

JOB DESCRIPTION

Job Title:	Head of English Faculty and Associate Member of SLT with responsibility for Whole School Literacy and Oracy
Responsible to:	Deputy Head Teacher – Quality of Education and Head Teacher
Duties:	The School Teachers' Pay and Conditions Document Regulations (Part XII) (updated annually) specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

TEACHER AND TUTOR

To fulfil the roles of teacher and tutor as described in the generic job descriptions.

ADDITIONAL RESPONSIBILITIES AS HEAD OF FACULTY

HEAD OF FACULTY

The Head of Faculty is responsible for making clear and effective decisions about: planning, implementing and evaluating the curriculum; leading and managing teaching and associate staff and organising resources. He/she has overall responsibility for the standard of pupils' work, pupils' progress at all key stages and behaviour in the faculty, as well as being the School Literacy and Oracy Lead and an Associate SLT member.

FACULTY PLANNING

In consultation with the Head Teacher:

- ❖ To lead the Faculty Improvement Plan, based on the School Improvement Plan, defining short, medium and long term goals of the faculty;
- ❖ Complete a Faculty Self-Evaluation document;
- ❖ To support with the design, implementation and evaluation of the School Improvement Plan as it relates to the English faculty and the whole school literacy and oracy strategy;
- ❖ To oversee strategic decisions relating to the staffing and rooming of all classes in the faculty;
- ❖ To prepare the faculty for internal and external review and OFSTED inspections.

CURRICULUM

- ❖ To oversee the design of Schemes of Learning for the faculty which satisfy either the KS3 National Curriculum or the examining body's requirements and are compatible with the school's aims, policies and ethos.
- ❖ In consultation with members of the faculty and the Deputy Head Teacher – Quality of Education, to evaluate the Schemes of Learning and modify them in the light of new ideas and approaches, changed examination specifications, or altered school or national policies.
- ❖ To conduct regular work sampling through analysing the faculty's feedback, ensuring that it is in line with the school's feedback policy.

- ❖ To ensure effective lesson observations take place within the faculty and feedback is given to make improvements.
- ❖ To ensure that Schemes of Learning are adapted to meet the needs of individual pupils.
- ❖ To liaise with the SENDCO over pupils with special educational needs and disabilities.
- ❖ To ensure that Schemes of Learning show continuity and progression in:
 - curriculum objectives and content;
 - the development of cross curricular skills and
 - teaching and learning strategies.
- ❖ To assist in the development of cross-curricular themes, skills and dimensions as appropriate.
- ❖ To ensure that teaching and learning strategies within the faculty that stimulate pupil interest and involvement in learning and meet the needs of individual learners, drawing on good practice throughout the school.
- ❖ To acquire a range of appropriate educational resources that offer value for money.
- ❖ To develop, monitor and improve assessment procedures compatible with the school policy and statutory requirements.
- ❖ To evaluate the suitability of courses offered by the different examination boards and choose those which meet the needs and aspirations of pupils.
- ❖ To ensure the arrangement of educational visits and enhancement activities which aim to support curriculum objectives.
- ❖ To maintain constant awareness of developments in the faculty and bring these to the attention of the faculty and Deputy Head Teacher – Quality of Education.
- ❖ To liaise with other Heads of Faculty over whole school curriculum planning.
- ❖ To ensure all faculty members update pupil data on Progress Teaching and other platforms at defined times.
- ❖ To design and oversee the home learning strategy for the faculty.
- ❖ To develop the feedback strategy within the faculty, in line with school policy.
- ❖ To have overall responsibility for the English Faculty.

PUPILS

- ❖ To establish and maintain high levels of expectations in pupils. To ensure that the school guidelines on behaviour, quality of work and completion of home learning tasks are implemented.
- ❖ To establish procedures for the assessment and recording of pupil progress in line with school and national policy. To ensure that pupil records are passed on from year to year. To organise teaching groups into sets where appropriate.
- ❖ To ensure that pupils and their parents/carers are provided with information and guidance about the faculty.
- ❖ To supervise the completion of reports, Individual Action Plans and EHCPs.
- ❖ To liaise with the pastoral and learning support staff over individual pupil needs, especially during times of stress.
- ❖ To monitor attendance and punctuality.
- ❖ To organise and oversee the faculty's internal behaviour for learning process, in line with the school's behaviour for learning policy.
- ❖ To assist in the discipline and congratulation of individual pupils through the faculty structure.
- ❖ To establish a strategy, in line with school policy, for identifying and supporting underachieving pupils.

LEADERSHIP OF FACULTY

The Head of Faculty should demonstrate the ability to lead, motivate and get the best out of others. S/he should engender a common sense of purpose, shared vision and sense of mission within the faculty.

- ❖ To lead with recruitment and appointment.
- ❖ To assist in the preparation of job descriptions and delegate appropriate responsibilities and duties to members of the faculty as appropriate.

- ❖ To make arrangements for the induction of Early Careers Teachers. To provide a full programme of guidance and support for Early Careers Teachers, those returning to teaching and those taking part in teacher training programmes. To ensure reports on Early Careers Teachers are prepared.
- ❖ To liaise with the Deputy Head Teacher – Innovation in promoting the professional development of teachers within the team and CPD.
- ❖ To lead the Appraisal process with the faculty.
- ❖ To identify strengths and areas for improvement of staff and take appropriate actions to encourage high morale.
- ❖ To bring to the attention of the Deputy Head Teachers areas of concern in the professional capability of teaching and non-teaching staff.
- ❖ To implement school procedures for the monitoring and evaluation of the work of teachers within the faculty.
- ❖ To ensure that lesson plans are prepared, Schemes of Learning are followed, pupil work is assessed and the school reward system is used by staff (ePraise).
- ❖ To establish structures for consultation, communication and evaluation within the team. To hold effective meetings and ensure that minutes are distributed to members of the faculty and Deputy Head Teacher – Quality of Education.
- ❖ As an Associate SLT member, attend and actively contribute to SLT meetings twice weekly.
- ❖ To play a leading and active role in the Raising Standards Team to contribute to overall school progress and headline attainment measures.
- ❖ To ensure that the faculty is represented at cross-curricular groups and SLT meetings.
- ❖ To organise work for absent staff, ensuring that suitable work is set and resourced.
- ❖ To assist in the deployment of support teaching staff.
- ❖ To have a thorough, professional knowledge of faculty staff, to take interest in their well-being and to offer guidance as appropriate.
- ❖ To develop the whole school literacy and oracy strategy and line manage the Literacy Coordinator to promote and develop literacy and oracy across all subjects.

RESOURCES AND ACCOMMODATION

- ❖ To ensure that resources for the faculty are relevant to curriculum needs, cost effective and are well maintained.
- ❖ To prepare an annual budget and ensure appropriate financial records are maintained.
- ❖ To ensure the purchase, maintenance and appropriate allocation of resources.
- ❖ To outline standards for the proper care of the accommodation, furniture and equipment and to demonstrate the economic, efficient and effective use of resources.
- ❖ To ensure that the learning environment is enhanced and that:
 - a. classrooms etc are left tidy and clean; and
 - b. pupil work is regularly displayed within and outside the classroom.
- ❖ To liaise with the Health and Safety representative in ensuring that pupils and teachers work in a safe and healthy environment.
- ❖ To liaise with the Finance Manager regarding all issues related to finance.

LITERACY AND ORACY

- ❖ To design and implement the whole school literacy and oracy strategy.
- ❖ To line manage the Literacy Coordinator fortnightly to ensure the literacy and oracy strategy is effectively implemented.
- ❖ To update the Literacy and Oracy Action Plan and its relation to the overall School Improvement Plan.
- ❖ To promote the love of reading across the school.
- ❖ To disseminate effective teaching and learning practices that promote literacy and oracy school wide.
- ❖ To provide opportunities for pupils to develop oracy and literacy skills in every subject.
- ❖ To ensure all subjects promote oracy and literacy within their Schemes of Learning.
- ❖ To support other schools within the Trust with their literacy and oracy strategies.

EXAMINATIONS

- ❖ To ensure liaison with the Examinations Officer over entry procedures
- ❖ To monitor examination results within the faculty and prepare a report to the Assistant Head Teacher – Raising Standards, the Deputy Head Teacher – Quality of Education and Head Teacher.
- ❖ To prepare internal examination question papers in consultation with other members of the faculty.
- ❖ To ensure the consistency and accuracy of internal examination marking across the faculty.

THE COMMUNITY

- ❖ To ensure that collaboration with other Heads of Faculty take place in order to raise standards.
- ❖ To ensure effective dialogue with parents/carers in accordance with school policies.
- ❖ To assist in the induction of pupils entering the school during KS3 and KS4.
- ❖ To ensure that pupils receive advice of post 16 courses in association with Careers and Connexions.
- ❖ To contribute to reports to Trustees when required.
- ❖ To maintain a dialogue with the support services and advisory staff.
- ❖ To promote those links with the local community which enhance curriculum provision.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

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 not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head Teacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Agreed by.....(Postholder)

..... **(Postholder – Print Name)**

And(Head Teacher) Date

Updated March 2024