JOB DESCRIPTION

Job Title: **Faculty Lead**

Department: **High Close School**

Section: **Children's Services**

Reports to: **The Principal via the Deputy Principal**

Line Manager and Budgetary Responsibilities:

Direct reports:	Up to 10 teachers and LSAs
Indirect reports:	Up to 5 teachers and LSAs
Budget managed:	Up to £15,000

Context:

The school curriculum is grouped into faculties to allow for effective planning and organisation of the different subjects and how they are delivered. It supports cross phase and cross subject planning and gives every member of staff a team to work within.

Key working relationships:

Internal:
Supporting the teachers and LSAs who work within the faculty. Linking with other faculties and teams across the campus for the benefit of the young people attending the school
External:
Working with other schools and sharing best practice, working with other professionals from external agencies and local authorities when necessary

Job Purpose:

The Faculty Lead will be responsible for their faculty's strategic development and organisational implementation. Ensuring that the teaching and learning is planned well, delivered effectively and creates good outcomes for the young people.

Key Responsibilities:

- To carry out the general and specific professional duties of a teacher as required by the current School Teachers' Pay and Conditions Document.
- Within the designated area of responsibility the post holder should demonstrate an awareness and understanding of the social and academic needs of all pupils within High Close, working in close consultation with other teaching staff, therapy team and day unit/residential workers to

implement the policies of the school to help to achieve its Mission Statement, Aims and Objectives.

- To take responsibility for teaching and leading a faculty with multiple specialisms.
- To take responsibility as a form tutor for ensuring good practice is followed with regard to meeting the academic and social needs of all pupils within High Close.
- To maintain the positive ethos and core values of the school both within and outside the classroom.
- To contribute to constructive team building amongst teaching and non-teaching staff.
- To participate in the evaluation of your own performance within the school's performance management system.
- To ensure that current national standards for school teachers are met.
- To undertake any in-service training as agreed with the Deputy Principal or Principal.
- To support the development of colleagues by delivering training when requested or directed.
- To understand the school aims, targets and action plans especially with respect to the priorities set out in the School Development Plan.

As a Head of Faculty

- Support subject specialists to keep up to date long and medium term plans/schemes of work reflecting both current DfE requirements and the particular needs of pupils at High Close School.
- Be responsible for overseeing a curriculum which is clearly sequenced through the school, including an understanding of the KS2 curriculum.
- Monitor the quality of teaching and learning in your faculty through activities such as scrutiny of planning, lesson observations and work scrutiny and use your findings to support staff in raising standards.
- Provide support and guidance for teachers delivering in your faculty including non-specialists, seeking additional input, if necessary, from the school's Faculty leaders.
- Monitor pupil progress at least half termly at subject meetings, identifying any pupils falling behind, their issues, the range of interventions and the impact of these, raising with senior leadership any wider concerns about individuals.
- Evaluate the effectiveness of your faculty on an annual basis and from this identify areas for inclusion in your Faculty Development Plan.
- Maintain and develop your own expertise both in your subject area and as an exemplary practitioner.

Key Activities:

The Curriculum

- Teach a timetabled commitment across year groups, preparing young people for external examinations and assessments where appropriate.
- Ensure that planning, preparation, recording, assessment and reporting meet pupils' varying learning, social and behavioural needs through appropriate differentiation.
- Prepare, implement and evaluate personalised education programmes for pupils, according to their needs.
- Set clear targets, based on prior attainment, for pupils' learning and behaviour.

- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils.
- Monitor, assess and maintain appropriate and efficient records on pupils' progress, both academic and behavioural, and use them to inform planning and teaching.
- Report on the development, progress and attainment of pupils.
- Lead faculty meetings.

The Pupils

- Working with day unit/residential staff and therapy team, maintain pastoral responsibility for those within their tutor group.
- In the role of tutor, use pupils' Education, Health and Care Plans to set realistic 'smart' targets which will encourage academic, behavioural and social progress.
- Prepare, implement and evaluate personalised social and behavioural programmes for pupils, according to their needs.
- Participate in the Pupil Review process as appropriate and as required by the Principal or Deputy Principal.
- Record attendance on a daily basis for a designated group of pupils.
- Through the use of baseline evidence and regular monitoring of progress, ensure that pupils make measurable academic progress.
- Contribute to reports and liaise with other professionals and consultants to ensure that individual pupils receive specific help where required.
- As required, supervise classes whose teachers are not available.
- Maintain good order and discipline among the pupils and safeguard their health and safety, both when on the school premises and when engaged in authorised school activities elsewhere according to the school's behaviour management policy and health and safety procedures.
- Work to Barnardo's and High Close Safeguarding and Child Protection policy and procedures, as well as statutory Safeguarding and Child Protection Guidance.

Staff

- Participate in meetings which relate to the curriculum, organisation or administration of the school, including pastoral and care arrangements.
- Responsible for the line management of a team of staff including performance management, professional development, sickness and absence and other line management duties.
- Lead, organise and direct the work of designated Learning Support Assistants (LSAs).
- Follow the High Close Staff Code of Conduct and Local Safety Rules.

Communication and Consultation

- Liaise with teachers, LSAs, therapy team and day unit/residential staff in setting targets for pupils' behavioural and social development.
- Communicate with pupils in a constructive and facilitative way that involves them in reviewing their progress and develops their self-esteem.
- Communicate and consult on a regular basis through written reports, online portals, annual reviews and parents' evenings with parents and/or those persons who have responsibility for the pupil so that they are kept informed of targets set and academic, behavioural and social progress.

- Communicate both orally and in writing with other professionals in and out of school who contribute to the pupils' overall development and wellbeing.
- Present prepared reports at meetings as required.

Resources

- Ensure the effective and efficient management and organisation of learning resources, including digital technology.
- Identify opportunities to develop new resources (within the delegated budget) from a wide range of sources inside and outside the school.
- Be accountable for the annual faculty budget and how it is spent
- Use accommodation and resources to create an effective and stimulating environment for teaching and learning.
- Ensure that all resources have been properly risk assessed and are appropriate for use by pupils with emotional and behavioural difficulties.

Professional Development (personal)

- Participate in the school's Performance Management system.
- Attend training courses and in-house Inset as required, to maintain awareness of developments in areas of curriculum and pastoral responsibility. Share information gained with colleagues as required.
- Participate in all Safeguarding training, have an understanding of KCSIE and know the teacher specific duties
- Participate in Therapeutic Crisis Intervention training and take responsibility for practising the techniques taught.
- Keep up to date with current thinking, research and developments in mainstream and special education by reference to professional journals, the internet, professional groups and in other appropriate ways.

HEALTH & SAFETY

Follow safe systems of work at all times in accordance with your responsibilities as an employee of Barnardo's in line with Health and Safety and Fire policies and procedures. Inform the line manager of any defects in Health and Safety arrangements in the workplace or in workplace activities, so that remedial action can be taken to prevent an accident or ill health.

This Job Description and Person Specification reflect the duties of the post as they exist at this time and may be subject to changed based on the needs of the Department Programme. The post-holder may be required to undertake other duties commensurate with the salary and competence requirements of this post from time to time as required.

Pre-employment checks will be required for the role.

PERSON SPECIFICATION

All criteria are essential unless indicated as desirable (D).

Job Title: Faculty Lead

Please note: Applicants must demonstrate in their application form that they currently use the skills outlined below or have used them previously in employment, education, training, volunteering etc.

Education/Knowledge

- Teaching certificate or degree with PGCE or equivalent.
- An up-to-date knowledge of current educational practice within mainstream and/or special education.
- A good working knowledge of your specialist Curriculums and the range of qualifications available up to the end of KS4.
- An understanding of the term Social, Emotional and Mental Health.
- IT literate with an understanding of digital technologies to support learning

Experience

- Experience of teaching pupils with special needs.
- Experience of teaching a wide range of pupils from different social and cultural backgrounds.
- Experience of teaching a specialist subject.
- Experience of planning a curriculum area including schemes of work and long term plans
- Experience of delivering lessons outside your own specialism
- Experience of leading a team of people

Skills/Abilities

- Able to teach and work with challenging pupils who can exhibit physically and verbally abusive behaviour.
- Able to produce differentiated lessons that cater for a wide range of learning ability.
- Able to take responsibility for several curriculum area.
- Able to take pastoral responsibility for a tutor group
- Able to communicate effectively to a variety of audiences both orally and in writing.
- Able to establish and maintain positive relationships with pupils, parents and professionals.
- Able to work as part of a multi-disciplinary team.
- Able to work with staff and young people in a variety of settings.
- Able to physically participate in behaviour management and restrictive physical intervention techniques

- Able to work some hours additional to normal working hours for purposes of training and meetings.

Circumstances

- Flexibility in working hours and location, as per contract of employment.
- Committed to providing a high standard of education for all young people.
- Committed to challenging disadvantage and creating opportunities for young people.
- Interested in extending knowledge and developing professional practice through training.
- Patient and calm when dealing with very complex young people.
- Highly resilient with high level of emotional competence
- Not afraid to positively and consistently challenge inappropriate behaviour.
- Keen to work as part of a team of professionals in a residential setting.
- Keen to use initiative and be given responsibility.

Competencies

- Striving for Excellence
- Personal Growth and developing others
- Directiveness
- Planning and Organising
- Team Leadership
- Problem Solving

Barnardo's Basis and Values, and Equality, Diversity & Inclusion (EDI) Code of Conduct

Actively demonstrate Barnardo's Basis and Values and EDI Code of Conduct in all areas of work:

- Respecting the unique worth of every person
- Encouraging people to fulfil their potential
- Working with hope
- Exercising responsible stewardship

Leadership and Management Behaviours

Act as a role model for the Barnardo's Leadership and Management behaviours:

- Driven to deliver
- Leading and engaging
- Strategic thinking

To be completed by the People Team / Pay and Reward Team

Job Title	
Grade	
Job Family	
Job Type	
Compensation Region	
Job Function (NI only)	