

## Faculty Director

**Leadership Pay Scale (Outer London)**

**Full or part time/job share applications welcome**

**Permanent, start date September 2025**

**Cash Health Plan + Harris Benefits**

We are seeking an outstanding Faculty Director to work within our high performing Academy. Harris City Academy Crystal Palace is a mixed Academy for 1,300 students aged 11-18, with a large sixth form of nearly 400 students.

The Academy has three consecutive Outstanding judgments by Ofsted, with the most recent inspection in 2014 finding the Academy to be Outstanding in every aspect. We are a consistently high performing school. Our motto, 'All Can Achieve' encapsulates our vision that all members of the Academy community are supported and encouraged to achieve their absolute potential. We believe that a well-supported and valued staff body is the key to our success.

We are the 'Teaching School Hub' for Croydon and Sutton and we are able to offer all teachers an extensive programme of first class professional development. Harris City Academy Crystal Palace is part of the Harris Federation and this enables us to offer you a comprehensive induction programme and training and development opportunities to support your career development including Masters and other qualifications.

We welcome applicants at any point in their career and are open to full consideration of part time and job share requests.

Harris City Academy Crystal Palace is committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undertake an Enhanced Disclosure by the DBS (Disclosure & Barring Services).

To arrange a confidential discussion with the Principal or a visit to the Academy please contact Tracey Harrison, PA to the Principal [HarrisonT@harriscrystalpalace.org.uk](mailto:HarrisonT@harriscrystalpalace.org.uk)

**For details on the closing date, please consult the advert on our website. Interviews will be held on receipt of successful applications, therefore you are encouraged to apply early.**

References will be taken up for all candidates shortlisted for interview. Only shortlisted candidates will be contacted. The successful candidate will be subject to an enhanced DBS check.

**Post Title Faculty Director**

<b>Purpose</b>	<ul style="list-style-type: none"> <li>To be accountable for student progress and development in the relevant subject area across KS3, KS4 and KS5, including meeting student achievement targets which are agreed by the Principal and the Governing Body.</li> <li>To ensure high standards of teaching and learning across the faculty area, through continuously developing and enhancing the quality of teaching and learning.</li> <li>To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in the relevant subject area, in accordance with the Academy aims and policies, as determined by the Principal and Governing Body.</li> <li>To have responsibility for Assessment Recording and Reporting inside the relevant subject department and oversight for the intervention required as a result of this data</li> <li>To ensure that all Academy policies and procedures are implemented and applied consistently by all staff in the faculty area.</li> <li>To ensure agreed Personal Development programme within the relevant subject Department is implemented and that tutors are effective in their role.</li> <li>To effectively and efficiently manage and deploy teaching/support staff, financial and physical resources across the faculty area.</li> <li>To have a whole-Academy responsibility</li> </ul> <p>To oversee provision and intervention for EAL/SEN/Pupil Premium students, ensuring that the needs of all students are met and robust intervention strategies implemented as appropriate.</p>
<b>Reporting To</b>	Senior or Vice Principal
<b>Responsible For</b>	Subject Co-ordinators, team of tutors, teaching staff, other relevant personnel and students within the subject area.
<b>Liaising With</b>	Principal, Academy Leadership Group, Faculty Directors, other Faculty Coordinators, Subject Leaders, Student Support Services and relevant staff with cross-Academy responsibilities, relevant non-teaching support staff, parents and Governors and other stakeholders
<b>Disclosure Level</b>	Enhanced DBS

**Main/Core Duties**

<b>Operational/Strategic Planning</b>	<ul style="list-style-type: none"> <li>To lead on rigorous self-evaluation and review of faculty performance, recording outcomes with evidence in a focused, precise and evaluative manner in the subject area self-evaluation form (SSEF) which will feed into the whole Academy self-evaluation form (SEF)</li> <li>To formulate, in conjunction with the subject team, an annual subject improvement plan (SIP) which supports the academy improvement plan (AIP) To lead on the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies and teaching and learning strategies, that are innovative, will motivate students to learn and raise achievement across the subject area.</li> <li>To lead on the quality of T&amp;L through the Academy MER cycle including Deep Dives, Learning Walks and Curriculum Reviews</li> <li>To lead on the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies and teaching and learning strategies, that are innovative, will motivate students to learn and raise achievement.</li> <li>To contribute to the formulation of and subsequently the monitoring evaluation and review of the faculty improvement plan.</li> <li>To use information from personal learning plans and assessment data to formulate a raising achievement plan for tutors across the faculty.</li> <li>To ensure that the work in the faculty fully reflects the Academy's distinctive ethos and mission.</li> <li>To foster and oversee the application of Literacy and ICT in the subject area, including the development of materials.</li> <li>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.</li> </ul>
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**Curriculum Provision**

- To ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum that has high expectations of achievement for all students.
- To lead on the development of the relevant subject area and its delivery, reviewing it regularly in the light of Academy and national policies, as well as the impact on achievement.
- To be responsible for the selection of appropriate examination syllabuses, ensuring coverage and providing the examination secretary with accurate and appropriate information when requested.
- To be responsible for the development CORE learning, WRL and WORD strategy through the subject area and tutors programme in line with academy policies.
- To work with other Directors in order to embed cross curricular Literacy across the Academy, which is effective in raising standards.

**Staff Development**

- To build an effective team of motivated teaching and support staff who share the Academy vision of high achievement for all students.
- To build an effective team of motivated tutors who share the Academy vision of high achievement for all students.
- To induct, guide and support all staff in the subject areas, ensuring professional learning needs are met, in liaison with the Assistant Principal with responsibility for professional learning.
- To be responsible for the performance management of staff in the subject area, in line with the Academy performance management policy.
- To monitor the efficient and effective deployment of the faculty's technicians/support staff and contribute to their performance management process.
- To liaise with the Assistant Principal on all matters concerning recruitment and retention of staff, including participation in any interview process to ensure recruitment of high quality personnel.
- To be responsible for the day to day management of all teaching and support staff in the faculty and to act as a positive role model.
- To make appropriate arrangements for classes when staff are absent.
- To participate in the Academy ITE and NQT training and induction programmes.
- In liaison with the Assistant Principal responsible for Professional Learning, ensuring staff training needs are met.

**Quality Assurance**

- To ensure that challenging targets for achievement are set, communicated to staff and students and that all staff work positively towards reaching them
- To work with the faculty team to monitor and evaluate the work of the subject area, in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- Accountable for ensuring rigorous and effective systems of self-evaluation and review are carried out in line with Academy policy and that information collected through the process is used to make changes that will impact positively on student achievement.

**Management of Information**

- To ensure the input and maintenance of accurate student data and information as requested and in line with the Academy assessment policy.
- To make use of analysis and evaluate performance data provided in comparison with Academy, local and national performance.
- To ensure tutors regularly review personalised learning plans guided by the use of data.
- To identify and take appropriate action on issues arising from evaluation of data, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports on student progress and attainment within the quality assurance cycle for the subject area, including for governors when requested.

**Communications**

- To ensure all members of staff are familiar with the aims, objectives and policies of the Academy and the faculty.
- Ensure effective communication/consultation as appropriate with the parents/carers of students.
- To attend meetings as appropriate
- To communicate with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external agencies as appropriate.
- In partnership with the Assistant Principal, to organise regular subject area meetings and to ensure that the interests of the subject area are represented at faculty meetings.
- Arranging details for internal and external examinations, ensuring clear communication to parents and students.

## Marketing and Liaison

- To contribute to the Academy liaison and marketing activities.
- To lead development of effective subject links with partner schools and the community, attending where necessary events in partner schools
- Ensuring the effective promotion of the subject at open days/evenings and other events.

## Management of Resources

- To manage the available resources of space, staff, delegated budget and equipment effectively within the policies and procedures laid down by the Academy.
- To work with the Academy leadership group to ensure that the faculty's teaching commitments are effectively and efficiently time-tabled and roomed.
- To ensure the Academy health and safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary, therefore liaising with the Health and Safety Lead.

## Pastoral System

- To participate in assemblies.
- To participate in afterhours activities with students.
- To communicate as appropriate, with the parents of students and with external agencies concerned with the welfare of the individual students.
- To contribute to and implement the Academy policy on rewards and support taking responsibility for student behaviour.
- To ensure the Behaviour Management system is implemented consistently in the subject area, so that effective learning can take place.
- To liaise with the student support services manager where a student is causing concern, attending planning meetings where appropriate.
- To effectively manage a team of tutors and carry out the duties associated with this role. Including ensuring the contribution to PHSE, Citizenship and WRL programmes of study.
- To liaise with the assistant principal to ensure that the Academy pastoral system is implemented effectively.
- To participate in assemblies.
- To participate in after-hours activities with students.
- To communicate as appropriate, with the parents of students and with external agencies concerned with the welfare of the individual students.
- To contribute to and implement the Academy policy on rewards and support taking responsibility for student behaviour.
- To make referrals to SSS through the Assistant Principal for faculty and attend SSS panel meetings where required. To monitor student attendance and punctuality together with students' progress and performance in relation to targets set for each individual, ensuring follow-up procedures are adhered to and that appropriate action is taken where necessary.
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- To liaise with the student support services manger where a student is causing concern, attending planning meetings where appropriate.

## Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of faculty director.
- To plan and prepare courses and lessons in line with Academy policy.
- To contribute to the whole Academy's planning activities.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students, that meets internal and external quality standards.
- To prepare and update subject materials.
- To ensure effective and efficient deployment of classroom support
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required

## Academy Ethos

- To lead in the development of appropriate syllabuses, resources, schemes of work, Assessment for Learning, Teaching and Learning and Behaviour for Learning policies and implementation of strategies for raising achievement in the subject area.
  - To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
  - To ensure that ICT, Literacy, Numeracy and PHSE are reflected in the teaching/learning experience of students.
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- Undertake whole Academy duties as outlined in responsibilities agreed each year.
  - Monitor and support the overall progress and development of students as a teacher.
  - To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term.
  - To promote equal opportunities and celebrate diversity in all aspects of the Academy.
  - To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
  - To promote actively the Academy's corporate policies.
  - To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
  - To show a record of excellent attendance and punctuality.
  - To adhere to the Academy's Dress Code.
  - To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

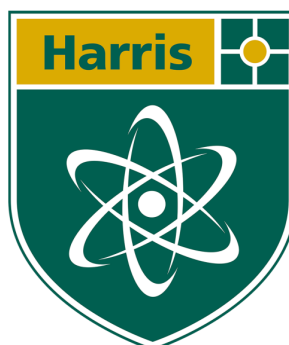
Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Following consultation with you this Job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.


Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# PERSONAL SPECIFICATION

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• University graduate</li> <li>• Postgraduate teaching qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> </ul>
<b>Knowledge and Understanding of the Curriculum</b>	<p>A clear and good understanding of current educational issues, theory and practice, with particular regard to:</p> <ol style="list-style-type: none"> <li>1. The National Curriculum</li> <li>2. Equality and issues relating to pupils' access to learning</li> <li>3. Class management</li> <li>4. Sound subject knowledge as represented by a relevant degree, CPD or experience</li> </ol> <ul style="list-style-type: none"> <li>• Strong command of subject area</li> <li>• Understanding of relevant programming language theory and application</li> <li>• The ability to use assessment data to inform planning, set targets and implement intervention</li> <li>• The ability to use relevant research and inspection evidence to improve learning and teaching in subject</li> </ul>	
<b>Teaching Experience</b>	<ul style="list-style-type: none"> <li>• Evidence of successful teaching experience</li> <li>• Teaching experience in Key Stages 3, 4 and 5 (or equivalent)</li> <li>• Evidence of outstanding teaching and learning</li> <li>• An understanding of how to use assessment to inform planning for good teaching and learning</li> <li>• The ability to differentiate materials to meet the needs of learners</li> <li>• Evidence of pastoral experience</li> <li>• Experience of being a form tutor</li> <li>• The ability to offer an extra-curricular activity</li> <li>• An interest in the wider curriculum</li> </ul>	
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Evidence of good classroom management skills</li> <li>• Evidence of leading a team</li> <li>• Ability to develop and inspire learning Subject Area to ensure progress</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A willingness to learn and develop new skills</li> <li>• A desire to make a difference to the lives of young people</li> <li>• To work proactively within the ethos of the Academy</li> <li>• An excellent attendance record</li> <li>• Good written and oral communication skills</li> </ul>	

- Committed to teaching and a willingness to continue to learn through professional development
  - Ability to work effectively as part of a team
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# SAFER RECRUITMENT IN EDUCATION

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.

## Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification may also be provided and will include a specific reference to suitability to work with children.
- A Harris Federation Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

## CVs will not be accepted

## Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

## Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.