



ALL SAINTS CATHOLIC COLLEGE

Job Description

JOB TITLE: FACULTY LEADER OF ENGLISH

GRADE: MPS/UPS + TLR 1b

1. Responsibility

To carry out the professional duties set out in the School Teachers' Pay and Conditions Document 2019 and National Standards (updated June 2013) as directed by the Principal within the context of the job description set out below in a satisfactory manner.

2. Duties

- To teach English and other subjects as appropriate throughout the College to students in KS3 and KS4.
- To have pastoral oversight of a specific form group.
- To be responsible for the coordination of a Key Stage/Subject within the Faculty if appropriate.

3. Faculty Leader

The Faculty Leader is responsible for making clear and effective decisions about planning, implementing, and evaluating the curriculum; leading and managing teaching and non-teaching staff; and organising Faculty resources. The Faculty Leader has overall responsibility for the standard of the students' work and behaviour in the Faculty.

4. Development planning

The Faculty Leader must demonstrate the ability to establish aims and direction for the Faculty based on the College's aims and policies, including the following:

- 4.1 To complete the Faculty Improvement Plan (FIP).
- 4.2 To construct Faculty Improving Pupil Progress Plans, taking into account the Whole College Improving Pupil Progress Plan, self-evaluation, national and local developments.
- 4.3 To ensure the implementation, monitoring and evaluation of the Faculty Plans.
- 4.4 To prepare the Faculty for Ofsted inspections and any other audits/inspections/reviews.

5. Curriculum

- 5.1 To establish common standards of practice within the Faculty and develop the effectiveness of teaching and learning.
- 5.2 To ensure that schemes of work in the Faculty are constructed which satisfy statutory requirements and are compatible with the College's aims, policies, and ethos.
- 5.3 To monitor and evaluate the schemes of work and modify them in the light of new attitudes and approaches, changed examination syllabi or altered College or national policies.
- 5.4 In liaison with the SENDCo, if necessary, to ensure that schemes of work are differentiated to meet the needs of individual students.



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- 5.5 To ensure the schemes of work show continuity and progression in:
- curriculum objectives and content
 - the development of cross curriculum skills
 - teaching and learning strategies
 - assessment of and for learning.
- 5.6 To ensure the smooth transition between Key Stage 2 and 3, 3 and 4 in order to build on skills, attitudes, knowledge and concepts developed in the primary schools and progressively through the College.
- 5.7 In consultation with the Assistant Principal – Curriculum, to assist in the development of cross-curricular themes and priorities e.g. literacy programmes and initiatives.
- 5.8 To promote teaching and learning strategies within the Faculty which stimulate student interest and involvement in learning which meet the needs of individual learners, drawing on/sharing good practice in other faculties.
- 5.9 To evaluate educational resources and acquire a range of those which:
- motivate and interest students
 - meet National Curriculum requirements
 - support the College policy statement on equal opportunities
 - are relevant to the needs of the students and society
 - assist in the development of a range of cross-curricular themes.
- 5.10 To contribute as necessary to the planning of the College timetable; to advise on the most effective deployment of Faculty personnel.
- 5.11 To maintain constant awareness of the developments in the Faculty's subjects and bring these to the attention of the Principal.
- 5.12 To evaluate the suitability of courses offered by the different examination boards and choose those which meet the needs and aspirations of the students.
- 5.13 To provide progression information about the course available Post 16 in local providers.
- 5.14 To ensure that ICT is integrated into schemes of work when appropriate, liaising with the Network Manager over access to equipment.
- 5.15 To ensure the arrangements of educational visits which aim to support curriculum objectives.
- 5.16 To ensure that Faculty accommodation/environment promotes the curriculum values and ethos of the Faculty.
- 5.17 To liaise with other Faculty Leaders and the Assistant Principal – Curriculum over the whole College curriculum planning and preparing the College calendar.
- 6. Students**
- The Faculty Leader should demonstrate the ability to set in place and maintain strategies:
- To establish and maintain high levels of expectations in students.
 - To ensure that the College guidelines on behaviour and completion of homework are implemented in the Faculty including the consistent use of the Behaviour for Learning (BfL) system by all staff.
 - To organise teaching groups into sets where appropriate.
 - To ensure that students are trained in the safe use of equipment.
 - To ensure that students and their parents are provided with information and guidance about courses offered by the Faculty at KS4.
 - To ensure liaison with the Achievement Coordinators and pastoral support staff over individual student needs.
 - To monitor attendance and punctuality of students in the Faculty.



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6.8 To assist in the discipline and congratulation of individual students.

7. Leadership of the Faculty

The Faculty Leader should demonstrate the ability to lead, motivate and get the best out of others:

- 7.1 To engender a common sense of purpose, shared vision and sense of mission within the Faculty.
- 7.2 To delegate appropriate responsibilities and duties to Heads of Subjects/Key Stage Coordinators in the Faculty and to all other members in the Faculty team.
- 7.3 To formulate a Faculty/Department handbook in consultation with all Faculty members.
- 7.4 To act as a model of good practice within the Faculty.
- 7.5 To monitor the consistent use of the BfL and other support systems by all staff.
- 7.6 To assist with recruitment and appointments.
- 7.7 To make arrangements for the induction of new staff; to provide a full programme of guidance and support for newly qualified teachers and those returning to teaching; to prepare reports on new staff.
- 7.8 To liaise with the Senior Leader responsible for Staff Development to promote the professional development of staff within the Faculty. To conduct the performance management process and to set appropriate objectives for staff.
- 7.9 To identify strengths and weaknesses of staff and take appropriate actions to encourage high morale. To bring to the attention of the Assistant Principal (Teaching & Learning) areas of concern in the professional capability and competency of teaching and non-teaching staff.
- 7.10 To implement College procedures for the monitoring and evaluation of the work of teachers in the Faculty. To ensure that lesson plans are prepared, schemes of work are followed, student work is assessed, and the reward system is used by staff.
- 7.11 To have a thorough knowledge of Faculty staff, support them in the organisation and arrangement of their work; to take an interest in their well-being and offer guidance as appropriate.
- 7.12 To maintain structures for Faculty consultation, communication, and evaluation. To hold regular Faculty meetings at which staff feel confident and free to express opinions. To consult with staff and distribute agendas. To ensure that minutes are distributed to members of the Faculty and the Senior Leadership Faculty link.
- 7.13 To organise work for absent staff, ensuring that suitable work is set and resourced.
- 7.14 To assist in deployment of teaching support staff.
- 7.15 To meet regularly with the Senior Leadership Faculty link and exchange information.
- 7.16 To play a full and meaningful role as a member of the Faculty Heads Team, representing the Faculty and ensuring effective communication with all members of the Faculty, and the implementation of Faculty, whole college, and national policies.
- 7.17 To ensure that all non-specialist staff (e.g. Cover Supervisor) working within the Faculty receive support and guidance to carry out their teaching responsibilities adequately.

8. Resources and Accommodation

To ensure that resources within the Faculty are relevant to curriculum needs and are well maintained:

- 8.1 To ensure that the learning environment is enhanced and that:
 - a) classrooms, etc are left tidy and clean



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- b) furniture and fittings are kept in good condition
- c) student work is regularly displayed within and outside the classroom.

- 8.2 To be responsible for the Faculty/Department capitation budgets and monitoring spending in the faculty; the Faculty stock book and the security of this stock.
- 8.3 To purchase, maintain and allocate resources for the Faculty.
- 8.4 To liaise with the Business Manager (Health and Safety representative) in ensuring that students, teachers, and support staff work in a safe and healthy environment.

9. Examinations

To ensure the economical, efficient, and effective involvement of the Faculty in external and internal examinations:

- 9.1 To liaise with the Examinations Officer over entry procedures, to ensure that students are entered for the correct external examinations.
- 9.2 To ensure that all necessary coursework/controlled assessments are dealt with according to regulations and on time; that coursework/controlled assessments are standardised across the Faculty.
- 9.3 To organise teacher assessments of student work in the National Curriculum and at the end of Key Stage 3 where necessary.
- 9.4 To analyse examination results/assessments and use these diagnostically to alter tier of entry, plan interventions with students and highlight training needs within the Faculty.
- 9.5 To liaise with and arrange the visit of external moderators.
- 9.6 To prepare internal examination question papers in consultation with other members of the Faculty.
- 9.7 To organise student testing in line with the College assessment calendar where necessary.

10. Target Setting, Monitoring and Reporting

- 10.1 To use 3 and 4 Levels progress and other performance indicators to help staff to understand the way student targets are set.
- 10.2 To ensure that staff monitor and report on student targets and progress in accordance with the College calendar, identifying students who would benefit from intervention programmes to improve their performance.
- 10.3 To plan, organise, monitor, and evaluate intervention programmes.
- 10.4 To ensure the completion of reports, monitoring and other documents required from the Faculty within the specified timeframe.
- 10.5 To collate exemplar materials to produce a portfolio of assessment standards appropriate to National Curriculum and GCSE levels of attainment.
- 10.6 To be informed of developments in assessment procedures as they relate to the Faculty and update/train Faculty staff, as necessary.
- 10.7 To identify plans for intervention for a targeted group of students who are underachieving.
- 10.8 To provide Steps to Success grades for students, as per assessment calendar, in order to track progress towards targets within the Faculty and in the whole college.

11. Quality Assurance

- 11.1 To ensure that College quality assurance procedures are followed in line with the College calendar and the work of the Faculty is monitored closely e.g. scrutinise student work, celebratory postcards/letters.



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- 11.2 To analyse and report on test results, course work/controlled assessments/project marks and examination results as required by the Principal.
- 11.3 To ensure that departmental quality assurance folders are kept up to date with evidence collated through the College quality assurance procedures.
- 11.4 To seek opinions through student/parent surveys as required.
- 11.5 To participate in "learning walks" as required.

- 12. The Community**
 - 12.1 To ensure effective dialogue with parents in accordance with College policies.
 - 12.2 To maintain a dialogue with the support services and advisory staff.
 - 12.3 To assist in the induction of students at all levels of entry into the College.
 - 12.4 To organise the Faculty contribution to Open Evenings, Option Evening, and other transition events/activities.
 - 12.5 To contribute to reports to Governors when required.
 - 12.6 To promote those links with the local community which enhance curriculum provision.
 - 12.7 To liaise with external agencies, as necessary.

- 13. Extra-Curricular Activities**
 - 13.1 To promote the provision of extra-curricular activities and events in the Faculty.

- 14. Subject Coordinator**
 - 14.1 To undertake the role of a Key Stage or Subject Coordinator when required.

Notes:

- The post holder will support the distinctive Catholic mission and ethos of the College.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment of Teachers and the National Standards (September 2019).
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is current at the date shown, but following consultation, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.
- The duties may be varied to meet the changing demands of the College at the reasonable discretion of the Principal.

RESPONSIBLE TO: **Senior Leadership Faculty Link**

RESPONSIBLE FOR: **All teaching and non-teaching staff attached to the English Faculty.**

JD Reference No	FL/EN
JD Prepared / Amended	2020



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Person Specification FACULTY LEADER - English

Criteria	Essential	Desirable	How identified
Qualifications	<p>QTS</p> <p>Good Honours degree or equivalent in English</p> <p>Recent participation in relevant high level training</p> <p>Relevant middle leadership development</p>	<p>Range of high level English qualifications</p>	<p>Application</p>
Background and Experience	<p>Substantial recent and successful teaching experience in secondary schools</p> <p>An outstanding classroom practitioner</p> <p>Experience of leading school improvement</p> <p>Excellent understanding of current, relevant issues and national developments in education and more specifically in English</p> <p>Excellent skills in the use of data to evaluate student progress</p> <p>Excellent use of assessment and feedback to promote rapid progress of students</p> <p>Experience and understanding of the role of a form tutor</p>	<p>Evidence of leading creative and innovative approaches to teaching and learning</p> <p>Experience of supporting colleagues to improve practise</p> <p>Experience of observation, feedback and coaching to improve quality of teaching and learning</p> <p>Can provide evidence of rapid progress of students at GCSE level or equivalent</p>	<p>Application</p> <p>Selection Process</p> <p>References</p>
Professional Knowledge and Understanding	<p>Understands the characteristics of high quality teaching, learning and achievement for all students</p>		<p>Application Form</p> <p>Selection process</p>



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Person Specification

FACULTY LEADER - English

	<p>Excellent understanding of effective pedagogy</p> <p>Understand the wider characteristics that form a successful school</p> <p>Knowledge of the professional standards for teachers</p> <p>Knowledge of the professional standards for teachers</p>		
Skills	<p>Able to manage challenging behaviour of students and support colleagues to manage behaviour</p> <p>Ability to contribute to leadership of change at Faculty level</p> <p>ICT skills</p> <p>Excellent communication skills</p> <p>Able to anticipate problems and find solutions</p> <p>Excellent organizational skills to meet deadlines and manage workload of self and others</p> <p>Have high expectations of self and others and provide a role model for students and staff</p> <p>Able to secure school improvement and build a high performing team</p> <p>Capacity to manage a budget and resources to support improvements in learning</p>		<p>Application form</p> <p>Selection process</p> <p>Interview</p>



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Person Specification

FACULTY LEADER - English

Personal Qualities and Attributes	<p>Capacity to plan and deliver a vision for English at All Saints</p> <p>Cares deeply about the success of every child and every member of staff</p> <p>Committed to continuous school improvement</p> <p>Credibility, presence and capacity to provide leadership at Faculty level</p> <p>Able to gain respect of students, parents, staff and governors</p> <p>Awareness understanding and commitment to the protection and safeguarding of children and young people</p> <p>Has energy, enthusiasm and a sense of humour</p> <p>Open to advice, feedback and professional development</p> <p>High integrity: honest, trustworthy and reliable</p>	<p>Can take difficult decisions and manage challenging conversations</p>	<p>Selection process</p> <p>References</p> <p>Interview</p>
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