

Job Description

Main Purpose of the role

Job Title

Head of Digital Faculty

- 🌱 To provide strong leadership and management of the Digital Faculty at SGS Berkeley Green UTC.
- 🌱 To contribute to the operational and strategic direction of SGS Berkeley Green UTC through membership of the Curriculum Leadership Team (CLT) and input to the Senior Leadership Team (SLT).
- 🌱 To be accountable for the work of the Digital Team and the outcomes for students.
- 🌱 To lead on the delivery of high quality teaching and learning in Digital courses.
- 🌱 To enable students to gain the knowledge, skills, networks and personal qualities necessary to thrive professionally and personally.

Leadership Tasks/Responsibilities

Faculty

- 🌱 Set high professional expectations in all aspects of UTC life for staff and students alike; promote the vision, values and ethos of the UTC.
- 🌱 Ensure that all students studying digital courses meet ambitious targets for progress, attainment and progression.
- 🌱 Develop an innovative and engaging specialist curriculum which is embedded in evidence-informed pedagogy and enables students to pursue high-quality professional and academic progression routes.
- 🌱 Monitor and evaluate staff performance in the Digital team and, where necessary, work constructively with colleagues to develop pedagogy and other aspects of classroom practice.
- 🌱 Operate a continuous improvement cycle such that faculty performance is monitored and evaluated effectively.
- 🌱 Use a range of data to inform the continuous improvement cycle, to tackle under-achievement in a robust and timely way and to plan high-quality interventions.
- 🌱 Provide high-quality CPD opportunities for staff, ensuring that their specialist subject knowledge is kept up-to-date.

Whole school

- 🌱 Act as whole-school eLearning lead, enabling staff and students to enhance achievement through the use of digital technology.
- 🌱 Reporting to the Designated Safeguarding Lead, lead on all aspects of UTC eSafety, and contribute to the development of relevant trust policies.

Teaching Tasks/Responsibilities:

1 Set high expectations which inspire, motivate and challenge students.

- 🌱 Establish a safe and stimulating environment for students, rooted in mutual respect and professionalism.
- 🌱 Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- 🌱 Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students.

- 🌱 Be accountable for students' attainment, progress and outcomes.
- 🌱 Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- 🌱 Guide students to reflect on the progress they have made and their emerging needs.
- 🌱 Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- 🌱 Encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge.

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject area and its links to industry.

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever your specialist subject.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of knowledge, intellectual curiosity and learning by doing.
- plan out-of-class activities to consolidate and extend student's knowledge and understanding.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- embrace the use of advanced technology in lessons where appropriate.
- contribute to the design and provision of an engaging, real world curriculum.

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of young people, and know how to adapt teaching to support students' education at different stages of development
- 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; those that are CLA; those who attract Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.

6 Make accurate and productive use of assessment





- know and understand how to assess the relevant subject and curriculum areas you teach.
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, giving dedicated improvement times in lessons.

7 Manage behaviour effectively to ensure a good and safe learning environment.











- take responsibility for promoting professional and courteous behaviour in teaching areas and around the UTC, in accordance with the UTC Behaviour Policy.
- use praise, sanctions and rewards consistently and fairly in line with UTC expectations.
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintain professional relationships with students, exercising appropriate authority when necessary.

8 Fulfil wider professional responsibilities

- make a full and positive contribution to the wider life and ethos of SGS Berkeley Green UTC.

-  develop effective professional relationships with colleagues and industry partners, knowing how and when to draw on advice and specialist support: being prepared to adapt practice where necessary.
-  deploy support staff effectively where appropriate.
-  take responsibility for improving teaching through appropriate professional development.
-  communicate effectively with students, parents and carers with regard to achievements and well-being.






PERSONAL AND PROFESSIONAL CONDUCT

-  act with honesty and Integrity.
-  forge positive professional relationships within and beyond SGS Berkeley Green UTC and SGSAT
-  be committed to collaboration and co-operative working
-  treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
-  have regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
-  show tolerance of and respect for the rights of others
-  not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
-  ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.
-  have proper and professional regard for the ethos, policies and practices of the SGSAT, and maintain high standards in their own attendance and punctuality.
-  have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Supporting SGS Berkeley Green UTC Goals and Values

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust’s goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust’s mission and values.

This means:

-  performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments;
-  promoting the image of the Trust as one that is committed to the highest standards of delivery and service;
-  sharing the Trust’s commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work;
-  sharing and prioritising the effective implementation of the Trust’s Equality and Diversity Policy;
-  promoting and implementing best practice in Health and Safety.

Other Information

The above duties are subject to the general roles and responsibilities contained in the Statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

The UTC will pay all teaching staff in accordance with the qualified or unqualified scale depending upon qualifications.

All employees are expected to take part in the UTC enrichment programme and open days/events and work such hours as may be needed to enable the effective discharge of the teacher's professional duties and to meet the educational needs of our students.

The SGS Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Author and Date

Louise Davies, 10 March 2022

Job Evaluation (for HR Completion)

Score	Profile	Level

Person Specification

Lead Teacher – Berkeley Green UTC

Criteria	Essential	Desirable	Assessed by
Qualifications & Attainments			
Qualified Teacher Status	✓		Application
First Degree	✓		Application
Evidence of further study		✓	Application

Evidence of CPD & its impact on school improvement	✓		Application / Interview
Experience & Knowledge			
Management role & teaching experience in more than one school		✓	Application / Reference
Initiated & managed strategic change	✓		Interview / Reference
Excellent classroom practitioner with knowledge, understanding & practical application of effective learning & teaching strategies in order to raise standards	✓		Interview / Reference
Excellent specialist subject knowledge and skills	✓		
Experience of teaching KS4 and 5	✓		
Clear vision for & track record of raising achievement, including strategies for dealing with underachievement	✓		Interview / Application
Initiated and led a whole school/college improvement activity		✓	
Knowledge & understanding of the implications of current educational issues related to the 14-19 agenda	✓		Interview
Knowledge & understanding of current curriculum developments in relevant subject area	✓		Interview / Application
Expertise in making reliable & valid judgments with regard to the quality of learning & teaching		✓	Interview / Reference
Experience of Line Management of staff		✓	Application / Interview

Skills & Abilities			
Professionally confident with highly developed effective PR, written & verbal communication & interpersonal skills	✓		Interview / Reference
Enthusiastic, optimistic with a sense of humour	✓		Interview
An ambitious learner with a desire for career progression	✓		Interview
Positive & practical approach to change & challenge	✓		Interview
Capacity to innovate, inspire & motivate	✓		Interview / Application / Ref
Clear vision & values	✓		Interview / Application

Effective organisational & administrative skills	✓		Interview
Effective user of new technologies	✓		Interview / Application
Good team leader & player, sharing accountability for achievement & success	✓		Application / Reference
Knowledge & understanding of health and safety, safeguarding, preventing extremism & radicalisation and SMSC	✓		Interview / Application / Ref
Willing to challenge inefficiency, ineffectiveness or complacency	✓		Interview / Application / Ref
Essential Attributes			
Initiative: Demonstrating the willingness & ability to use initiative – whether that means deciding on necessary action & following it through - or suggesting ways to work in a better way.	✓		Application / Interview
Influencing skills: The ability to persuade others.	✓		Application / Interview
Interpersonal Skills: The ability to communicate & interact with other people in a way that promotes cooperative relationships	✓		Application / Interview
Teamwork: The willingness and ability to collaborate & work closely with colleagues in a mutually supportive manner	✓		Application / Interview