

Job Description: Head of Faculty – Pastoral

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.

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 relevant staff
- 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 where appropriate 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 and Curriculum/inclusion lead to develop, implement and evaluate the whole school faculty strategy.

Specific responsibilities for this role:

- To develop and lead an inspirational PSHE curriculum and pastoral offer to be delivered across all key stages across all the sites
- To lead the successful delivery of statutory PSHE content across the school and additional pastoral support.
- To inspire and enthuse members of the team, with a clear vision for the future direction of PSHE and pastoral offer, working closely alongside the family support worker, therapies team and DSL.
- To be responsible for performance management and supervisions of your team to support them in their career development.
- To undertake regular audits and quality assurance checks within PSHE and pastoral support to ensure that the highest standards are being achieved in all aspects of the department
- 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 and pastoral offer at KS2, KS3, KS4 and at Post-16 so that every young person makes progress in their learning including personal development.
- 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 pastoral support.
- To act as a role model to others, demonstrating high standards of professionalism in all aspects of leadership.
- To contribute to wider whole school policy making as appropriate
- to work alongside the SENDCO and clinical team 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 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 teaching staff 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 lessons 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.
- work alongside other departments and teams to develop quality cross curricular links, including the futures team to make links to careers in your subject and promote different opportunities for pupils as they consider their futures.

Quality Assurance:

- to monitor the outcome of faculty lesson observations
- to complete learning walks
- 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
- 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
- Be responsible for the progress of pupils and record progress using school's assessment platform.

- 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	<ul style="list-style-type: none"> • Relevant honours degree 		Certification
Experience	<ul style="list-style-type: none"> • Confident teaching PSHE • 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 	<ul style="list-style-type: none"> • Teaching experience across all Key Stages (secondary preferred) • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Committed to further developing teaching skills through CPD / training etc. • Demonstrated leadership qualities of supporting the development of high performing teams • Experience in data analysis for your subject and how to use this to support teaching. 	Application and Interview

Personal Qualities	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • A willing contributor to the development of the Greater Horseshoe School 	Application and Interview
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