

## Job Description

<b>Academy :</b>	Leeds West Academy
<b>Job Title:</b>	<b>Assistant Curriculum Leader for English</b> Specific responsibilities within the department to be agreed on appointment
<b>Grade:</b>	MPS/UPS (£22,917 - £38,633) + TLR 2b (£4,591)
<b>Accountable to:</b>	Curriculum Leader for English

### **Role:**

To contribute to leading the development of English in the curriculum at Leeds West Academy.

### **Purpose of job:**

As part of a small team of middle leaders within English, the Assistant Curriculum Leader will

- Be committed to supporting the achievement of all our young people in the English curriculum, both in lessons and through extra-curricular provision, through their learning from 11-18 and beyond.
- Contribute to designing and developing an outstanding, innovative and creative English curriculum.
- Develop, in all students and teachers of English, versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Ensure that teachers within the English team are provided with high quality training opportunities, which enable them to be highly effective practitioners.
- Hold teachers of English to account for their performance.
- Develop positive external relationships at a local and strategic level, in partnership with The White Rose Academies Trust and others, to promote the continued development of the Academy, as a central resource for the community.

Please note that this job description should be read in conjunction with the National Core Standards for Teachers for main-scale post holders, and the post-threshold standards where applicable.

You may be deployed in other White Rose Academies Trust locations within a reasonable distance from your main place of work from time to time; you will be compensated for your additional travel costs.

### **Developing constructive professional relationships:**

- Have high expectations of our students including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, supportive and constructive relationships with them.
- Communicate promptly and effectively with parent(s)<sup>1</sup>, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, and sharing the development of effective practice with them.
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Establish and develop effective team working practices.
- Contribute to the development of rigorous procedures for monitoring the performance of all members of the English department, including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

### **Professional skills:**

- Promote and model effective practice in teaching, learning and assessment relevant to the English curriculum.
- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for students to develop their literacy, numeracy and thinking and learning skills appropriate within their phase and context within the English curriculum.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
  - Build on the prior knowledge and starting points of those they teach in order that students meet learning objectives and make sustained progress.

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<sup>1</sup> The term 'parent' includes any person or body with parental responsibility such as a foster carer, guardian or local authority.

- Develop concepts and processes which enable students to apply new knowledge, understanding and skills.
  - Adapt their language to suit the students they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
  - Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
  - Provide students, their parents and colleagues with timely, accurate and constructive feedback on students' progress and areas of development.
  - Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
  - Use assessment as part of their teaching to diagnose students' learning needs, set realistic and challenging targets for improvement and plan future teaching.
  - Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
  - Manage student behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's behaviour policy.
  - Promote students' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
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#### **Strategic direction and development:**

- Support the Curriculum Leader for English, in the communication of the vision for English, its effective management and operational efficiency to fulfil the ethos of the academy.
  - Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the academy.
  - Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.
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#### **Professional knowledge and understanding:**

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of the English curriculum area and related pedagogy including: the contribution that the subject area can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricular and frameworks for English and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

### **Equal Opportunities:**

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

### **Generic Staff Requirements:**

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents / carers and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.

- Actively contribute to the continued development of the academy by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Keep up-to-date with all aspects of the Child Protection Policy as it applies to the post.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a developing academy, which requires flexibility in all of its employees.

This job description is current at the date shown but may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

All postholders are accountable through The White Rose Academies Trust Performance Management Policy. The Governors and Principals of The White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and a DBS check.

'We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.'

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the Academy.

<b>Signed</b>		<b>Dated</b>	
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