



Faculty Leader: Required competencies and person specification

GENERAL QUALITIES

The Faculty Leader post at the Bangkok Prep is a key position for the further development of the school. The post holder will be an excellent teacher, articulate and inspiring, confident, stable and supportive, and a highly able, effective and innovative manager. S/he will have stamina, energy and drive in abundance, with the ability and determination to take the faculty forward, raising the standard of achievement of departments, teachers and students to the highest levels, through good teamwork, excellent management and inspirational leadership. The leader will promote an ethos which enables faculty members to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. S/he will act as an ambassador for the faculty and the school. The leader will support the school's senior leadership and be seen to support school policies wholeheartedly.

The faculty leader would normally also hold the position of Head of Department of one of the departments in the faculty.

The Faculty Leader will demonstrate high levels of competence in the following areas:

KNOWLEDGE AND UNDERSTANDING

The Faculty Leader will know and understand:

- What constitutes excellence in teaching and learning
- The main strategies for raising students' achievement
- How to make use of recent research findings and theories about the different types of intelligence and how children and young people learn
- How to seek and use national and/or international data, school data, self-evaluation procedures, and the findings of external quality control systems such as CIS accreditation in developing the faculty
- The implications of the school's policy for the teaching of students with exceptional learning needs for teaching and learning in the faculty
- How to embrace new creativity, innovation and the use of appropriate new technologies to promote excellence.

PLANNING AND SETTING EXPECTATIONS

The Faculty Leader will be able to:

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching
- Construct short, medium and long-term faculty development plans
- Monitor the short, medium and long-term department development plans which:
 - Contribute to whole-school aims, policies and practices
 - Are based on a range of comparative information and evidence, and in particular, the attainment of students.
 - Identify realistic and challenging targets for improvement.
 - Are understood by all those involved in putting the plans into practice.
 - Are clear about action to be taken, timescales and criteria for success.
- Work with the appropriate colleagues, to ensure that individual education plans are used to meet the learning needs of students with exceptional learning needs, and



those plans set subject-specific targets and that work is well-matched to students' needs.

- Think creatively and imaginatively to anticipate and solve problems and to identify opportunities

TEACHING AND MANAGING STUDENTS' LEARNING

The Faculty Leader will ensure that:

- There is full curriculum coverage, continuity and progression in all subjects within the faculty for all students, including those of high ability and those with special educational needs and/or with English as an additional language.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subjects and of different students.
- All the teaching in the faculty enables students to develop study skills and to learn more effectively with increasing independence

ASSESSMENT AND EVALUATION

The Faculty Leader will be able to:

- Analyse and interpret relevant international and/or national data, local and school data, research and inspection evidence to revise policies, refine faculty practice, raise expectations and targets, and improve teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, using this information both to recognise achievement and to assist students in setting targets for further improvement.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- To produce an annual report on examination results and present strategies for improvement.

STUDENT ACHIEVEMENT

The Faculty Leader will be able to:

- Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational needs and/or English as an additional language.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
- To check student reports written by colleagues to ensure they are accurate, timely and in line with school guidelines, and to ensure corrections are made.

RELATIONS WITH PARENTS AND THE WIDER COMMUNITY

The Faculty Leader will be able to:

- Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local, national and international community, including business and industry, in order to extend and enrich the faculty and the school as a whole, enhance teaching and develop students' wider understanding.
- Communicate effectively, orally and in writing, with parents, external agencies and the wider community, including business and industry.



MANAGING OWN PERFORMANCE AND DEVELOPMENT

The Faculty Leader will be able to:

- Prioritise and manage her/his time effectively, particularly in relation to balancing the demands made by teaching, faculty management and involvement in school development.
- Participate effectively in the Performance Management process, taking responsibility for her/his professional development.
- Support agreed school policies and their implementation.
- Attend meetings.
- Participate actively and professionally in all decision making processes.

MANAGING AND DEVELOPING STAFF AND OTHER ADULTS

The Faculty Leader will be able to:

- Help staff achieve constructive working relationships with students.
- Create effective and supportive staff teams
- Establish clear expectations and constructive working relationships among staff, devolving responsibilities, delegating tasks and evaluating practice, all within a framework of clearly understood professional accountability.
- Appraise staff as required by the Bangkok Prep policy on Performance Management and use the process to develop the personal and professional effectiveness of teachers.
- Ensure that new teachers are appropriately monitored, supported and assessed in relation to defined professional standards and requirements of the school's job description.
- Lead professional development through example. In consultation with the person responsible for CPD ensure provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education courses, and subject associations.
- Participate in disciplinary processes if and where necessary through the school's agreed procedure.

MANAGING RESOURCES

The Faculty Leader will be able to:

- Establish staff and resource needs and advise the Head of Secondary of likely priorities for expenditure
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

STRATEGIC LEADERSHIP

The Faculty Leader will be able to:

- Create a strong and shared sense of a unified and vibrant faculty
- Develop and implement policies and practices to ensure that the Head of Secondary and the Leadership team are well informed about faculty provision, about the faculty's success in meeting objectives and targets, and about faculty-related professional development plans.
- Create a climate which enables other staff to develop and maintain positive attitudes and confidence in their teaching.



BANGKOK PREP

Bangkok International Preparatory & Secondary School

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TEACHING REQUIREMENT

The Faculty Leader will normally be required to teach a 65% timetable.