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**Second in English**

**POST DESCRIPTION**

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| **Responsible to:** Head of English |
| **GRADE:** Teachers’ Pay Range plus TLR 2 (Mid-range) |

**MAIN PURPOSE OF ROLE**:

*To provide within an Islamic environment, a centre of educational excellence that develops and nurtures citizens of the future; who will serve and contribute to the well-being of their wider communities.*

**RESPONSBILE TO:** Head of English

As Second in English, and in relation to their generic teaching role and their specific areas of responsibility, will:

**Demonstrate an uncompromising drive to effect continuous improvement in order to secure the highest levels of achievement, attainment and personal development for all learners, through:**

* Being highly ambitious in leading their area of responsibility across the faculty, building on past successes and communicating an aspirational vision for improvement.
* Supporting the Head of Department in inspiring, leading, motivating and managing their faculty team; in order to model and foster good relationships in school based on respect and integrity.
* Leading on strategic planning for their area of responsibility for the continuous improvement of subject provision and outcomes; drawing on best practice and research.
* Liaising with the Head of Department in using performance data to inform planning and teaching across their area of responsibility, including the evaluation of learners’ progress and the setting of appropriate targets for improvement.
* Focusing relentlessly on improving teaching and learning within their area of responsibility. Consistently modelling excellent classroom practice and keeping abreast of current thinking within their area of responsibility; in terms of effective pedagogy, resources, strategy and management.
* Assisting the Head of Department in monitoring standards of achievement and attainment within the department, through rigorous analysis of data and other information.
* Assisting the Head of Department in providing swift and effective action to remedy any underperformance of learners or learner group, in their area of responsibility; for example, ensuring high quality intervention strategies within classes and in additional provision.
* Regularly monitoring the day-to-day work of the faculty in their area of responsibility and its impact on provision and providing, along with the Head of Department, high quality feedback to staff which impacts on their work and effects continuous improvement.
* Devising curricular and extra-curricular activities, within their area of responsibility which provide exceptionally positive experiences and rich opportunities for high quality learning and which develop learners’ spiritual, moral, social and cultural development and foster exemplary behaviour and attitudes to learning.
* Effectively engaging with parents for the benefit of all learners.
* Taking responsibility for developing high quality faculty schemes of work within their area of responsibility which encompass whole school policy and which deliver the school’s Vision for Learning.
* Participating and taking a lead in faculty and whole school CPD in order to develop own and others’ practice and in order to share effective practice with colleagues.
* Promoting and delivering the priorities and policies of the school by contributing to School Improvement and Development Planning and by consistently and persistently implementing agreed policies and initiatives.
* Supporting the development and maintenance of the school’s ethos and promote the wider aspirations and values of the school; building team commitment with colleagues and learners.
* Liaising as required with a range of educational partners, internal and external, to underpin the raising of learner achievement.
* Assisting the Head of Department in creating a positive learning environment for all by ensuring all faculty facilities and resources, including financial resources, are well maintained and managed.
* Deputising for the Head of Department when required.
* Taking responsibility for own professional learning by undertaking relevant professional development, implementing outcomes and sharing those outcomes with colleagues.
* Support the school’s home and community liaison work through appropriate participation in events.
* Set, and personally demonstrate, high standards of professional working.
* Contribute to the wider life of the school and its community through out of hours and partnership work.
* To work alongside the school Librarian in developing Literacy across the curriculum.

**Specific to English**

* Take the lead on developing transition within English from KS2 to KS3.
* Review and evaluate the KS3 Curriculum Map.
* Initiate strategies for student intervention.
* Take the lead on developing and resourcing EDUQAS Certificate in English
* Use data to set students at KS3 and monitor student progress.
* Set assessments for KS3 students and take the lead in moderation of these pieces.
* Assist in organising that texts and resources across both Key Stages are available.
* Disseminate good practice during Department Meetings.
* Assist in Departmental Detentions.
* **Customer Care** - To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.
* **Develop oneself and others** - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others
* **Valuing Diversity** - To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the school’s diversity and inclusion policy.
* **Health and Safety** – To operate safely within the workplace with regard to Health and Safety Legislation
* **Confidentiality** – An acknowledgment of the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality and the management and sharing of information
* **Energy Efficiency** – To promote energy efficiency throughout the workplace and within own area of activity

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

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**Person Specification**

*The successful candidate will be expected to teach English at KS 3 and 4*

*Other teaching commitments may involve some or all of the following:*

* *delivering intervention programmes to smaller groups e.g. literacy*
* *extra-curricular activities*
* *team-teaching and coaching with regard to behaviour management strategies*

**Qualifications:**

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| *Essential*   * A recognised good honours degree or equivalent * Qualified Teacher Status * Ability to inspire and teach across the 11-16 age and ability range * Relevant in-service training | *Desirable*   * Further professional qualifications relevant to the post or a willingness to undertake further training |

**Previous Experience:**

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| *Essential*   * A successful track record of at least 3 years’ teaching * Evidence of successful impact on learner outcomes * Experience as a form tutor * Experience in successful intervention programmes * Involvement in the monitoring of progress and attainment at student and class levels * Experience of successful team leadership | *Desirable*   * Experience of developing learning and teaching in an inclusive environment * Experience in the monitoring of learner progress at department or whole school levels * Involvement in curriculum initiatives and extra- curricular developments |

**Professional Competence:**

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| *Essential*   * Excellent specialist subject knowledge * Ability to teach across the curriculum * Excellent knowledge and understanding of behaviour management strategies * High level communication skills including presentational skills * Ability to inspire and motivate staff and students alike * Ability to achieve an effective balance between staff support and staff accountability * Ability to contribute to and develop SOW * Knowledge and understanding of how to use ICT and other technologies for school improvement * Ability to initiate, develop and implement policies and initiatives * Ability to lead and manage teams * Ability to analyse and problem-solve and have a ‘solution-based’ approach * Ability to set clearly articulated goals, track progress and adapt strategies to achieve them * A strong commitment to inclusion and the overcoming of barriers to education | *Desirable* |

**Personal Qualities:**

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| *Essential*   * Commitment to an ethos of high standards and academic success * Strong sense of moral purpose and probity, with commitment to the school’s vision and ethos * Capacity to establish positive and sensitive interpersonal relationships across the school and wider community * Self-confidence, personal impact and presence * Personal resilience, with the ability to prioritise conflicting demands * Record of good health and attendance * Muslim or sympathetic to and supportive of the Deobandi Hanifi School of Thought and possessing the inherent values of the Muslim faith | *Desirable*   * Eagerness to acquire further skills and career enhancement * A sense of humour and ability to remain calm under pressure |