

TONBRIDGE GRAMMAR SCHOOL JOB PROFILE

Job Title:	Faculty Leader: Language Acquisition
Job Holder:	TBC
Line Managed By:	Member of the Strategic Leadership Team
Date:	
Salary Range:	MPS – UPS depending on experience.
	TLR: 1b
Hours:	Full Time

Job Purpose

Provide effective strategic leadership of the Language Acquisition Faculty, ensuring outstanding teaching and learning, student attainment and progress, and efficient use of resources.

Key Areas of Impact within the Faculty:

Key Responsibilities:

- Ensure outstanding learning, teaching, progress and achievement.
- Establish short, medium and long-term plans for faculty development and resourcing in line with the strategic School Development Plan.
- Monitor the progress made in achieving development plans and targets and evaluate the impact on teaching and learning.

Strategic Direction:

- Develop and review the vision, aims and purpose of the faculty.
- Promote the subjects within the faculty, highlighting their importance and value across the School.
- Assess how well the curriculum is being delivered and the impact it has on student progress and achievement.
- Use these insights to inform the School Development Plan and produce a faculty action plan.
- Promote pupils’ spiritual, moral, social, cultural, physical and mental development alongside British values.
- Liaise with external organisations and groups such as IB cluster networks.

Leading the Curriculum:

- Lead curriculum provision and development ensuring MYP and IBDP pedagogy and principles are embedded.
- Collaborate with the MYP and DP Coordinators to ensure that the curriculum supports a 7-year inquiry-driven curriculum.
- Collaborate with the MYP Coordinator to support the Interdisciplinary Experiences for students in Years 7-9.

- Ensure unit plans and schemes of work are current, enhance learning, are sequenced to promote progress, develop the skills outlined in the learner profile and signpost opportunities for Community Engagement.
- Coordinate the faculty's support of the IB Core: Extended Essay, Theory of Knowledge and CAS.
- Ensure the planned curriculum is effectively and consistently implemented across the faculty.
- Have an overarching responsibility for student progress, achievement and standards.
- Establish an effective system of assessment that promotes student progress and ensures the curriculum has a positive impact on learning.
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND).
- Promote Careers Education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities.

Teaching and Learning:

- Establish consistent standards and practices to develop outstanding teaching and learning.
- Provide coherent curriculum enrichment experience.
- Fully embed assessment for learning.
- Ensure teaching strategies are adaptive to meet the learning needs of all students.
- Monitor and evaluate individual student progress.
- Develop and lead intervention strategies to challenge underachievement.
- Collaborate with others as required, for example planning, delivering and assessing interdisciplinary provision.
- Fully comply with Health and Safety requirements.

Leading and Managing Staff:

- Create, maintain and enhance effective relationships for example through regular meetings and clear communications.
- Oversee and manage the effectiveness of staff in meeting the requirements of their roles and professional standards.
- Take responsibility for the performance management of staff.
- Assist in the recruitment of staff.
- Ensure the effective induction of new staff.

Quality Assurance:

- Consult with students, parents and staff and assess the feedback against the School's values, visions and aims.
- Monitor and evaluate standards of teaching, learning and curriculum provision.
- Challenge underperformance, set and monitor targets for improvement.

Resource Management:

- Contribute to timetabling in deploying staff effectively.
- Secure and allocate resources to support effective learning and teaching.
- Monitor and control the use of budget allocations and resources.

Knowledge & Skills

Faculty Leaders should demonstrate knowledge, skills and experience of:

- Outstanding teaching and learning
- IB curriculum continuum
- IB learner profile
- IB standards and practices
- TGS Teaching and Learning policy
- TGS Assessment and Reporting policy
- Rigorous monitoring evaluation and review processes
- Planning and management of change
- Effective curriculum design
- Effective use of digital technology
- Financial planning and management

Additional Duties

- play a full part in the wider life of the school community, to support the school ethos and to encourage staff and students to follow this example.
- actively lead and encourage others to follow school policy.
- commit to continuous professional development of self and others.
- actively engage in the performance appraisal review process.
- undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

Personal Qualities:

Self-Awareness

Emotional self-awareness
Accurate self-assessment
Self-confidence

Social Awareness

Empathy
Organisational awareness
Service awareness

Self-management

Emotional self-control
Integrity
Adaptability
Achievement orientation
Initiative
Optimism

Relationship management

Developing others
Inspirational leadership
Change catalyst
Influence
Conflict management
Teamwork and collaboration

Additional Notes:

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed by Post holder.....

Signed by Head Teacher.....