

Job Description: Director of Faculty: Humanities

Reports to: Assistant Principal

Salary: Ark Leadership scale (Outside London)

The Role

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which the post holder will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Key Responsibilities

- To lead and be accountable for the quality of teaching and learning and outcomes in a specific whole school area as allocated by the Principal in both KS3 and KS4.
- To ensure that the school meets statutory requirements on reporting, liaising with others to ensure that all our reporting systems e.g. reports to parents, progress reports are effective and focused on raising pupil attainment and achievement, providing advice and support as necessary.
- To lead the school in the policy and practice of pupil assessment, ensuring the school maintains an accurate, user friendly database and providing advice and support to middle tier leaders so that they can make best use of pupil attainment data for departmental and individual target setting and whole school improvement.
- To scrutinise, analyse and interpret whole school attainment data so as to inform school improvement and to lead on target setting and advising e.g. Leadership Team, teaching staff and Board on developments to secure continuous improvement.
- To ensure that the school meets all statutory requirements for national testing, internal summative testing, are carried out, advising and liaising with teaching and support staff over e.g. administrative arrangements and data input, results etc.

Outcomes and Activities

Leadership and Management

- Manage, with Line managers, Heads of department, Achievement Leaders and other members of the schools to deliver, appropriate, effective intervention strategies to support improvements in student achievement.
- Contribute to the Academy's self-evaluation processes and be responsible for their area of the SEF.
- Lead and support on the preparation for and during Ofsted and other external scrutiny visits.
- To participate in the operation of the Academy's Appraisal Scheme.

- In consultation with others to oversee the whole annual reporting cycle including reports to parents, parents' evenings and progress reporting.
- Such other duties as may be appropriate to achieve the objectives of the post to assist the leadership team in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.

Teaching and Learning

- Accurately create termly progress/performance analysis reports for staff, Leadership and Local Governing Body
- Accurately prepare Data analysis of GCSE Performance (Raise online, FFT, Forvus etc.)
- Prepare data for internal displays and have oversight for the presentation of the data displays.
- Prepare transitional data & pupil baselines as directed by the Vice Principal.
- Have oversight of Public & Internal examinations.
- Able to fully implement the academy's package for, recording and reporting of student progress and attainment data.
- Ensure progress data is used effectively to support improvements in student progress and attainment.
- Identify groups of students who are underperforming and devise and manage intervention strategies to close the gap between current and expected performance.
- Monitor and develop systems for reporting student progress to parents.
- Develop and monitor an Assessment Policy.
- To undertake appropriate summative testing.
- To ensure the school has an appropriate range of intervention strategies for all pupils who are underachieving and to advise on and oversee the arrangements for such strategies.
- To monitor and report the impact and effectiveness of the intervention strategies.

School Ethos and Culture

- To maintain a presence around the school to ensure that the highest standards of behaviour and site-usage are upheld, to contribute to overview and review of student behaviour and to participate in the regular whole-school supervisory duties fulfilled on a scheduled basis by the Leadership Team
- To be active in issues of staff and student welfare and support
- To demonstrate a commitment to Equality of Opportunity for all members of the academy's community.

Other

- Undertake, and when required, deliver or be part of the appraisal system and relevant training and professional development
- To undertake any other responsibilities as directed by the Principal.

Person Specification: Director of Faculty: Humanities

Qualification Criteria

- Qualified to degree level and beyond
- Qualified to teach and work in the UK.

Experience

- Experience at Middle Leadership or Assistant Head level (or equivalent)
- Experience of working successfully in at least one school in an urban, multi-cultural setting, teaching scholars from backgrounds of socio-economic disadvantage
- Experience of delivering consistently outstanding lessons to scholars of all ages and achievement levels
- Evidence of having directly impacted on the raising of attainment levels in a subject area or phase
- Experience of significantly contributing to the success of a school through its leadership, ethos and teaching and learning
- Experience of contributing to policy formulation, implementation, evaluation and review
- Up to date knowledge of the curriculum, national changes and their implications at each of the 5 key stages
- Experience of implementing and sustaining effective behaviour management strategies.

Vision and Strategy

- Vision aligned with Ark and the academy's high aspirations and high expectations of self and others
- Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour in an urban school setting and commitment to relentlessly implementing these strategies
- Ability to effectively lead on a wide range of initiatives and areas of responsibility
- Confident and forensic use of data to assess scholar achievement levels and progress, the ability to inform and diagnose weaknesses that need addressing and to effectively action plan to raise individuals' attainment
- Understanding of what outstanding teaching practice looks like and how to diagnose and implement effective strategies to raise learning standards
- Commitment to the importance of supporting scholars to develop learning dispositions and character traits
- Understanding of the principles of whole school timetabling
- A firm and constant belief in the unlimited potential of every scholar and a commitment to inclusive educational provision.

Leadership Behaviours and Qualities

- Effective leadership and management style that encourages participation, innovation and develops colleagues' confidence and trust
- The ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance

- The ability to develop the leadership skills of others as well as to learn from others
- The ability to enthuse and inspire others
- Excellent listening skills, strong interpersonal, written and oral communication skills
- Strong organisational and time-management skills and the ability to delegate appropriately
- Passion, energy, resilience and optimism to lead the academy through day-to-day challenges
- The ability to skilfully manage and maintain effective working relationships with parents, governors, community members and other stakeholders
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop
- Confidence and self-motivation
- The ability to work well under pressure
- The ability to be decisive, high levels of honesty and integrity.

Other

- This post is subject to an enhanced Disclosure and Barring Service check
- The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.