

Job Title: Head of Faculty - Maths

Reports to: Member of Senior Leadership Team

Salary:

This job description should be read in conjunction with the job description for all teachers at Notley High School and Braintree Sixth Form.

The Role

Manage the professional community of subject teachers to ensure high progress and attainment in the Faculty Subjects

Key Responsibilities

- Leadership of the Subject Community
- Contribute to the professional community of subject leaders in the school
- Quality teaching and learning of Faculty Subjects
- Curriculum planning and assessment in Faculty Subjects

Leadership of the Subject Community

- Leadership and support of Faculty subject teachers
- To have overall responsibility for the day to day performance management of all colleagues in the Faculty
- To write a FDP which dovetails with the SIP and which lays out strategies for improving student progress within the Faculty
- To review progress towards targets and outcomes laid out in the FDP and to amend the plan accordingly
- To develop the unique culture and identity of the Faculty and to be an ambassador for it within the school and the wider community
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff in the Faculty
- To lead and manage the Subject Leaders in the Faculty
- To be responsible for colleagues' performance management in accordance with school policy
- To have overview of each colleague's CPD needs and to take responsibility for helping each colleague to fulfil these
- To work with the AHT responsible for the timetable to allocate to each teacher a broad and balanced teaching timetable which has regard for each colleague's CPD

Teaching and Learning

- To have overall responsibility for the learning and progress of every child in all the Faculty subjects
- To exploit the potential of the Faculty structure for cross subject links and project based learning, and support possible House projects where appropriate
- To be responsible for fostering an ethos of aspiration and challenge within the Faculty
- To lead on Assessment for Learning within the Faculty – including students knowing their levels, targets and next steps
- To lead on marking of class and home learning, ensuring marking policy is adhered to
- To take a lead role in Quality Assurance within the Faculty, including lesson observation and

work scrutiny

Curriculum and Assessment

- To use prior attainment and predictive data to set ambitious targets for student progress
- To set ambitious targets for whole Faculty results
- To use assessment to track progress throughout KS3, 4 and 5
- To identify individuals and groups who are making insufficient progress, to challenge this robustly and to support/organise interventions which will help put their learning back on track
- To monitor the progress of particular groups of children (e.g. ethnicity, LAC, AEN, G&T)
- To identify and, with subject leaders within the faculty, take overall responsibility for the progress of 'key marginal' students in all years – especially those in Y11
- To lead the Y11 intervention programme within the Faculty
- To take overall responsibility for public examination entry, NEAs, and preparation
- To use data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to 3, including exploring the possibility of "outreach work" with the Family of Schools primaries
- To lead the intervention programme for students in KS3

Other

- To write an analysis of Faculty performance in public examinations and in student progress at KS3
- To recruit students from KS3 to take up courses offered by the Faculty at KS4
- To take overall responsibility for the faculty budget
- Undertake other various responsibilities as directed by the Headteacher
- Undertake the other main professional duties of a teacher as set out in the Teacher Standards and the NHS and BSF Teacher's Job Description

Person Specification

Head of Faculty

Qualifications

- Qualified Teacher Status
- Record of excellent classroom practice
- Evidence of continuing programme of appropriate professional development

Experience

- Teaching widely across the age and ability range
- Track record of raising standards at middle leadership level

Skills

- Ability to plan for and achieve rapid improvement
- Ability to plan for medium and long term sustainability
- Ability to adapt priorities to whole school improvement agenda
- High level communication, organisation and record keeping skills, including ability to use data to track students' progress
- Ability to lead and manage a team of colleagues, including other middle leaders
- Excellent inter-personal skills
- Monitoring, evaluation and review

Professional knowledge and understanding

- Statutory curricula and non-statutory frameworks
- Critical understanding of the most effective teaching, learning and behaviour management strategies
- Confident understanding of the role of assessment and AfL in securing pupil progress
- Pupil progress data and how to use it to secure school improvement
- Understanding of sound financial planning and best value practice

Personal competencies and qualities

- Commitment to helping every child achieve his or her very best
- High aspirations for children and for NHS and BSF
- A 'can do' approach to work in school
- Commitment to the protection and safeguarding of children and young people