

Purpose and Responsibilities of a Faculty Leader at St Bede's Catholic College

Post:	Leader of Mathematics Faculty
Responsible To:	Principal, under the day to day management and leadership of a member of the Strategic Leadership Team
Responsible For:	All members in the Faculty
Working Pattern:	Full-time and as described in the School Teachers' Pay and Conditions Document.
Core Purpose:	The core purpose is to work within a faculty to provide professional leadership and management to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
Disclosure Level:	Enhanced

Objectives

- Ensure effective learning takes place across the faculty
- Foster enjoyment of learning with the pupils
- Ensure pupil entitlement to the agreed curriculum within the faculty
- Put in place measures to raise standards of pupil achievement
- Enhance the teaching of all subjects within the faculty
- Enhance enrichment and co-curricular provision
- Hold people to account for the pupils they teach
- Develop pupil engagement in co-curricular activities within the faculty

The faculty leader is required to carry out the professional duties set out in the relevant paragraphs of the "School Teachers' Pay and Conditions" document and to meet the Teachers' Standards.

Areas of Accountability:

A Strategic direction and development of the subjects

Within the context of the College aims and policies, to ensure the development and implementation of subject policies, plans, targets and practices within their area of responsibility

- Establishing and maintaining policies and practices which promote high achievement through effective teaching and learning
- Creating an environment where students and staff develop and maintain positive attitudes towards teaching and learning
- Using data effectively to monitor and evaluate student progress; planning and implementing effective intervention to support all students to achieve highly
- Analysing national, local and Academy data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Principal on progress and plans
- Contributing to the 'Developing and Improving Education Plan' and establishing an effective faculty improvement planning cycle to meet Academy strategic priorities

B Teaching and Learning

To secure and sustain effective teaching of their subjects, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement, based on information about pupils' performance

- Ensuring appropriate, challenging and differentiated programmes of study and schemes of work are in place for all teaching groups and related courses
- Securing and sustaining effective teaching of the faculty through structured monitoring and evaluation of all aspects of teaching and learning
- Active participation in the Academy's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, student interviews and written reports to the Principal and Leadership Team, as necessary
- Ensuring teaching and learning objectives are clear to all members of the curriculum team
- Ensuring effective development of students' literacy, numeracy and ICT skills within the faculty
- Contributing to the teaching of Citizenship, Enterprise Education and Work Related Learning within the faculty area
- Developing the curriculum to meet the needs of all students; introducing, planning and implementing new courses of study to meet 14-19 curriculum initiatives and KS3 developments
- Map progress of students regularly against prior attainment and local and national norms and identify students at risk of underachieving

C Leading and Managing Staff

To provide, to all those with involvement in the teaching or support of their subject, challenge, information and the development necessary to sustain motivation and secure improvement in teaching and pupils' learning

- Line managing all members of the faculty team and providing effective support, challenge, information and professional development for all staff within the faculty area as necessary
- Focus intensively on the use of coaching to ensure all teachers in the faculty are teaching at a consistently good or better level.
- Establishing clear expectations and high standards of professionalism and collaboration across the faculty
- Taking an active role as a Team Leader within the Academy's Performance Management policy to develop the professional effectiveness of colleagues
- Providing structured support and assessment for NQT and ITT trainees to enable them to meet the relevant professional standards
- Working in collaboration with the SENCO, SEN staff and Heads of Pastoral to ensure that Individual Education Plans and Pastoral Support Plans are used to set faculty specific targets, as required

D Efficient and Effective Deployment of Staff and Resources

To identify appropriate resources for the subjects and ensure that they are used efficiently, effectively and safely

- Using appropriate resources, in consultation with the Principal, for effective, efficient and safe teaching and learning within the faculty area; accommodation, staff, time, courses, development opportunities, ICT equipment
- Creating an effective and stimulating learning environment for teaching and learning
- Deploying accommodation to meet the teaching and learning needs of the faculty

- Ensuring a safe working and learning environment through application of appropriate risk assessments

4. Professional Knowledge and Understanding

Faculty Leaders must have knowledge and understanding of the important role of leadership. Subject knowledge and understanding required to lead others will change over time and it is important that Faculty Leaders recognise their responsibility to remain up-to-date with developments in their own subject area and of education in general.

5. Skills and Attributes

Leadership skills, attributes and professional competence – the ability to lead and manage People to work towards common goals and the setting of challenging and realistic targets are key components essential to improving the performance of others.

6. Key Outcomes of Faculty Leadership

Effective faculty leadership results in:

a) Pupils who

show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; understand the key ideas in the subject at a level appropriate to their age and stage of development; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for any tests and examinations in the subject, know what they can achieve and where they are at in their learning; are enthusiastic about their work and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

b) Teachers who

work well together as a team; support the aims of the team and understand how they relate to the college's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for their subjects which reinforces the motivation of pupils; have high expectations for pupils and set realistic but challenging targets based on a good knowledge of their pupils and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; take account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject specific learning objectives and the needs of pupils.

c) Parents who

are well informed about their child's achievements in the subjects and about targets for further improvement; know the expectations made of their child in learning the subjects; know how they can support or assist their child's learning in the subjects.

d) The Principal who

understands the needs of the subjects you lead; uses information about achievements and development priorities in these subjects in order to make well informed decisions and to achieve greater improvements in the whole college's development and its aims.

e) Other adults in the college and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business, industry and sport who are informed of subjects, achievements and priorities and are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.

Safeguarding Statement

St Bede's Catholic College is committed to the safeguarding of all of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Trustees to ensure the safety of all young persons within its care.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

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