



the
LatimerArts
College

SUBJECT INFORMATION PACK

SECOND IN DEPARTMENT: ENGLISH

(known as Assistant Progress Leader)



Team English: where creativity and innovation thrives!

Our Team

Dare to be different is the motto of our English team, who bring learning to life in the most fascinating and engaging of ways! If an activity is original and fun for the students and helps them to learn you will find it happening in English lessons.

Our team of 6 full-time and two part-time teachers and a Higher Level Teaching Assistant (HLTA) are competitive and driven by a desire to be top class: so we share and support one another, thriving in a culture of teamwork and collaboration.



The department is a very busy and forward thinking place to be: somewhere with plenty of pace, opportunity to develop and to contribute to moving forward learning and teaching.

This post provides an exciting opportunity to work with the other two leaders in the department at this time of curriculum change and for the post-holder to play a significant part in shaping the future of the subject!

This post has come about following the promotion of the current post-holder to Head of Department. In turn, the current Head of Department, who is relocating, joined us as an NQT and secured rapid career progression. Leadership development is something that we are committed to as a school.

Our Facilities

The department is fantastically well-resourced. We are housed in our own learning centre, with a dedicated ICT suite. All rooms have whiteboards, four of them being interactive, and projectors and all staff have their own laptop. We have our own staffroom (a welcome cup of tea is on hand!) and staff workroom.

Our Curriculum

We have implemented an exciting curriculum and a culture of praise in the department in order to promote high engagement. English is currently taught in mixed ability groups in Years 7 and 8. From September 2017, we moved to a three-year Key Stage 4 where students are grouped by ability.

Students in Year 7 follow the Accelerated Reader programme. This has resulted in some amazing improvements in reading ages in Year 7 and we are excited about this being even more successful in the future.

There are very well-resourced schemes of learning and assessments, which form the basis of all teaching at Key Stages 3 and 4.

Some of our KS3 texts include: *Millions*, *Face*, *My Swordhand is Singing* and *The Woman in Black*.



These, along with embedded AfL techniques deployed throughout the curriculum, have seen a real consistency in delivery and high expectations across the department. Resources for staff and students are shared through our online system.

At GCSE, the department offers AQA English Language and English Literature.

At A Level the department currently offers AQA English Literature and English Language.



Job Description

Role: Second in English (known as Assistant Progress Leader)

Line Manager: Head of English (known as Progress Leader)

Direct Reports: None

Scale: TMS plus TLR2b

General Responsibilities

- To be Assistant Progress Leader of the English Team;
- As a teacher, to carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document;
- To be a form tutor and to carry out the specific responsibilities of the role.

Specific Responsibilities

Leadership

- Understanding and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- To model high standards of professional conduct.

A range of departmental leadership responsibilities, to be shared and agreed with other leaders in the department, allocated from:

- To lead on delivering outstanding student outcomes by:
 - Ensuring that schemes of work for English are relevant and up to date;
 - Implementing systems to share the latest subject developments for English across the team;
 - Ensuring that all assessments, moderation and administration of examinations for English are completed accurately and on time;
- Leading on co-ordinating the sharing of best practice in teaching and learning across the English department;
- Monitoring and tracking student performance and implementing necessary intervention strategies to ensure students make outstanding progress, including those students who are gifted and talented, disadvantaged or have special educational needs;
- Supporting the Progress Leader with department self-evaluation and implementing subsequent improvements arising from the College's Standards Process and the College Improvement Plan;
- Leading relevant sections of Department Improvement Meetings;
- Contributing to the appraisal process for the department and supporting relevant staff with their professional development;
- Deputising for the Progress Leader in their absence.



Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole college improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the College's meeting cycle.

Form Tutor

- To lead a tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the House Achievement Leader;
- To encourage tutees to comply with the College's Values statement;
- To encourage the student voice and develop a Form and House ethos that is in harmony with College values;
- To monitor student progress, following the College's tracking processes, mentoring tutees and intervening when progress is not as expected;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

Other

- To undertake any other reasonable duties as directed by the Principal.

Person Specification – Assistant Progress Leader: English TLR2b



| SELECTION CRITERIA (no priority order) | | | |
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| Qualifications | Essential | Desirable | Method of Assessment |
| Qualified Teacher Status / Degree relevant to the subject | X | | Application form/Verified at interview |
| Evidence of further study in preparation for leadership | | X | Application form |
| High standard of literacy | X | | Application form/Interview |
| Commitment to Safeguarding | Essential | Desirable | Method of Assessment |
| Motivation to work with children and young people | X | | Application form/Interview |
| Commitment to, and belief in, the equal value of all students | X | | Application form/Interview |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | X | | Application form/Interview/Reference |
| Ability to raise the self-esteem and expectations of children and young people | X | | Application form/Interview |
| Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline | X | | Application form/Interview |
| Teaching and Learning Experience | Essential | Desirable | Method of Assessment |
| Proven track record of outstanding outcomes | X | | Application form/Interview |
| Proven track record of strong and effective behaviour management strategies | X | | Application form/Interview |
| Experience of teaching English at KS3,4,5 | X | | Application form/Interview |
| Excellent ability to use ICT in varied and innovative ways | X | | Interview |
| Leadership and Interpersonal Skills | Essential | Desirable | Method of Assessment |
| Excellent ability to analyse and interpret data and use it to secure high student outcomes | X | | Interview |
| Prior experience of leadership within English | | X | Application form/Interview |
| Proven experience of leading a successful improvement project with measurable impact | | X | Application form/Interview |
| Ability to communicate effectively and relate well to all stakeholders | X | | Application form/Interview |
| Ability to motivate and inspire others to work collaboratively as part of a team | X | | Application form/Interview |
| Creativity, energy and enthusiasm, with an added good sense of humour! | X | | Application form/Interview |
| Evidence of resilience and working effectively under pressure | X | | Application form/Interview |
| Effective time management and organisational skills | X | | Application form/Interview |
| Additional Qualities | Essential | Desirable | Method of Assessment |
| Aspirations of future leadership of a department / team | X | | Application form/Interview |
| Willingness to contribute to extra-curricular activities | X | | Application form/Interview |
| A commitment to / interest in the Performing Arts | X | | Application form/Interview |