

 <p>TRC THOMAS ROTHERHAM COLLEGE PART OF INSPIRE TRUST</p>	<p>Head of Faculty Maths, IT, Computing Job Description and Person Specification</p>	 <p>Inspire Trust</p>
---	---	--

Post Title:	Head of Faculty, Maths, IT, Computing
Responsible to:	Head of Faculty
Responsible for:	Effective leadership of a combined curriculum area
Grade	Full-time, permanent £45,972 - £48,492 SFCA Leadership Range L1-L3

Main Purpose of Job

This is a key leadership role; your primary focus will consist of the following three core areas: curriculum development; raising standards of teaching and learning and the leadership and accountability of staff. To be successful in this we believe you should have significant post-qualification experience and a proven track record of motivating and leading people to achieve excellence. As a key member of the Heads of Faculty leadership team you will have lots of scope to broaden your experience and help to drive whole-college improvement initiatives.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A=Accountability (which means being responsible for something to somebody), L=Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

Curriculum Management and Development		A	L	O
1.1	In conjunction with SLT and relevant Assistant Head of Faculty to agree targets for the recruitment and success of students at course level.	✓	✓	✓
1.2	To ensure that any cross-College staff involved in the delivery of programmes and Learning Support are properly integrated into course teams so that their work may be contextualised to the relevant area.	✓	✓	✓
1.3	To ensure the faculty area is thoroughly and appropriately planned and organised for both effective and efficient delivery to ensure the success of students, whilst ensuring the curriculum offers value for money and promotes an efficient and workable timetable, staffing model and student groupings.	✓	✓	✓
1.4	To ensure that you and staff in your faculty maintain comprehensive and up-to-date course records so that documentation such as schemes of work, assessment schedules, in-year reviews of progress are available in a timely fashion for all areas. To take appropriate action where this is not the case.	✓	✓	✓
1.5	To ensure that staff in your faculty maintain comprehensive and up-to-date student records so that data such as registers, gradebook scores and predictions, student log entries are available in a timely fashion. To take appropriate action where this is not the case.	✓	✓	✓
1.6	To ensure that effective internal validation, verification and/or moderation procedures are implemented throughout the curriculum areas, especially with regard to coursework, formal assignments and formal gradebook assessments / mock exams.	✓	✓	✓
1.7	To encourage the learner voice and respond to feedback from learner satisfaction surveys and focus groups. To ensure that the curriculum area contributes to the wider learner experience.	✓	✓	✓
1.8	To promote and lead new curriculum developments to meet the needs of all potential learners in accordance with local demand and available funding.	✓	✓	✓
1.9	To engage with employers and academic stakeholders and develop their involvement within the curriculum.	✓	✓	✓
1.10	To take the lead on student recruitment initiatives within the curriculum area – including co-ordinating attendance at open and interview events, as well as ensuring that the curriculum areas is appropriately represented through school liaison and partnership events.	✓	✓	✓

Teaching, Learning, Assessment and Student Outcome		A	L	O
1.11	To develop a flexible and innovative curriculum that is responsive to feedback from current learners, anticipates changes in demand from future learners and caters for different levels of learners.	✓	✓	✓
1.12	To guide students to reflect on the progress they have made and use feedback to develop strategies to improve.	✓	✓	✓
1.13	To demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	✓	✓	✓
1.14	To have a full understanding of how to assess a student's needs and develop appropriate support strategies.	✓	✓	✓
1.15	To devise tasks and activities which encourage students to take a responsible and conscientious attitude to their own work and study.	✓	✓	✓
1.16	To have a secure knowledge of the relevant specialist subject(s) and curriculum areas and develop appropriate strategies that enhance the underpinning skills of their chosen subjects.	✓	✓	✓
1.17	To impart knowledge and develop understanding through effective use of lesson time, making every lesson count.	✓	✓	✓
1.18	To develop a thorough and meaningful learning plan, for each student, that supports the student's needs and meets subject requirements.	✓	✓	✓
1.19	To have a secure understanding of how a range of factors can inhibit students' ability to learn, and to employ effective strategies to overcome these.	✓	✓	✓
1.20	To demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.	✓	✓	✓
1.21	To have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	✓	✓	✓
1.22	To have a full understanding of how to assess the subject(s) taught, including requirements for final exams, coursework and other statutory assessment requirements.	✓	✓	✓
1.23	To make use of formative and summative assessment to enhance support and ensure relevance to subject.	✓	✓	✓

1.24	To use relevant data to monitor progress, set targets, and plan subsequent lessons.	✓	✓	✓
1.25	To have clear rules and routines for behaviour in teaching areas and take responsibility for promoting good and courteous behaviour both in teaching areas and around the college, in accordance with the college's behaviour policy.	✓	✓	✓
1.26	To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	✓	✓	✓
1.27	To ensure that all course teams in the faculty area are clearly focused upon excellence in classroom practice and deliver outstanding student outcomes, including value added and high grades. To support positive student destinations onto University, apprenticeship or into employment.	✓	✓	✓
1.28	To ensure that in-year assessment data is used to target interventions at both course level and class level. Also use this information at student level to ensure the best outcomes for individual students and the courses they are on.	✓	✓	✓
1.29	To liaise with members of Student Services regarding issues relating to student performance and attendance;	✓	✓	✓
1.30	To ensure that target-setting and value-added information is used effectively in order to bring about improvements in learner performance and to be amongst the 'best in sector' results.	✓	✓	✓
1.31	To ensure that all course teams within the curriculum area use innovative and varied styles of teaching and learning in order to enhance the learner experience and help foster and encourage student ownership of their own learning.	✓	✓	
1.32	To ensure that initial assessments are comprehensively completed and used to guide learners onto the most suitable programme for their ability.	✓	✓	
1.33	Work to ensure that there is a consistency across the institution.		✓	✓
1.34	Deliver an appropriate timetable of teaching, discharging the duties of a teacher as outlined in the Teacher Job Description.	✓	✓	✓
Leadership and Management		A	L	O
1.35	To promote the College's Quality Improvement Plan and to promote the values and behaviours which underpin them.	✓	✓	
1.36	To ensure the faculty area is always 'inspection ready'.	✓	✓	✓
1.37	To lead on the appraisal of staff in the faculty, ensuring that staff set SMART targets to achieve challenging goals. In conjunction	✓	✓	✓

	with staff members, develop and monitor actions which will lead to the targets being met. Ensure that staff are working to whole-college targets, course-level targets and student outcome targets and that they engage in an action research project.			
1.38	To carry out both walk-through activities and formal lesson observations to provide feedback to staff on the impact that they are having on student progress. These will take place principally within faculties but may also extend across all college areas. Ensure that any resultant objectives are clearly focussed on raising standards and are consistent with the Self-Assessment Report.		✓	✓
1.39	In liaison with Human Resources and SLT to ensure that appropriate steps are put in place to provide mentoring and staff development support to all probationary staff and any member of staff whose performance is identified as giving cause for concern.	✓	✓	
1.40	To support and work with SLT and others.		✓	✓
1.41	To undertake the day-to-day leadership and line management of staff within the faculty.	✓	✓	✓
1.42	To work with the faculty team to ensure that there is an up to date SAR and a regularly reviewed QIP (after every gradebook) for each course taught in the faculty.	✓	✓	✓
1.43	To supervise the production of staff and room timetables for the curriculum area.	✓	✓	
1.44	To liaise with SLT, the Assistant Head of Faculty and Teachers to ensure that appropriate steps are taken to cover every class where a teacher is absent.	✓	✓	✓
1.45	To implement College policy, particularly in relation to equality and diversity, Prevent, health and safety and safeguarding.		✓	✓
1.46	To co-ordinate budgets, as appropriate, ensuring the efficient and effective purchase and use of all allocated resources.	✓	✓	✓
1.47	To undertake teaching duties (excluding time given for remission) in line with the teacher job description.			✓
Finance (Resources)		A	L	O
1.48	Ensure the efficient and effective use of all allocated resources to support the curriculum and outcome needs of all students. Ensure that staff and resources are deployed efficiently, adhering to the Trusts' Financial Regulations and the principles of Best Value.		✓	✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification

Post: Head of Faculty, Maths, IT and Computing

1	Qualifications / Training / Experience	Essential Criteria	Method of Assessment
1.1	PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification	✓	AF, CQ
1.2	Degree level qualification	✓	AF, CQ
1.3	Appropriate qualifications and experience to have credibility with the wide range of staff you will lead and students you will support.	✓	AF, CQ, I
1.4	Understanding of current developments in the areas you will oversee.	✓	AF, I
1.5	Evidence of continuing professional development.	✓	AF, I
1.6	Strong IT and Systems Skills. An ability to manage and interpret admissions data, complex timetabling issues and student data.	✓	AF, CQ, I
1.7	Ability to teach Further Maths with A2 experience	✓	AF,I,R
1.8	Evidence of successful working with the 16-19 age group.	✓	AF, I
1.9	Evidence of success in leading improvement in student outcomes.	✓	AF, I
1.10	Record of successful dealings with staff, parents and students	✓	AF, I
1.11	Understand what constitutes excellence in educational provision and the characteristics of effective courses, departments, faculties and colleges.	✓	AF, I
2	Skills and Aptitudes		
2.1	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF, I, R
2.2	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
2.3	Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
2.4	Positive attitude to working with students, staff and parents.	✓	AF/I
2.5	Approachable, enthusiastic and well organised.	✓	AF/I/R
2.6	Conscientious, honest and reliable.	✓	AF/I/R
2.7	A commitment to the MAT and MAT improvement.	✓	AF/I/R
2.8	Management skills, including the application of employment law, equal opportunities legislation, personnel issues, and budget management	✓	AF/I
2.9	Decision making skills – the ability to determine strategic actions based on the evaluation of appropriate evidence.	✓	AF/I/R

2.10	Communication skills – the ability to make points clearly both verbally and in writing and to engage with the views of others.	✓	AF/I/R
2.11	Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond College	✓	AF/I/R
2.12	Leadership skills – the ability to lead and manage people to work towards common goals based on raising pupil attainment and achievement.	✓	AF/I/R
3	Mandatory Requirements		
3.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
3.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
3.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
4	Physical Requirements		
4.1	Health and physical capacity for the role.	✓	I, R
4.2	A good attendance record in current employment, (not including absences resulting from disability)	✓	I, R

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
5.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
5.2	Delivering excellent service: Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
5.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R

5.4	Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
5.5	Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the Trust and impact of decisions on this.	A/I/R
5.6	Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust and each Academy are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
5.7	Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
5.8	Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
5.9	Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.