****

**Job Description Middle Leader:**

**Head of English Department**

**Job Function**: To lead and manage English at Villiers High School to ensure the very best provision for students

**Responsible to**: SLT

**Duties**:

**Teaching**

1. To be an effective teacher and carry out teaching duties as specified in the Teachers’ Pay and Conditions Document and the Villiers High School generic job description for teachers.
2. To contribute to the tutorial programme and programme of extra-curricular activities.

**Strategic Leadership**

1. To provide strong leadership that results in a flourishing English department which provides outstanding teaching and learning opportunities for pupils and staff
2. To provide leadership and support for the teachers within the English department to enable them to effectively lead their areas within the English department
3. To instigate and lead the development an innovative approach to the teaching of English and related subjects that will stimulate all pupils to achieve their individual optimum performance
4. To develop a vision for the English department incorporating high expectations in teaching, learning and behaviour and to lead department members to achieve that vision.
5. To work collaboratively with the teachers within the English department to agree schemes of work so that the content of courses is complementary and provides students with a broader understanding of English and their links with other fields of study and so that the curriculum and courses offered meets the needs of the students and allows them to make maximum progress in their English education
6. To motivate, challenge and inspire staff within the department to develop the very best practice.
7. To provide a role model for staff and students within the curriculum area and school.
8. Setting targets for pupil achievement in all areas of English and monitoring and evaluating progress towards meeting pupil achievement targets and to ensure that there is an effective assessment, recording and reporting system of student progress
9. To contribute to the leadership of the school by participating in and initiating whole school developments.
10. To lead the English department in creating an excellent climate for learning.
11. To lead in the setting of challenging departmental/class targets for performance based on prior attainment.
12. To lead the curriculum area in strategies for raising attainment in line with whole school strategies and in line with clearly identified subject specific needs.
13. To work with other departmental Heads across the school to provide an integrated coherent approach to teaching and learning

**Curriculum Management**

1. To develop strategic plans to implement the vision for the English department.
2. To oversee a broad English curriculum that meets the aims of the school and the needs of all students, including students with specific learning needs; for example: the very able, those with a low skill base, those with hearing or visual impairment, etc.
3. To manage the regular monitoring and evaluation of the English department.
4. To manage the acquisition and organisation of resources to support the work of the English department.
5. To manage the attendance, punctuality and professional conduct of the staff within the English department.
6. To manage the environment of the faculty so that it is conducive to effective learning.
7. To manage the behaviour of students within the English department.
8. To manage the processes and procedures which feed into the overall management of the school: assessment and reporting, recording and analysing of data; writing schemes of work; developing and implementing departmental policies in line with schools policies; organising teaching; organising work for excluded pupils; to cover absent staff.
9. Ensuring that the statutory requirements of the National Curriculum are met
10. Evaluating the design and delivery of the curriculum for English; continuously striving to improve all aspects
11. Monitoring and evaluating the English curriculum in ‘value for money’ terms
12. Regularly monitoring of the external and internal environment so that appropriate ICT initiatives continue to influence and improve learning for pupils and staff

**Financial Management**

1. Setting long term and short term budgets for resourcing the different English departments appropriately and effectively
2. Monitoring actual spend against forecast
3. Making sure that ‘Best Value’ principles are applied to all appropriate purchasing decisions
4. Evaluating use of financial resources to ensure that desired outcomes are met
5. Advising the SLT / Finance department of potential additional funding for English and assisting with the bidding process
6. Exploiting business opportunities to improve the resources of the different English departments

**People Management**

1. Adopting a strong, caring and flexible leadership style so as to influence and motivate staff and students to achieve their objectives and those of the school
2. Creating an environment of open-mindedness, fairness and harmony between groups and individuals
3. Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes
4. Advising the Senior Leadership Team about the recruitment and retention of high calibre staff
5. Implementing ‘best practice’ performance management processes so as to provide a positive framework for staff development and achievement
6. Assisting the Senior Leadership Team to ensure that a significant staff development programme is designed and implemented. This will be structured and relevant, taking into account the development priorities of the school and those of individual members of staff and where possible it should be linked to the outcomes of the performance management process
7. Evaluating the staff development programme and liaising with the Line Manager to modify as appropriate
8. In conjunction with all staff, organising activities/processes that encourage team development
9. Ensuring that all staff, including short and long term temporary staff, receive departmental induction and fully understand all relevant policies and their implementation
10. Making sure that effective, caring policies concerning a broad range of Pupil and Staff welfare matters are implemented
11. Providing overt support to staff to enable them to effectively implement the policies of the school and English department
12. Monitoring and evaluating attendance and absence management policies for English staff and pupils
13. Ensuring that the policies and processes in-place for assessing pupils and for setting, monitoring and evaluating attainment goals for pupils are implemented by all English staff
14. Creating an environment where there is visible acknowledgement that everyone’s contribution is valued so that a climate of ‘us and them’ does not evolve.

**Developing and Maintaining Strong Links**

1. Developing initiatives to outreach to the community
2. Assisting the SLT to create and implement ways of actively involving parents in the learning process
3. Instigating, developing and maintaining links with Businesses and Academic institutions where possible and / or appropriate
4. Networking with Secondary schools in Ealing and other Boroughs to share best practice
5. Facilitating a broad range of activities in conjunction with staff, students and the wider community so as to deepen and broaden learners’ experience in the fields of English

**Management of Facilities**

1. Advising on English accommodation so that it fully meets the requirements of the curriculum
2. Making sure that the accommodation is used in the most effective way to meet the needs of all pupils and of the curriculum
3. Ensuring that the interior and exterior of the building are maintained to a high standard that reflects the ethos of the school
4. Managing the security and Health & Safety aspects including legal obligations

**Performance Management**

* 1. To line manage the members of staff within the team to ensure that their performance meets the needs of the school and curriculum area.
  2. To work with staff to set challenging objectives for their own continuous professional development linked to school and curriculum area objectives and needs arising from lesson observation.

**Knowledge/Skills/Expertise**

1. To have up to date subject knowledge and knowledge of the pedagogy, behaviour management, research findings.
2. To have good
   * 1. Analytical skills.
     2. Planning skills
     3. ICT skills.
     4. Coaching and mentoring skills
     5. Communication skills
     6. Organisational skills
     7. Team working capability
     8. Motivational skills
     9. Strategic leadership and effective delegation skills
3. To be engaged in own relevant continuous professional development.