



## **Faculty Leadership Review**

**December 2018**

### **Executive summary**

- All faculty leaders are experienced teachers and can identify good teaching practice across their departments.
- There are many areas of strength identified, but these are not consistent across all faculties, especially in relation to the use of faculty meeting time.
- Line management meetings with subject leaders, which have a predetermined agenda were more consistent.
- Most faculty leaders require further support at having difficult conversations and challenging underperformance.
- Faculty leaders are aware of the areas of strength in their faculty and have highlighted areas for development both in terms of their faculty as a whole and in terms of their leadership development.

### **Core Aims**

- To reassess the effectiveness of the faculty structure in the development of teaching and learning.
- To identify and share best practice of faculty leadership.

### **Rationale**

- The faculty Leadership structure was introduced 8 years ago and it has not been reviewed since.
- We have a mix of experiences within the faculty leadership roles both in terms of leadership styles and time in the position.

### **Review team**

- Creative - NCH
- English – NMI
- Languages – MPA
- Humanities – NCH
- Maths – SLA
- Science – MFH

## Review Process

- Observation of a faculty meeting by SLT.
- Observation of a line management meeting with a subject leader by SLT.
- Paired learning walk with a member of SLT.
- Self-evaluation review.
- Formal discussion with a member of SLT.

## Review Findings

All faculty leaders are very experienced teachers and have demonstrated excellent teaching in lesson observations. All faculty leaders demonstrated that their assessment of colleagues' teaching is in line with the assessments made by SLT. This was evidenced in both paired learning walks this term and paired lesson observations within the last year.

The findings below relate directly to the four strands of a faculty leader's job description.

Job Description	Strengths	Areas for development
1. Impact educational progress beyond assigned students.	Line management conversations observed contained details about students' progress across other subject areas. There is lots of evidence of best practice being shared in Schemes of Work and in meetings.	Some faculty leaders are too focussed on their own subject area- this is evident from SLT line management meetings. More formality is needed in work scrutinies, potentially involving colleagues to ensure everyone knows what is expected and identify best practice.  <b>Action:</b> Formal faculty wide work scrutinies to be conducted- potentially with a timeline and structure produced by SLT.  SLT line managers to challenge Faculty Leaders to ensure they know about every subject areas in their faculty, both successes and areas for development.

		<p>Faculty leaders to develop their own practice with reference to the leadership characteristics and raise their profile by:</p> <ul style="list-style-type: none"> <li>• Driving positivity</li> <li>• Taking responsibility for behaviour and movement around the school</li> <li>• Taking an active leadership role of school events.</li> </ul>
2. Lead, Develop and enhance the teaching practice of others.	<p>Best practice shown encouraged different members of the faculty to lead sections of the faculty meeting to share resources and teaching ideas.</p> <p>Some faculty meetings were chaired effectively to ensure that everyone in the meeting made a valuable contribution.</p> <p>The best line management meetings demonstrated that faculty leaders could effortlessly switch between the roles of leader, mentor and coach, depending what was being discussed.</p>	<p>Faculty meetings did not always have a teaching and learning focus, with many agenda items relating to business that should have been cascaded down the line management, and subject meetings.</p> <p>Some faculty leaders are less confident in challenging colleagues' underperformance.</p> <p>All faculty leaders to ensure everyone contributes to discussions in faculty meetings.</p> <p>Sometimes the actions points from the meetings were unclear and did not have specific timetable for action.</p> <p><b>Action:</b> Ensure faculty meetings have a clear teaching and learning focus where best practice can be shared, keeping business to a minimum. Ensure resources are shared</p>

		<p>before the meeting to allow colleagues to prepare. Ensure all action points are specific and have clear deadlines.</p> <p>Further training about challenging underperformance and difficult conversations to be given to Faculty Leaders by SLT, with role play examples.</p>
<p>3. Have accountability for the faculty.</p>	<p>All faculties have central records of common assessment tasks to check student progress, and to easily identify where teachers have fallen behind.</p> <p>TA data, and examination data regularly reviewed by subject leaders; however it was not always evident that Faculty leaders took ownership of the other subjects in their area.</p> <p>Some faculties have a clear timetable of learning walks and work scrutinies, whereas others do not.</p>	<p>Faculty Leaders to be completely aware of the areas of strength and areas for development highlighted in subject review, TA review and DSEF documents for all subjects in their area.</p> <p>An organised timetable for learning walks and work scrutinies to be produced by faculty leaders.</p> <p><b>Action:</b> SLT line managers to continually challenge faculty leaders to address areas for development in all subjects they line manage. This already part of the standard agenda for SLT line management meetings. SLA has provided a standard proforma to monitor progress against the DSEF1 targets which is reviewed every half term.</p>

<p>4. Whole school review.</p>	<p>Faculty leaders all fed back information from SLT and academic board in the line management meetings that were observed.</p> <p>All faculty leaders play an active role in academic board meetings.</p> <p>Some faculty leaders regularly use student surveys and class reps to build a student's eye perspective of lesson in the faculty.</p>	<p>The department development plan and DSEF3 could be combined to make the process smoother.</p> <p><b>Action:</b> SLT to produce a pro-forma which combines DSEF and the department development plan.</p> <p>SLT to review whether the subjects are grouped appropriately within the faculty structure. SLT to review the line management structure with reference to an expanding school- is there a need for deputy Subject Leaders in large subjects?</p>
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## Conclusion

Key findings will be shared at academic board with each faculty leader. This strategic review will be operationalised through an action plan drawn up through the line management system. Each Faculty Leader with support from their SLT line manager, will draw up a personal action plan in response to the findings and recommendations of this review. This action plan, which will include timescales, will be reviewed and modified as necessary through the line management system.