**Job Description: Head of Faculty – Science**

**Reports to:** Headteacher, Deputy Headteacher and Senior Leadership Team

The post holder will be expected to liaise with staff across the organisation to ensure a consistency of approach regarding standards, support, transition and quality of provision.

**Review and Amendment:**

This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder. Please note this role is subject to a 12 month probation period which will be reviewed as part of Performance Management.

**Core tasks and responsibilities (in addition to those of a classroom teacher):**

* to raise standards of pupil attainment and achievement within the faculty.
* monitor and support pupil progress through liaising with the Academic Intervention Co-ordinators as appropriate
* to be accountable for pupil progress and outcomes within the faculty
* to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department across all Key Stages
* to be accountable for leading and developing the faculty curriculum. Ensure the range of subjects and qualifications are regularly reviewed in response to national developments and the needs of the school and students
* to deploy financial and physical resources within the faculty effectively to support the school and faculty development plans
* to work in conjunction with the Senior Leadership Team to develop, implement and evaluate the whole school faculty strategy

**Specific responsibilities for this role:**

* To develop and lead an inspirational Science curriculum to be delivered across all key stages across all the sites (GHS, Musers and Chipley Farm).
* To lead the successful delivery of Science across the School.
* To inspire and enthuse members of the team, with a clear vision for the future direction of the Science Department.
* To undertake regular audits and quality assurance checks within Science to ensure that the highest standards are being achieved in all aspects of the department’s work.
* To safeguard young people by ensuring that all aspects of Health and Safety are adhered to in lessons and preparation areas.
* To lead the development of differentiated schemes of work at KS3, KS4 and at Post-16 so that every young person makes progress in their learning.
* To keep up-to-date about subject development and to take part in relevant CPD for this purpose, disseminating to other staff where appropriate.
* To lead the department’s strategic planning and self-evaluation processes.
* To provide regular reports on student performance based on internal assessment data as well as externally verified examination results and to plan effective interventions as appropriate.
* To promote and lead on the delivery of all extra-curricular activities in Science .
* To act as a role model to others, demonstrating high standards of professionalism in all aspects of leadership.
* To ensure that appropriate arrangements are made for examination entries and statutory requirements.
* To contribute to wider whole school policy making as appropriate
* to complete a termly audit of homework across the school, to assess the frequency and quality of homework set
* to work alongside the intervention coordinator to ensure appropriate interventions are offered for all students, including those who are gifted and talented

**Strategic Direction and Development:**

* to have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students’ lives;
* develop and implement policies and practices for the subject which reflect the school’s commitment to high achievement through effective teaching and learning;
* use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
* analyse and interpret, relevant national, local and school data, plus research and

inspection evidence, to inform policies, practices, expectations, targets and teaching methods

* Ensure faculty development plans are written in conjunction with faculty staff and are informed by the school improvement plan priorities

**Leading and Line Managing Staff:**

* enable all teachers to achieve expertise in planning for and teaching the subject through example. Support and by leading or providing high quality professional development opportunities, ensuring training supports priorities within the department
* to manage and effectively deploy teaching/support staff in the department.
* to set service standards, develop and enhance the teaching practice of others
* to monitor the quality of teaching within the faculty and carry out Performance Management as required by the Senior Leadership Team
* to continually review and develop and improve working practices
* complete termly reports for the Senior Leadership Team using the Greater Horseshoe School Proforma
* to develop a training matrix to ensure all aspects of the faculty’s curriculum can be delivered to the highest, and most cost effective, standards

**Teaching and Learning:**

* use your own classes as an example of high quality teaching and learning in the subject;
* ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning
* set objectives through an agreed scheme of work, developed in line with the subject and school development/improvement plans;
* establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular half-termly analysis of this data;
* evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
* develop effective links with the local community including parents, business and industry;
* ensure that teachers are aware of the implications of equality of opportunity which the subject raises
* ensure there are effective moderation practices in place, including both internal and external moderation for students work, across all Key Stages
* to be accountable for the development and delivery of the faculty’s curriculum
* to keep to date with and respond to national developments, teaching practice and methodology

**Quality Assurance:**

* to monitor the outcome of faculty lesson observations
* Provide adequate and appropriate training or support for staff within the faculty that are judged to be ‘requires improvement’ through any quality assurance
* ensure evaluative reports are produced as requested by senior management
* to monitor, oversee and evaluate student underperformance action plans and reviews.

**All staff at the Greater Horseshoe School will undertake following:**

* supervise and provide support for students, ensuring their safety and access to learning
* assisting with the development and implementation of student passports
* establish good relationships with students, act as a role model and be aware of and respond appropriately to individual needs
* promote the inclusion and acceptance of all students
* encourage students to interact with others and to engage in activities
* encourage students to act independently as appropriate
* be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate designated person
* Be aware of and supporting difference and ensure all students have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the school
* Appreciate and support the role of other professionals
* Attend relevant meetings as required
* Participate in training and other learning activities and performance management as required
* Assist with the supervision of students out of lesson times, including before and after school and at breaks / lunchtimes as required

*A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen changes.*

**Personal Specification (***In addition to the Classteacher Person Specification)*

**Job Title:** Head of Faculty

|  |  |  |  |
| --- | --- | --- | --- |
| **ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| Qualifications | * Relevant honours degree * QTS status |  | Certification |
| Experience | * Knowledge of recent developments in learning and teaching * A reflective practitioner who consistently seeks to improve their teaching to support learning and accelerate student progress * A good understanding of effective ways to facilitate learning * A strong understanding of the relevant subject curriculum * Good working knowledge of all Key Stage subject related qualifications | * Teaching experience across all Key Stages * Knowledge and experience of monitoring student progress and effective use of student data to trigger intervention * Evidence of commitment to extended learning for students beyond the classroom | Application and  Interview |
| Skills & Abilities | * Understanding of skills needed to lead a team, and to inspire and motivate staff * Able to track and intervene with students to raise standards * Evidence of preparing and delivering high-quality lessons * Ability to initiate improvement and monitor high educational standards * Effective communication and negotiation with students, teachers, parents and the community * Evidence of well-developed planning, organisational and resource management skills * Proven classroom management ability * The ability to teach creatively through a variety of teaching and learning styles | * Committed to further developing teaching skills through CPD / training etc. * Demonstrated leadership qualities of supporting the development of high performing teams | Application and Interview |
| Personal Qualities | * Embraces the school vision to provide the best education for every child. * Cares about what they do – committed to increasing the life chances of young people * Shows humility * Able to inspire and motivate young people * Keen to develop leadership skills * Hard-working * Able to release potential in others, quick to acknowledge fault and quick to recognise the achievement of others * Has high expectations of self and students * Reliable, punctual and responsible * A leader who can lead colleagues within the faculty by example. Is able to enthuse others and to boost self-esteem and self-confidence, is able to counsel and advise | * A willing contributor to the development of the Greater Horseshoe School | Application and Interview |