



# BRIXHAM COLLEGE

Faculty Leader

English





## Welcome

As the Assistant Principal and the line management of English at Brixham College, I am proud and privileged to work alongside a collection of experienced, driven and committed colleagues. We work as a team in the truest sense of the word. Our greatest aim is providing our students with the best experience, enrichment and excitement that our subject can bring. Fundamentally built on relationships; not only with the students but with each other, we work together to progress, develop and learn the best practices ourselves that can be transferred to our classrooms. As an English Teacher myself, I am keen to work with a Faculty Leader who is passionate and dedicated to inspiring both staff and students. The development and consistency of our teaching and learning is paramount to the impact in which we can make as a Faculty.

If this is your first leadership role, please be assured that you will have my support with embarking on this new challenge and that we will work collaboratively to ensure the best possible outcomes are achieved. Both myself and the Faculty look forward to working with a dynamic and motivated practitioner who will embrace and enhance the role of Faculty Leader here at Brixham College.

Lisa Redfern

Assistant Principal





### **Our English Faculty**

The faculty consists of a dedicated and forward-thinking team of eleven teachers. A Deputy Faculty Leader whose focus is 6<sup>th</sup> Form and Teaching and Learning supports the Faculty Leader. The faculty are housed in a dedicated wing of the College resulting in a strong supportive team ethos. Students enjoy English because they experience the subject rather than just simply do. This vision for teaching and learning within the faculty is encapsulated in the faculty's intent, implementation and impact statements. Our students, and the faculty, are looking for a leader to who take them on a values led journey.

### **Our Intent**

Our aim is for students in English to flourish and thrive. To develop culturally, socially, intellectually, emotionally and spiritually through the text we study. Our curriculum is designed so that students have a love of literature whilst being confident, critical thinkers and technically accurate writers. Our students will study a range of challenging texts and will know more about the social and historical context in order to apply these concepts to their own ideas. It is important to us that students are secure in grammar, reading and writing whilst being immersed in challenging vocabulary and ambitious objectives for all. By addressing the gaps in knowledge, we want our learners to feel confident and self-assured in expressing, engaging with and developing their own ideas and opinions.

### **Our Implementation**

With a mastery approach to learning, objectives address the gaps from KS2 to secure the basics, to make continual progress, and to challenge with a depth of knowledge. Learning in English is sequential and cumulative vertically and horizontally across each transitional points. Students will study a range of genres and challenging texts whilst continually addressing gaps and reinforcing the knowledge through a range of pedagogy, low stake testing, continual formative assessment and organisers. Student will, for example study Childhood and Poverty in 'Oliver Twist' in Year 7; Crime and Superstition in 'Hound of the Baskervilles' in Year 8; Scientific discoveries and narrative structure in 'Frankenstein' in year 9; Social Responsibility in 'A Christmas Carol' in Year 10 and Social Injustice in 'Tess of the D'Urberville' at A Level. It is important that both Reading and Writing is an ongoing focus with weekly reading lessons at KS3 and extended writing tasks throughout.

### **Our Impact**

The successful approach of the English Faculty results in engaging and high quality learning that provides students with the basic skills, knowledge and empathy in themselves and the wider world. Through our teaching, students are able to express ideas clearly, accurately and apply their knowledge to a range of other contexts in everyday life. Our students understand concepts that transcends and permeates into familiar and unfamiliar genres and forms. Our students at Brixham know the power of language and the written word and will have had the accomplishment of being able to challenge the obvious, embrace and continue their love of reading and communicate and converse successfully.

## **Job Profile – Faculty Leader**

**Job Title:** Faculty Leader for English

**Accountable to:** Assistant Principal: Teaching and Learning / CPD

**Pay Scale:** MPS/UPS + TLR 1a

**Responsible for:** Outcomes and Curriculum

### **Main Purpose:**

1. To ensure outstanding achievement for all students within the area of responsibility.
  - To track, monitor and be overall accountable for the outcomes of learners within the Faculty.
  - To challenge the underperformance in the Faculty by maintaining high expectations and driving key priorities.
2. To design and embed a curriculum which inspires and motivates students to achieve the best possible outcomes at KS3, KS4 and in the Sixth Form, including appropriate choice of syllabus, materials and effective Schemes of Work.
  - To ensure the curriculum is cumulative and builds at each transitional end points with the implementation of a Mastery Curriculum at KS3 and by reviewing and updating a GCSE and A Level curriculum.
  - To ensure the curriculum continually address the gaps in learning and expands the breadth of key knowledge and ideas with up to date schemes of work. To implement a Values Led Curriculum that drives our College ethos. To implement progressive assessment criteria that ensures the progress of all learners.

### **Core Responsibilities:**

- Outcomes
- Curriculum
- Quality Assurance
- Examinations, Assessment and Reporting
- Appraisal and Performance Management
- Faculty Evaluation and Improvement Planning
- Staff Recruitment, Retention and Well-being

### **Operational Duties:**

- Lead, develop and line manage all members of the English Faculty through the appraisal process, provision of CPD, inset training days and supervising ITT students
- Demonstrate positive behaviour management strategies and support colleagues with the development and maintenance of their own
- Monitor, evaluate and continually improve the quality of planning, teaching, and assessment of all members of the Faculty
- Manage departmental budget and resources effectively and efficiently
- Develop strong partnerships and ensure appropriate or regular communication with parents and carers is established and maintained

### **English:**

- Be responsible for tracking student progress across the faculty, analysing all relevant data to make appropriate changes to the curriculum design, placement within sets and intervention strategies, and using the data to monitor the performance of staff
- Prepare, monitor and arrange assessments for all year groups that support accurate measures of progress and predictions for end of course examinations
- Prepare and deliver appropriate and effective Faculty Meetings
- Model outstanding teaching and lead collaborative planning and development, including the sharing of resources and best practice within the department through CPD and Departmental Workshops
- Keep abreast of regional and national guidelines and use of best practice to support the continual development of the delivery of teaching and learning within the Faculty
- Organise and conduct interview processes to select the best candidates for the position required
- Identify and organise groups of students for intervention, ensuring the quality of delivery and accuracy in the strategic approach
- Be accountable for student progress in all key stages, ensuring that all students achieve positive attainment and progress
- Provide staff with constructive feedback that is appropriate, manageable and fair to support their personal development
- Plan, deliver, monitor and evaluate the curriculum provision and enrichment for all year groups within the Faculty, providing students with a rich and broad experience
- Monitor the identification of and provision for students with individual needs, and develop differentiated learning and teaching methods

## College Behaviours

There is an understanding within our community that our students deserve excellence and this is delivered by a belief that excellence is best delivered when there is a shared view on what is important in our school. We believe that how we do something is as important as what we do. How we do things are encapsulated in our professional contract between colleagues. Regardless of position or role within the College, these behaviours apply to all that are part of our community and are derived from our five shared values.

### All Colleagues regardless of position or role are leaders therefore:

- Colleagues and students are scrutinising your behaviour all the time and making judgements about you that will affect their discretionary effort and behaviour.
- Even the small things that you say are important and have an impact in either a positive or negative way.
- When colleagues or students decide to follow you, they do so for two reasons: They think that you are competent and they think that you have integrity.

### All Colleagues regardless of position or role are:

- Ambassadors to students, colleagues, parents and the name of Brixham College.
- Role Models to our students, colleagues and parents.
- Expected to demonstrate our Values in our actions and behaviours.

### 1. High Expectations – Behaviours

- a) Look professional and smart at all times.
- b) Always be punctual and reliable
- c) Celebrate success at every opportunity
- d) Challenge poor or sloppy standards in a consistent, calm and supportive manner
- e) Do not let a student go past you unchecked in terms of uniform/standards/Ps&Qs – *others will be watching what you do!*



- f) Check the college site is clean, acceptable and safe for students to learn
- g) Ensure that desks and work spaces are clear, tidy and professional in appearance
- h) Check classrooms and work spaces are positive environments and surfaces are free from clutter
- i) Check for graffiti, damaged chairs and report to operations team and check to ensure that every issue raised is addressed
- j) Check the quality and condition of displays are high throughout the College and ensure that improvements are carried out
- k) Only be in offices/sending e-mails etc. when it is not break, high visibility or change over.
- l) Sample books to ensure marking policy is being fulfilled and students are making progress – follow up with colleague if concerns raised and thank when standards are met

## **2. Knowledge - Behaviours**

- a) Know what motivates you and colleagues you work with.
- b) Keep things simple and consistent in any message or communication you give
- c) Operate emails, letters, text whether internal or external in line with College's protocols

## **3. Character – Behaviours**

- a) Smile and be re-assuring to everyone you meet
- b) Remain calm in stressful situations, be approachable, be fair, be consistent.
- c) Be humble – *you can be ambitious and driven for the College but not for you as an individual – why would people follow you?*
- d) Do not make a promise you cannot keep
- e) Keep confidences or people will not trust you
- f) Remember it's what you listen to not what you say that is the most important to colleagues and students
- g) Take responsibility when you get it wrong and be honest and never blame

## **4. Leadership - Behaviours**

- a) Always have time for every member of staff – *even though you may not have it.*
- b) Be there every day for students and colleagues
- c) Give praise and lots of it but ensure that it is authentic
- d) Deliver difficult or negative messages 'face to face' never by e-mail
- e) Model exemplary behaviour at all times, lead by example and be tidy and organised in your work
- f) Model the way that we speak to students – *short on negative and long on positive*
- g) Pick up rubbish – role model good behaviour and show attention to detail
- h) Speak to as many members of staff and students as possible by name
- i) Visit the people that you line manage and spend time with them in their office or working space
- j) Keep confidential all aspects of Leadership meetings/paperwork

## **5. Continuous Improvement – Behaviours**

- a) Lead by example in terms of planning lessons/marking
- b) Let the Principal know of any good practice or behaviour demonstrated by staff or students anywhere so that it can be acknowledged by the Principal and acknowledge by you

**Above all colleagues at Brixham College should**

- Do what they say that they are going to do when they say they are going to do it
- Give lots of positive feedback to both colleagues and students
- Maintain a relentless focus on high standards in all that they do

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Child Protection:**

- ✓ A commitment to the responsibility of safeguarding and promoting the welfare of young people
- ✓ A commitment to safeguarding and the welfare of children and young persons you are responsible for or come into contact with
- ✓ A commitment to undertake Child Protection training
- ✓ An enhanced DBS is required for the post

**Brixham College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**