enable all to succeed</p> <p>Motivate students to achieve their best</p> <p>Value the education of every student</p> <p>Promote the well-being of all students</p> <p>See task and plans through to completion</p> <p>Up-to-date ICT skills</p> <p>Utilise ICT in delivery of programmes</p> <p>Excellent communicator: to a variety of audiences and orally, in writing and using social media</p> <p>Effective listening &amp; communication skills</p> <p>Be an effective team player that works collaboratively and effectively with others</p> <p>Awareness of the SEND Code of Practice and guidance on meeting SEND</p> <p>Knowledge and understanding of the Ofsted framework</p> | <p>Experience of examining or curriculum development in the relevant curricular areas</p> <p>Evidence of leading the successful implementation of teaching and learning strategies</p> | <p>Application Interview Assessment</p> |
| <b>Behaviours and Values</b>           | <p>Self-motivated and able to work constructively as part of a team and as a leader</p> <p>An approachable disposition</p> <p>Able to adapt approach to suit circumstances and audience</p> <p>Adopt a reflective approach towards professional decision making</p>   |  | <p>Application Interview Assessment</p> |

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|  | <p>Ability to relate well to children and adults and to inspire others to excel</p> <p>A desire to facilitate achievement</p> <p>Outstanding role model for Growth Mindsets</p> <p>Ability to work to deadlines and methodical approach to work</p> <p>Ability to thrive under pressure</p> <p>Ability to manage challenging situations including with students and stakeholders</p> <p>Deeply committed to equality of opportunity, British Values and diversity</p> <p>Energy and enthusiasm</p> |  |  |
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