



## Job Description

### Secondary Head of Faculty

<b>School:</b>	Secondary
<b>Allowance Group:</b>	C
<b>Teaching Allocation:</b>	Around 60% of contact periods (this may vary slightly depending on the subject taught)
<b>Reports to:</b>	A Senior Leader within the relevant part of the school
<b>Direct report:</b>	All members of the Faculty
<b>Performance Management Reviewer for:</b>	Up to five members of the Faculty

### Role and Position in the Organisation

**Major Role:** To provide professional leadership and management of the Faculty in order to secure high quality learning to inspire students to fulfil their potential.

The Secondary Head of Faculty has responsibility for:

- key developments in a group of related subjects or one of the core subject areas such as Mathematics or English;
- ensuring that the curriculum offered is engaging, resourced and accessible to all students;
- working with teams of subject teachers to secure the highest level of achievement for each individual student;
- being accountable for students' progress and learning outcomes.

### Responsibilities, by area

**Goal 1: We focus on continually improving learning**

**Strategic Area 1 - Learning and Teaching – The Secondary Head of Faculty will:**

- ensure that the “Professional Standards for Learning and Teaching” form the core values of the Faculty and are the basis for lesson planning and delivery;
- lead a team of curriculum leaders and subject teachers to ensure the curriculum is delivered effectively and appropriately;
- monitor the standards of learning and teaching through a variety of strategies and techniques including lesson observations, drop-ins and learning walks;



- work with the curriculum leaders and subject teachers to develop the curriculum to ensure it is accessible by all students and that they can reach their full potential as independent learners;
- ensure that the external recommendations from the examination boards are fully complied with throughout the courses that are followed;
- assist in the administration of formal assessments both formative and summative, in all Key Stages;
- assist the (I)GCSE Examinations Leader and IB Co-ordinator with the appropriate documentation in the preparation of entries for external examinations;
- ensure the recording of assessment data is consistent with school and examination system requirements;
- work to ensure that an environment is created that is well-resourced and challenging and one in which students will achieve the highest standards;
- work with other members of the Faculty to meet curriculum targets;
- ensure that appropriate feedback is consistently given to students during the course of the year;
- monitor and track student progress and work with staff to ensure appropriate strategies are implemented to support the individual needs of students;
- encourage the use of Assessment for Learning as a tool to instruct classroom practice and encourage individual personal development;
- be a lead practitioner;
- reflect systematically on the area of responsibility so as to plan for the developments of the subject.

**Strategic Area 2 - Professional - The Secondary Head of Faculty will:**

- assist the Assistant Principal - Curriculum and Assessment in building a unified team within the wider Faculty structure;
- encourage and promote staff development and professional learning opportunities;
- give advice and practical support to members of the Faculty regarding classroom practice;
- ensure that the Performance Management system is effectively implemented across the Faculty, advising the Secondary Principal and Head of School concerning contract offers, promotion and references;
- work with team members to support whole school and individuals Performance Management strategies;
- act as the reviewer for key members of the Faculty as part of the Performance Management process;
- support staff in setting appropriately challenging goals for students and classes;
- guide staff in the use of data to inform practice;



- attend all compulsory Continuing Professional Learnings (CPL) sessions linked to student safeguarding, First Aid, English as an Additional Language (EAL) and Learning Support (LS).

**Strategic Area 3 - Culture and Communication - The Secondary Head of Faculty will:**

- ensure that communication between subject teachers, student and/or home occurs when necessary and is recorded appropriately;
- communicate to parents and other interested parties an accurate outline of the curriculum offered at each Key Stage;
- be the initial point of contact for teachers within the Faculty to ensure discipline issues that have occurred in the classroom are effectively managed within the Faculty and reported to Heads of Year, Tutors and, if appropriate, Assistant Principals/Senior Teachers;
- ensure reports across the subject/ Key Stage are of a high standard, are completed according to published deadlines and communicate information effectively and appropriately;
- contribute to School publications especially curriculum booklets, the Student Achievement Booklet, Patana newsletter, term magazines and other external publications;
- organise display material for special events such as (I)GCSE or IB Options Morning;
- ensure exemplary standards of behaviour and personal responsibility;
- contribute to updates to the Board, as required, e.g. through reports and presentations.

***Goal II: We align our structures, policies and practices to support learning***

**Strategic Area 1 - Policy and Planning - The Secondary Head of Faculty will:**

- ensure the production of consistent long, medium and short-term planning within the defined curriculum area according to agreed formats;
- systematically review courses offered and propose additions, amendments and alternatives in Key Stage 3 and 4 and Senior Studies;
- as a member of the Head of Faculty Group and in consultation with the Secondary Leadership Team inform decisions on relevant curriculum matters;
- attend and contribute to Head of Faculty meetings;
- meet with colleagues from the Primary School to ensure regular vertical articulation of curriculum-related matters;
- ensure all policies but especially those related to home learning, marking, recording and reporting are understood and adhered to by all of the Faculty members;
- assess standards within and across Year groups;
- link work within the Faculty to the School Development Plan;



- understand and adhere to the student safeguarding policy, code of conduct and methods of reporting a concern.

**Strategic Area 2 - Finance and Resources - The Secondary Head of Faculty will:**

- with curriculum leaders and other members in the faculty design and contribute to budgetary planning by identifying resource and staffing needs in consultation with the Assistant Principal – Curriculum and Assessment and Secondary School Principal;
- monitor the Faculty budgets relating spending to the Faculty requirements that are identified within the development plan.

**Strategic Area 3 - Admissions - The Secondary Head of Faculty will:**

- ensure new students adjust to their new environment quickly, efficiently and positively;
- advise the Admissions department and all relevant staff concerning the placement of students in subject choices.

**Strategic Area 4 - Health and Safety - The Secondary Head of Faculty will:**

- ensure school health and safety protocol are adhered to within the Faculty and around school;
- safeguard students against all foreseen risks;
- maintain a watching brief on health and safety matters and be proactive in reporting any perceived risks.

**Strategic Area 5 - Facilities - The Secondary Head of Faculty will:**

- maintain and develop the facilities within the Faculty to support student learning.

**Secondary Head of Faculty: Safeguarding Responsibility**

To support the Designated Safeguarding Lead (DSL) by providing guidance and direction to staff in line with the Patana Safeguarding Policy and Staff Code of Conduct.

***Responsibilities***

- To ensure that staff in your team/specified area know how to respond to an initial disclosure.
- To make Safeguarding procedures and disclosure forms accessible to staff in shared areas and staff rooms.



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- Where appropriate, to liaise with the faculty Trip Organiser re Staff, Student and Hotel/Resort Codes of Conduct and Guidelines for Hotels and Resorts when planning for Trips and Excursions which requiring overnight provision.

**Where roles include supervision of changing facilities, the use of physical touch or 1:1 instruction**

- To make safeguarding a termly item on team agendas.
- To keep staff informed about any changes to policies and procedures.
- To liaise with the AP ECAs/Sports and/or DSL in providing CPL relevant to Safeguarding.
- To help parents, nannies and other visitors understand our Safeguarding requirements.
- To ensure that 1:1 instructors know how to respond to an initial disclosure, who to inform, and how to record the information.

These duties will be developed into short and longer-term targets in consultation with the post-holder.

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## Bangkok Patana School

### Mission

Our mission is to ensure that students of different nationalities grow to their full potential as independent learners in a caring British international community.

### Vision

We develop global citizens who shape their world through independence, empathy, creativity, and critical thinking.

### Values

#### Well-being

**We are**

Protected, safe and secure  
Motivated and engaged  
Responsible and honest  
Kind and compassionate  
Balanced and fulfilled

#### Learning

**We are**

Rigorous  
Inquisitive and creative  
Collaborative and confident communicators  
Critical, reflective thinkers  
Passionate, resourceful and resilient

#### Global Citizenship

**We are**

Committed to integrity  
Active volunteers  
Diverse and inclusive  
Ethical and informed  
Empowered by our interculturalism  
Inspired to improve global sustainability  
Respectful contributors to digital and local communities

### Student safeguarding

Bangkok Patana School is committed to safeguarding and promoting the welfare of its students and expects all staff to share the same commitment.