St James’s Church of England High School

Job Title: **Assistant Subject Leader of English**

TLR Point: **TLR 2B**

Reporting to: **Head of English**

Line Manager: **Head of English**

Nature of the post: **Pupil Progress, assessment and intervention**

The current conditions of employment of school teachers laid down by the DfE will apply and the post holder will be required to fulfil the responsibilities outlined below:

**Purpose of the post:** to work with and support the subject leader to give strategic direction to the subject and be responsible and accountable for the pupil progress and data, assessment and intervention strategy in the English department as outlined below.

**Leadership and Management:**

**Assessment**

* To strategically drive summative assessment across the department (KS3 and KS4).
* Identify common summative assessment pieces that give an accurate measure of student progress and ensure consistency and accuracy.
* To work alongside the HOD/SLT lead to shape and drive the department feedback policy to ensure teacher feedback is driving progress.

**Tracking and monitoring**

* To be accountable for the maintenance of accurate, consistent and robust departmental systems for tracking and monitoring.
* To lead the departments approach to submitting quality, robust data as part of whole school systems.
* To lead on the analysis of both departmental and whole school data identifying students/groups who need additional intervention/support.
* To ensure the department has consistent systems for the monitoring of students’ learning behaviours/behaviour and to co-ordinate how these feed into Steps to Success.

**Invention lead**

* To lead the department’s intervention strategy for students who are struggling / not making good progress.
* To use Steps to Success and department pastoral information about students’ learning behaviours in English to inform interventions.
* To meet with teachers to discuss underperformers/underperforming groups, giving clear direction about intervention strategies / approaches.
* To lead the use of homework as an intervention approach.
* To lead regular departmental SIT training focused on improving progress of key groups.
* To Monitor and evaluate the impact of interventions regularly and report back to HOD, SLT progress lead and the department.
* To work with the HOD to formulate the departments plans for revision in Y11.
* To regularly review the quality and effectiveness of departmental interventions and use this evaluation to shape future planning.

**Setting/grouping**

* To work with the HOD to establish the departmental policy on setting and grouping.
* To lead the use of data to drive grouping and setting in the department
* To regularly review the appropriateness of grouping/setting and lead and manage any adaptions.

**Staff development**

* To contribute to the support of trainee teachers, newly qualified teachers and other new members of staff;

**Department management**

* To co-ordinate the department’s response when a colleague is unexpectedly absent (short term).
* To provide appropriate reports to HoD, SLT and Governors as required;
* To contribute to departmental improvement planning.
* To encourage staff and pupils to make use of alternative learning resources both within and outside the school such as competitions, clubs and visits and to establish a debating society;
* To keep updated on national policy, curriculum changes and examinations and share this with others;
* To deputise for the subject leader in the case of absence.

**In addition, as a classroom teacher:**

* to model good or outstanding practice in planning, teaching and promoting assessment for learning in English;
* to ensure that lessons are planned, prepared and delivered in accordance with school and department policy and taking account of examining board specifications and assessment objectives
* to ensure that the lesson content and teaching methods are appropriate to the age and ability of pupils;
* to assess, record and report pupil progress regularly and in accordance with school and department policy;
* to record pupil attendance;
* to contribute to the planning, preparation and implementation of schemes of learning within the department;
* to promote literacy across the curriculum and address cross-curricular and other common issues in relation to other areas of provision and school activities;
* to help create and maintain a stimulating teaching and learning environment in English classrooms and in public areas of the school;
* to establish and maintain discipline within the classroom and in the school in general;
* to maintain up to date subject knowledge and participate in appropriate professional development activities;
* to contribute to full staff and department meetings and attend parents’ consultation evenings;
* to maintain professionalism in all aspects of your work at all times;
* to take on the responsibilities of a form tutor.

These responsibilities are subject to an annual review

**Safeguarding of children and young people**

* The post holder is responsible for promoting and safeguarding the welfare of all children and young people he /she comes into contact with

**Person Specification for Second in English**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Qualifications** | 1. Qualified Teacher Status  2. To hold an honours degree or equivalent in English | 1. Evidence of professional development or a further qualification relating to management in schools | Application Form  and Certificates |
| **Experience** | 1. Experience of leading and implementing a teaching and learning initiative in English or at a whole school level  2. Experience of data tracking and analysis  3. Evidence of an excellent track record for pupil outcomes.  4. Experience of participation in /leading on whole school policies  5. Proven skills in working with a wide range of pupils | 1. Leadership of a Key Stage in English  2.Experience of leading and managing staff  3. Experience of support packages for teaching staff, either NQTs or teachers  4. Experience of delivering in service training for staff  5.Evidence of good results in the area of leadership and management | Application Form/ Interview |
| **Skills and Knowledge** | 1. Excellent level of personal organisation skills  2. Knowledge and understanding of current developments in English  3. Understanding of monitoring , review and evaluation to inform strategic planning and development  4. Awareness and understanding of the political agenda and how this impacts on English  5. Excellent interpersonal and communication skills  6. Ability to deliver training sessions to staff  7. Understanding of emotional intelligence and motivational skills in team leadership and development  8. Good ICT Skills | 1. Evidence of a positive leadership style | Application Form/  Interview |
| **Relationships** | 1. Ability to form and maintain appropriate relationships and personal boundaries with children and young people    2. Ability to work as part of a team and maintain effective professional relationships. |  | Application Form/  Interview/  References |
| **Personal Qualities** | 1. To be supportive of the Christian Ethos of the School and believe in comprehensive education  2. Willingness to be involved in the wider life of the school/extra curricular activities  3. A commitment to involving parents, governors and the local community in the education of our pupils  4. Excellent attendance and punctuality record  5. A sense of humour and passion for teaching  6. Enthusiasm for working with children and young people |  | Application Form/  Interview/  Lesson Observation/  References |