



The Alice Smith School

Job Description: Head of Faculty (Secondary)

Purpose

The Faculty Leader will play a leading role in creating a strong professional culture based on inter-disciplinary teamwork and lively professional dialogue. S/he will provide professional leadership and management for the Alice Smith School to ensure that the faculty members work effectively as a team, that provision in the faculty is of excellent quality, that resources are used effectively, that standards of learning and achievement are very high and that the faculty is continually seeking to improve these standards and that creativity and innovation figure prominently in the faculty's approach to teaching and learning. S/he will play a key part in bi-directional communication between the Leadership Team and Heads of Department/Teachers.

Expectations

As a leading professional in education, the Head of Faculty should be able to demonstrate that he/she is an effective leader, teacher and manager who challenges and supports all staff and students to do their best. The Head of Faculty manages the teachers within his/her faculty and is responsible to a Vice Principal line manager and the Principal. The areas of expectation for a Head of Faculty are divided into leadership of people, in learning and teaching, achievement and progression and the wider community.

Leadership of People

Responsibilities include to....	Where practice is excellent....
Inspire trust and confidence through their own classroom practice and a positive, solution-focused approach in order to improve the quality of learning and teaching.	Heads of Faculty utilise coaching and mentoring approaches in order to empower Heads of Department and team members and address challenging behaviours or situations.
Provide a channel of communication between the faculty (including each Department) and SLT, actively promoting faculty initiatives and ensuring that information is communicated in a timely and supportive manner.	Heads of Faculty are proactive in their communication, both in timing and content; they are acutely aware of the needs of others and the School, preempting potential obstacles and



	modeling a solution-focused approach.
Create a climate of high quality professional dialogue, nurturing professional relationships, collaboration and supporting the professional growth of individuals and the team in general. This is both through the line management of Heads of Department and overall leadership of the faculty.	Heads of Faculty seek out opportunities to distribute leadership within their faculty in order to build confidence and empower team members.
Provide professional learning direction to the faculty, identifying and accessing school-based and external Professional Learning Opportunities and incorporating the learning from these into faculty training and support.	Heads of Faculty know their teams and have an awareness of their strengths and development areas; they celebrate success, creativity and best practice and provide or support professional growth opportunities when they arise.
Manage the faculty's Professional Learning Opportunity budget, ensuring that approval is given for applications that meet faculty and ASTRA priority areas and that such discussions are collective and transparent.	The faculty PLO budget is forward planned with Heads of Department in order to strategically meet the development needs of all teams.
Support any non-teaching staff working within the faculty by ensuring they are provided with clear expectations, channels of communication, resources and feedback.	
Hold Heads of Department and teachers to account individually and collectively for their professional behaviours, student care, quality of learning and teaching, and their contribution to departmental planning and collaboration as per the KLASS Teachers' Code of Professional Practice, Professional Growth and Accountability (PGA) guidance and the Performance Improvement process and policy (PIP)	Heads of Faculty are proactive in monitoring performance and addressing concerns as and when they arise; they clarify expectations, put support in place and set clear targets for improvement, communicating these to SLT as per the PIP process and policy.
Maintain an active overview of the health and safety of the physical learning environment and	



facilities, communicating with Maintenance and SLT where appropriate.	
Take an active role in the recruitment and induction process, working with SLT to give feedback on written applications, virtual interviews (such as Sonru), taking part in face-to-face interviews where appropriate and inducting new Heads of Department within the faculty.	

Leadership in Learning and Teaching

Responsibilities include to....	Where practice is excellent....
Provide pedagogic leadership for the faculty, playing a key part in raising standards of learning and teaching through the excellence of her/his own teaching and by supporting the professional development of her/his colleagues.	The Head of Faculty models excellence in their own teaching and attitude towards professional growth, actively seeking out opportunities for pedagogical innovation, collaboration, and the sharing of best practice within their faculty.
Lead learning within the faculty, ensuring through line management, collaboration and distributed leadership that curricula, schemes of learning and resources meet the needs of all students and provide inspiring and challenging learning experiences as per school policies.	There is shared ownership of priorities, action points and planning within all faculty departments. Planning is collaborative and team members are responsible for areas of curriculum development.
Keep up-to-date with curricula and specification changes, pedagogical research and subject-specific research in order to support Heads of Department to regularly and effectively review schemes of learning and ensure they are robust.	Team members access a range of sources and forums to keep abreast of education reform or pedagogical innovation. There is a climate of optimism and risk taking within the faculty.
Ensure that each department's digital presence is maintained as per school guidelines, for example through the effective use of Google Sites and	



Google Classroom, in order to support students in their learning beyond the classroom and to encourage independent learning.	
Ensure the faculty is well resourced in order to meet the curricula and learning needs of all students. This includes preparing, presenting and negotiating annual budgets based on short-, medium- and long-term ASTRA planning and supporting Heads of Department to do the same.	
Liaise with Heads of Department and SLT in the annual process of timetable allocation, managing the 'combing' of the faculty's timetable and any issues arising from this.	
Oversee the provision of cover and safeguarding of students across the faculty in the event of teacher absence and communicate with the Cover Team on this.	

Leadership in Achievement and Progression

Responsibilities include to	Where practice is excellent
Lead the quality assurance process, utilising the full range of PGA tools on a regular basis in order to identify priority areas and celebrate success. Ensure through line management that this is being led on by Heads of Department across the faculty.	All team members are actively involved in PGA activities and the data from these form the basis of department dialogue, reflection and planning.
Monitor the ASTRA review and exam analysis processes across all departments within the faculty, carrying out regular analyses of student progression and attainment data with Heads of Department.	Reflection is ongoing and built into line management meetings with Heads of Department. Heads of Department across the faculty utilise a range of school-based and external data within departmental meetings; ASTRA priorities are drawn from this data and from exam analyses.



Support, guide and monitor Heads of Department in devising and operating systems for monitoring and improving students' attainment and progress; put appropriate training or support in place where necessary.	Data checkpoints form the basis of rigorous evaluation, leading to priority setting, action points and student interventions where appropriate.
Oversee the reporting process, ensuring Heads of Department know what the process entails, that the correct data is available to them and a buddy-checking system is in place.	Line management and curriculum meetings provide a timely and regular platform for individuals and teams to analyse Progress Indicator (PI) data and discuss student progress; a schedule of buddy checking is in place.
Oversee the exam arrangements for students, including internal KS4-5 mock and end of year exams, external KS4-5 exam arrangements, coursework preparation, liaison with external moderators and the completion of all required examination and coursework paperwork and materials. To liaise closely with Heads of Department, SLT and the Examinations Officer on all counts and also to keep the faculty informed of any exam board guidance.	

Leadership in the Wider Community

Responsibilities include to....	Where practice is excellent....
Liaise with parents on student achievement and progress across the faculty, including ensuring that Learning Guides and department GSites are prepared punctually and appropriately.	Heads of Faculty proactively communicate with parents to celebrate success and items of interest, for example, through Twitter.
Ensure that the faculty maintains a high profile throughout the school, for example, through presentations, excellent learning environments and cross-curricular collaborations. This includes the creation and updating of materials, such as Learning Guides, and attendance at events, such	



as the Options Expo, relating to learning and teaching and courses of study.	
Establish, encourage and maintain strong curriculum links with local, regional and international organisations, including employers, and learning and teaching links with other schools.	Heads of faculty actively seek opportunities to lead within our networks (such as hosting FOBISIA JAWs) or support their faculty departments in doing so.
Participate actively and positively in school meetings, including ESLT.	Heads of faculty engage in professional dialogues which seek to promote faculty and whole-school priorities.
Support school events and initiatives through attendance, active involvement and collaboration.	Heads of faculty seek out opportunities to engage with or lead on school events or initiatives, particularly those which would benefit from their areas of expertise.
Uphold the reputation of the school and its standing in the community at all times.	

The duties and responsibilities of this post may vary from time to time according to the changing demands of the school. This job description may be reviewed at the reasonable discretion of the Principal in the light of those changing requirements and in consultation with the post holder. The performance of the Head of Faculty in these key responsibility areas is formatively reviewed over the year as part of the school's Professional Growth and Accountability (PGA) process.