

JOB DESCRIPTION

Post Title	Assistant Faculty Leader
Salary Scale / Grade	Teaching and Learning Responsibility Payment - TLR 2(b)
Reporting to	Federation Faculty Lead

Purpose:

To support the Federation Faculty Lead to provide effective leadership and management across the faculty as required, and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement

Key tasks and responsibilities:

Leadership

- To assist in the creation of a vision, sense of purpose and pride in the faculty.
- To effectively manage the human resources at the faculty's disposal, including teaching and support staff.
- To assist in arrangements for the monitoring of homework and marking.
- To assist in the arrangements relating to work scrutiny and moderation.
- To be jointly responsible for continuously improving the quality of teaching and learning in the faculty.
- To be jointly responsible for maintaining discipline in the faculty including supporting staff during lessons when appropriate.
- To identify and applaud areas of success for teachers and students within the faculty.
- To help create an effective team by promoting collective approaches to problem solving and curricular / faculty development.
- To support in the implementation of school Quality Assurance, assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject.
- To support the Federation Faculty Lead as needed and appropriate.
- To manage all budgets delegated by the Executive Headteacher in accordance with the Governing Body's Financial Regulations. To ensure the effective security and protection of all resources including the maintenance of Inventories where required.

Curricular / Faculty Development

- To contribute towards continuity and progression within the whole school curriculum.
- To contribute to the Faculty Improvement plan, its implementation and the part it plays in whole school development.
- To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on students' progress.
- To assist in the development of faculty strategies for the students' spiritual, moral, social and cultural development, including citizenship.

- To assist in the monitoring and evaluation of the teaching in the faculty; identify strategies to support consistency of practice and be a lead practitioner in the team.
- To assist in developing faculty strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs.

Liaison ;/ Communication

- To meet regularly and work with the line manager for professional support and to develop effective faculty management.
- To oversee and monitor the accuracy of exam entries and dates and to work effectively with the exam officer.
- To act as the initial person for others to contact regarding all issues relating to the subject.
- To liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all students.
- To inform staff about new developments and ideas related to the subject and the faculty.
- To co-operate with the health and Safety management and inspection process.
- To assist in the management of information to parent / carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
- To provide helpful and accurate responses to parent / carer enquiries.

Professional Development

- To support with organising in-service training for the faculty staff (teaching and support) as appropriate.
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- To use the Performance management cycle to assist in enhancing the professional development aspirations of colleagues.
- To personally keep up to date with developments and new ideas related to the subject.
- To ensure compliance with the current Teachers Standards throughout the faculty

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

PERSON SPECIFICATION

	Essential	Desirable	How Tested A – Application I – Interview T - Test
QUALIFICATIONS AND TRAINING			
Qualified Teacher Status	✓		A
Recent, relevant professional development	✓		A, I
EXPERIENCE			
Experience of successful secondary teaching or teaching practises	✓		A, I
Experience of successful teaching across the ability range	✓		A
Experience of effectively teaching students' progress	✓		A, I
KNOWLEDGE AND UNDERSTANDING			
Understanding of the main safeguarding principles	✓		A, I
A working knowledge of National Curriculum changes to attainment levels and grades	✓		A
Subject knowledge commensurate with that required for the effective delivery of exam board specifications	✓		A
Flexible attitude to learning with a variety of teaching styles	✓		A
Use of ICT to meet the needs of students to improve their outcomes and raise standards	✓		I
Ability to generate new ideas about the delivery and students' engagement and enjoyment of the subject	✓		A, I
Use of data to inform decision-making	✓		I
SKILLS AND ABILITIES			
Good interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Good level of competence in ICT (Including Google docs)	✓		A, I
Ability to work flexibly and under own initiative to achieve objectives	✓		I
Ability to prioritise, coordinate and organise work under pressure	✓		I
Ability to work on own initiative and self-manage	✓		A, I
Ability to translate theory into classroom practice	✓		A, I
Highly effective practitioner	✓		A, I

Ability to identify personal training needs	✓		A, I
Ability to make positive relationships with disaffected learners	✓		A, I
Ability to understand and deal with issues affecting students with challenging behaviours	✓		A, I
Ability to use SIMS	✓		A
PERSONAL QUALITIES AND ATTITUDES			
Ability to maintain high quality professional relationships with all	✓		I
Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		I
Calm, approachable, resolution-focussed disposition.	✓		I
Conscientious and positive disposition	✓		I
Willingness to participate in further training and developmental opportunities to further knowledge	✓		I
Commitment to young people and ensuring the school facilitates the highest possible outcomes	✓		I
Enthusiasm and strong motivation	✓		I
Commitment to equal opportunities and inclusion	✓		I