



Parrs Wood High School

Job Description: Director of Humanities Faculty TLR1b £9,472

The Post

As a key leader within the school, the post-holder is expected to demonstrate consistently high standards of personal and professional conduct and be a positive ambassador for Parrs Wood High school at all times. This is a senior post within the school and as such the postholder will be expected to make significant contributions to whole school planning and issues in addition to the principle responsibilities within the faculty. The postholder will have full responsibility for outcomes within the faculty in terms of progress measures and attainment for all student groupings across three key stages. The postholder will lead a team of teachers and, if applicable, a team of support staff and will report directly to the Headteacher, but this responsibility will usually be delegated to a Deputy or Assistant Headteacher.

Principle Responsibilities

To ensure that the teaching and learning provision is such that all students make the academic progress which is reflective of their potential, closing gaps between the performance of different student groupings.

To line manage a team of teachers, and support staff where applicable, including those holding TLR responsibilities within the faculty.

To ensure that all Faculty members have the highest possible expectation of their students and their own performance.

To lead by example and provide the motivation and direction for the faculty.

To develop and implement policies and practices within the faculty which reflect the school's commitment to raising standards and achievement.

To lead on the IQTL (improving the quality of teaching and learning) programme within the faculty, ensuring that there is a consistency in the quality of provision and that all members of the team are 'at least good' with reference to Ofsted criteria.

To ensure curriculum coverage, continuity and progression within the faculty for all students, including those of high ability and those with learning needs.

To lead a continuous cycle of self-evaluation and to provide termly reviews of progress identifying areas of strength, areas for development and strategies for improvement.

To establish and implement clear practices for assessing, recording and reporting on student achievement in line with school policy and to effectively use data to recognise achievement and to challenge staff in providing appropriate intervention to meet the emerging needs of the faculty.

To be able to use external and internal data sources to evaluate the school's performance within the faculty against national averages and other performance benchmarks, recognising that the school aims to be performing in the top-quartile of schools.

To ensure that student data is used effectively to secure at least good progress in all subjects and to provide to all those involved in the delivery of faculty subjects the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. This includes training other staff in the Faculty to use data effectively.

To liaise regularly with Directors of Learning and Heads of Learning about student progress within the faculty.

To establish clear expectations and constructive working relationships within the faculty, devolving responsibilities and delegating tasks, as appropriate; evaluating progress and developing an acceptance of accountability.

To ensure the effective and efficient management and organisation of learning resources, including information and communications technology.

To ensure that a system for student rewards and sanctions operates within the Faculty that is in line with school policy.

To support and ensure that members of the faculty follow school behaviour policy and procedures and take responsibility for the standards of behaviour in the faculty.

To manage the faculty capitation to support and develop learning and teaching.

To make bids to the Headteacher for additional resources for developments within the faculty.

To create an effective and stimulating environment within the faculty for teaching and learning.

To ensure that there is a safe working and learning environment within the faculty where risks are properly assessed.

To increase student participation in extra-curricular activities within the faculty.

To ensure that all entries for internal and external assessments are accurate and meet internal deadlines.

To ensure adequate provision is in place within the faculty to support colleagues that are new to the school including ITT, NQTs and other new staff.

To lead the implementation of the school's appraisal policy within the faculty working collaboratively with the schools CPD manager. Identify training needs and opportunities for the faculty that meet both the personal development needs of colleagues and the improvement priorities of the school.

To ensure that all staff within the Faculty follow the school's absence procedures including return to work interviews.

To attend meetings within school and external partners as required.

To undertake any reasonable duty at the request and discretion of the Headteacher.



Parrs Wood High School

Post : Director of the Humanities Faculty

Person Specification

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| Have good academic qualifications relevant to the post. | Essential |
| Have a high regard for young people and the learning process | Essential |
| Have the ability to articulate and maintain a vision for high standards and achievement. | Essential |
| Have the ability to communicate effectively both verbally and in writing | Essential |
| Have the ability to lead a group of staff | Essential |
| Be able to gain respect from staff and students | Essential |
| Be efficient, highly organised and able to work in a high pressure environment | Essential |
| Have a high level of ICT skills | Essential |
| Have proven ability to effectively motivate staff and students | Essential |
| Have the ability to establish good working relationships with staff, students parents and the wider community | Essential |
| Able to support, mentor, coach and challenge colleagues to raise their performance | Essential |
| Have personal impact and high presence within the school | Essential |
| To be committed to self-development and the improvement of others within the faculty | Essential |
| Have energy, dynamism and a sense of humour | Essential |
| Have experience of leading teams with demonstrable impact | Essential |
| Have appropriate professional development in preparation for Senior Management | Desirable |
| Evidence of further study preferably with a higher qualification | Desirable |
| Show a broad understanding of issues relating to the Faculty's Curriculum Development | Essential |