



**GUISELEY
SCHOOL**

Job Description

Job Title: Faculty Leader of Social Sciences and EPQ

Line Managed by: Member of the SLT

Job Purpose

To support, hold accountable, develop and lead the Social Sciences and EPQ faculty, focusing on the curricular area and to ensure high standards of teaching and learning and the wellbeing of staff and students.

The emphasis throughout the Extended Leadership Team (ELT) is upon raising achievement throughout the school and implementation of the school and faculty improvement plan. The policies and practices of the LT aim to ensure that all students and staff are supported in order to maximise their potential at Guisseley School. All members of the LT are expected to show a high level of visibility around school and actively engage with students, staff, parents and Governors to promote raising achievement as the major goal within the school.

Principal accountabilities

To meet the school's vision for our students to discover and develop their talents in the pursuit of individual academic achievement, personal growth and success, the post-holder will be able to:

Teaching and Managing Student Learning

1. To ensure the regular review, development and enhancement of the faculty curriculum to meet student needs
2. Be responsible for the design, delivery and development of Curriculum across the faculty, ensuring a high-level delivery of powerful knowledge that supports the schools core curriculum intent and prepares students for their next steps
3. To monitor the standards and curriculum and delivery within the faculty
4. To provide effective teaching for whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
5. To use teaching methods which keep students engaged and stimulated, including effective questioning response, clear presentation and highly effective use of resources
6. To use teaching methods which specifically address the learning needs of students with SEN in whole classes, groups or with individuals and ensure needs are being met.
7. To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter in order to teach students highly effectively
8. To set appropriate and demanding expectations for students' learning and motivation and set clear targets for students' learning, building on prior attainment
9. To help identify students who have special educational needs and know where to seek advice in order to give positive and targeted support and implement and keep records
10. To assess how well learning objectives have been achieved and use this assessment for future teaching

11. To set homework in line with the school's Homework policy
12. Under the guidelines of the school's Assessment policy to mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress
13. To understand the demands expected of students in relation to the Curriculum and examination specifications at key stages 4 and 5
14. To participate in preparing and presenting students for public examinations
15. To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching, positive and productive relationships in line with the school's Behaviour policy and procedures
16. To maintain good order and discipline among the students and take care of their health and safety when they are on school premises and when they are engaged in authorised school activities elsewhere.
17. To undertake the role of Form Tutor where required
18. To take part, as required in the review, in the development and management of activities relating to the curriculum
19. To select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met
20. To set work whenever possible if absent from school
21. To support both the Curriculum leader for PHSCE and staff working in Student Leadership roles to advise on materials knowledge and strategies to develop the PHSCE curriculum where appropriate.

Managing and Leadership Responsibilities

1. To establish and maintain effective working relationships with all colleagues
2. Developing and a lead the delivery of an annual Department/Faculty Improvement Plan that identifies priorities (in agreement with Line Manager) and supports the delivery of the School Development Plan and associated priorities.
3. To manage the day to day provision of faculty staff including personnel issues, absence, professional conduct and other local management processes including the quality of classroom delivery
4. To advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements
5. Develop, lead and manage effective strategies to improve standards of teaching and learning at whole school, department and individual teacher level
6. Develop the leadership and management skills of curriculum leaders through effective line management in the faculty where appropriate
7. To support the school's commitment to training and developing new entrants to the profession, through mentoring and oversight of ITT or ECTs across the faculty.
8. Lead and monitor the school's assessment policy and strategy, including marking and assessment for learning. Develop the use of training days to provide innovative professional development that improves the quality of teaching and learning
9. Support the appropriate identification of SEN and ensure that provision for SEN students within the faculty is in line with identified need and strategies / ways of working recommended by the SENDCo are being followed effectively ensuring staff within the faculty are accountable for their responsibilities in this area and arranging coaching /mentoring or support as required.
10. Assist and manage the work of the coaching and development team
11. Lead professional development through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary - for example, higher education, and subject associations
12. Monitor the quality of teaching and learning and ensure that all policies and protocols relating to teaching and learning are followed effectively ensuring staff within the faculty are accountable for their responsibilities in this area and arranging coaching mentoring as required.
13. Monitor the climate for learning within the faculty ensure that all policies and protocols relating to climate for learning and attitudes to learning are followed effectively (e.g. via 'climate walks and quality assurance of data related to climate for learning) ensuring staff within the faculty are accountable for their responsibilities.

14. Respond to climate for learning monitoring by arranging assistance for colleagues with review of waved support where necessary and arranging coaching / mentoring as required.
15. Line management of Curriculum Leaders in faculties where additional TLR holders are in post.
16. Responsibility for supporting SLT in monitoring duty teams within the duty team structure
17. Support for the Headteacher when required, in all operational matters including duty days, staff briefings, parents' evenings and a wide range of school events
18. All responsibilities are open to re-negotiation after an appropriate time period
19. Any other tasks or responsibilities deemed to be appropriate by the Headteacher.
20. To attend Extended Team Leadership and Senior Leadership meetings where requested.
21. To be accountable for the faculty budget and additional funding allocated to the curriculum Develop and implement policies and practices for the department which reflect the school's commitment to high achievement, effective teaching and learning.
22. Establish a clear and shared understanding of the importance of the subject and its contribution to pupils' development and preparation for the adult world.

Relationships with Parents / Carers and the Wider Community

1. To prepare and present informative reports to parents / carers and attend Parents' Evenings / meetings
2. To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context
3. To use Student Planners to note achievements and concerns, and to acknowledge / respond to notes from parents / carers
4. To liaise with parents and agencies responsible for students' welfare.

Manage Own Performance and Development

1. To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught
2. To participate in arrangements made in accordance with the appraisal cycle
3. To participate in arrangements for further training and professional development for staff in the department
4. To lead, attend and participate in management/faculty meetings
5. To share corporate responsibility for the implementation of school policies and practices
6. To set a good example to all students in their presentation and their personal conduct
7. To attend child protection and safeguarding training where appropriate
8. To adhere to and work within the school's child protection and safeguarding policies
9. To adhere to and work within the school's health and safety; security; confidentiality and data protection policies and procedures.

General Duties

As defined by the School Teachers' Pay and Condition Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

Health & Safety

All staff will make themselves familiar with the requirements of the Health and Safety Policy that are relevant to their work.

Staff may be asked to contribute / help prepare risk assessments as necessary following the school's health and safety guidelines.

As part of the Leadership time and pay scale, the School is committed to ensuring that Faculty Leaders will not be required to work over the allocated 1,265 hours per year as per the Teachers' Pay and Conditions guidance. It is important to note that this will be upheld except where special circumstances may apply.

The school operates on a 30-period weekly timetable. This role will have 22 periods per week teaching with an allowance of 3PPA, 4 curriculum leader periods and one additional non-contact period on the timetable. The non-contact period may be used for cover if required.

Our school is committed to safeguarding and promoting the welfare of children and upholding fundamental British values and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check.

We seek to promote diversity and equality of opportunity - applications are welcome from all, irrespective of gender, race, marital status, age, disability, sexuality, religion or faith. We also promote and practice the key Fundamental British Values to both staff and pupils.

Signed post holder _____

Date _____

Guiseley School Person Specification

Title of Post		Faculty Leader	
Department		Social Sciences and EPQ	
Specification prepared by		Headteacher	
Date		April 2024	
Factor	Essential	Desirable	How identified
Skills & Abilities			
	1. Ability to teach to KS3, KS4 & KS5		Application Interview
	2. Ability to sustain good working relationships with colleagues	An ability to communicate effectively as an extended leader both within the department and across all stakeholders.	Application Interview Reference
	3. Good organisational skills		Application Interview Reference
	4. Excellence as a practitioner in appropriate subject		Application Interview Reference
	5. Excellent classroom management		Application Interview

			Reference
6.	Ability to enthuse and motivate pupils		Application Interview
7.	Good ICT skills		Application Reference
8.		Ability to use ICT packages	Application Interview
9.	Effective management of classroom staff		
10.		A willingness to attend additional leadership meetings	
11.	Recent successful experience of middle management & leadership		

Knowledge			
1.	Social Sciences (psychology, sociology & criminology)	Knowledge of EPQ and its delivery	Application Interview
2.	Requirements of relevant examination specifications	Requirements of EPQ course	Application Interview
3.	Appropriate teaching & learning methodologies		Application Interview Reference

Qualifications & Training			
	1. Degree in related subject		Application
	2. Appropriate Teacher Qualification		Application
	3.	Evidence of recent relevant training	Application Interview
Experience			
	1. Successful teaching experience in terms of raising achievement within students		Application Interview Reference
	2. Ability to demonstrate by outcomes how achievement can be raised		
	3. Familiarity in handling performance data relating to student performance		
	4. Experience of tracking student performance and using data to impact on raising achievement. Devising strategies for students which engage and enhance learning opportunities		
	5. Have a working knowledge and strategic grasp of raising standards and achievement through driving forward excellence in Teaching and Learning		

	6.	Experience of tracking student performance and using data to impact on raising achievement		
Other requirements				
	1.	Willingness to contribute to maintaining the high standards of the department		Application Interview
	2.		Willingness to contribute to extra-curricular activities	Application Interview
	3.	Enthusiasm for subject area and teaching and learning		Application Interview

	4.	Good record of attendance		Application Interview Reference
	5.	Must be legally entitled to work in the UK		Application form
	6.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/vulnerable clients/finance		DBS