JOB DESCRIPTION: (Second in English Faculty)

The following job description is for the guidance of candidates as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DCSF.	
PURPOSE:	• to support the HoF in promoting student learning • to support the HoF in all other aspects of Leading and Managing an English faculty • to be accountable for student progress and development at KS5 • to support the HoF in raising standards of student attainment, attitudes to learning and achievement and to monitor and support student progress at KS5
RESPONSIBLE TO:	Head of Faculty
DISCLOSURE LEVEL:	Enhanced
SALARY/GRADE:	TLR 2b
WORKING TIME:	As set out in the 'Conditions of Service for Teachers' as presented in the 'School Teachers Pay and Conditions' document published by the DCSF.

Overall Accountability for supporting the Head of Faculty in:

- The provision of an appropriate, relevant and differentiated curriculum which allows for progression within and across key stages within the curriculum area
- The schemes of learning, capitation and resources for the curriculum area
- Supporting colleagues to develop effective teaching and learning strategies within the curriculum area
- The quality of the teaching and learning of students within the curriculum area
- The standards of student attainment, achievement and behaviour within the curriculum area
- The successful delivery of the curriculum in a whole school context and to integrate the Jewish ethos of the school where appropriate

MAIN DUTIES

a) Main (core) duties:

- To take overall responsibility for one key stage in English (KS5) and leading its development
- To analyse examination results at KS5
- To keep up to date with national and developments in the curriculum and in teaching practice methodology and to lead new curriculum initiatives
- To implement a policy on assessment and feedback consistent with the school policy and to keep accurate records on each pupil taught at KS5
- To ensure that appropriate home learning is set and marked throughout KS5
- To lead and manage the organisation, marking and moderation of controlled assessment in accordance with examination board regulations, and to maintain accreditation with the relevant examination and

validating bodies

- To ensure that staff use data provided by the school to effectively inform planning, teaching, assessment and the setting of subject specific targets within KS5
- To conduct student interviews regarding progress and curriculum issues at KS5 and to attend relevant Parents' meetings and review days
- To implement the school Behaviour and Anti-Bullying Policy while taking the lead responsibility for discipline at KS5
- To monitor and evaluate the curriculum offering, standards of attainment and standards of teaching and learning across KS5
- To plan for intervention at KS5 where required to improve teaching and learning
- To work with others to ensure the most appropriate links are made to ensure that the KS5 curriculum meets the individual students' needs
- To undertake an appropriate programme of teaching and pastoral responsibilities

b) Teaching:

- To undertake an appropriate programme of teaching, preparation and assessment and to take a lead in being observed by colleagues.
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible
- Set targets for student attainment levels using prior achievement data
- Set work for students absent from lessons in line with the school's policies
- Work towards or maintain the teaching standards applicable
- Contribute to the school's timetabled enrichment programme with all year groups
- To teach, as appropriate, students in the PSRP and to differentiate accordingly and imaginatively
- In exceptional circumstances to have lessons streamed (but not recorded) into another room in the school for a child who has difficulty accessing a mainstream lesson

c) Assessment, Recording & Reporting

- Maintain rigorous and accurate records, including students' attainment, attendance, homework set and outline lesson plans
- Mark and return work (in line with the school's marking and assessment policy) on a regular basis and at least once every 3 teaching weeks. Marking should include feedback for improvement and progress for each student
- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.
- Ensure that suitably differentiated material and learning pathways are provided to challenge all students at the appropriate level, regardless of their ability.
- Liaise with parents on students' progress using the school ICT system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs liaising with the SENCo and/or the Director of the PSRP

d) Form Tutor

- Build relationships with all students and be available when needed to listen and offer support and encouragement
- Monitor the academic progress of each learner using data and alert relevant subject staff and/or the Year Learning Coordinator (YLC) if there are any areas of concern
- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour

- Teach a weekly PSHCE lesson
- Ensure the accuracy of registers and collect absence notes
- Disseminate school information, including timetables, and messages from other staff
- Write and collate annual reports and any special reports
- Attend Parents' Consultation Meetings and Year Team Meetings
- Make routine contact with parents in liaison with the YLC

Other Specific Duties:

- To play a full part in the life of the school community, to support its mission and ethos and to encourage and ensure staff and students follow this example
- To lead an extra-curricular activity
- Maintain a visible, professional and high profile within the school

Other Specific Duties:

- To continue personal development
- To engage actively in the performance review process
- To undertake any other duty as directed by the Headteacher.

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 new and growing school which requires flexibility in all of its employees.

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

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification – (Second in English Faculty)

Essential unless noted as Desirable

Education and Training

- Qualified Teacher Status (QTS)
- Experience of A Level English teaching
- A track record of Good or Outstanding teaching
- Evidence of appropriate in-service training.

Skills/Professional Qualities

- Good knowledge of current curriculum development in the curriculum area
- The ability to use ICT effectively to engage students
- The ability to differentiate materials to meet the needs of learners
- The ability to develop, and lead the development, of an outstanding curriculum in the context of a growing school
- An understanding of how to use assessment to inform planning for good teaching /learning
- An understanding of school, local and national data with the ability to use data to identify underperformance and rectify accordingly

Leadership/Personal Qualities

- Vision for the development of the curriculum area in the context of a growing school
- Committed to supporting the School's unique Jewish ethos (there is no requirement or need for applicants to be Jewish)
- Always prepared to put the students' needs first
- An effective, flexible and enthusiastic leader
- Confident in sensitively but assertively addressing under-performance
- Ability to listen and effectively communicate and negotiate with a variety of audiences
- Diplomatic with the ability to develop and maintain effective relationships
- Ability to act quickly and sensitively under pressure
- A team player respected by others
- Ability to manage own and others' workloads appropriately
- Able to keep calm in difficult situations, can deal with stress and absorb pressure
- Open and constructive, accepting of feedback and always willing to learn
- Energetic and enthusiastic with an excellent sense of humour
- A 'can do' positive approach
- Excellent attendance and punctuality record
- Awareness of and commitment to Equal Opportunities issues; a commitment to working in a multi-cultural environment and with students from diverse backgrounds