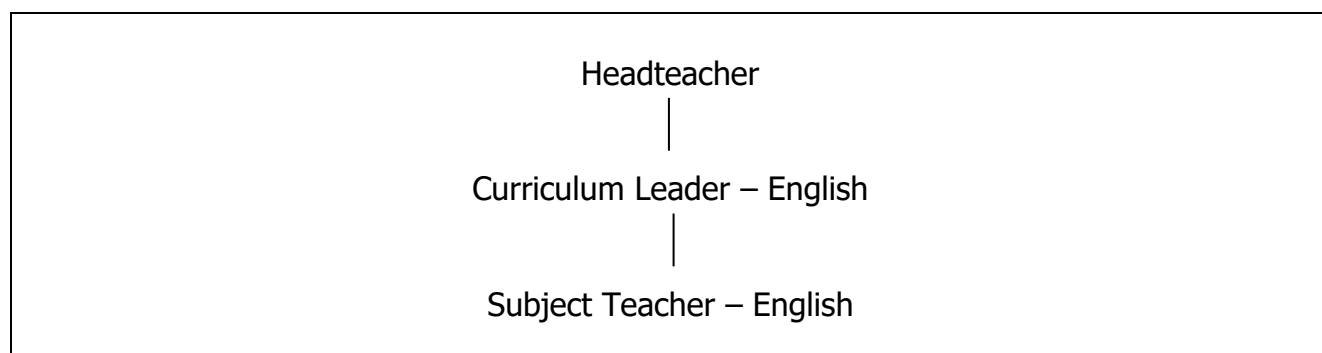


# ROLE PROFILE



<b>Department</b>	English
<b>Role title</b>	Subject Teacher: English
<b>Role purpose</b>	<ul style="list-style-type: none"><li>• To teach challenging, well-organised lessons and sequences of lessons in English across the age and ability range</li><li>• To plan for progression in English across the age and ability range</li><li>• To make effective use of an appropriate range of assessment, monitoring and recording strategies in accordance with school and department policies</li><li>• To evaluate the impact of teaching on the progress of all learners in English</li><li>• To establish a purposeful and safe learning environment conducive to learning in English</li><li>• To establish a clear framework for positive classroom management based upon appropriate implementation of department and whole school policies</li><li>• To work collaboratively within both department and cross curricular teams in order to develop and share effective practice</li></ul>
<b>Reporting to</b>	Subject Leader - English
<b>Working time</b>	Full Time or part time as specified within the STPCD
<b>Salary/Grade</b>	Classroom Teachers' Pay Scale
<b>Disclosure level</b>	Enhanced

## **Section B – Organisation**



# ROLE PROFILE



Accountabilities	Accountability Statements
Teaching and learning	<ul style="list-style-type: none"><li>• Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential</li><li>• Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge</li><li>• Design opportunities for learners to develop their literacy, numeracy and ICT skills</li><li>• Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning</li><li>• Teach lessons and sequences of lessons across the age and ability range which:<ul style="list-style-type: none"><li>a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion</li><li>b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives</li><li>c) language is adapted to suit the learners, new ideas and concepts are introduced clearly, and explanations, questions, discussions and plenaries are used effectively</li><li>d) demonstrate the ability to manage the learning of individuals, groups and whole classes, and teaching is modified to suit the stage of the lesson</li></ul></li><li>• Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary</li><li>• Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts</li><li>• Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence</li></ul>
Assessment and monitoring	<ul style="list-style-type: none"><li>• Know the assessment requirements and arrangements for the subjects/curriculum areas, including those relating to public examinations and qualifications</li><li>• Know a range of approaches to assessment, including the importance of formative assessment</li></ul>



# ROLE PROFILE

	<ul style="list-style-type: none"><li>• Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor learners' progress and to raise levels of attainment</li><li>• Make effective use of a range of assessment, monitoring and recording strategies</li><li>• Assess the learning needs of learners in order to set challenging learning objectives</li><li>• Provide timely, accurate and constructive feedback on learners' attainment</li><li>• Assess the learning needs of learners in order to set challenging learning objectives</li><li>• Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development</li><li>• Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs</li></ul>
Subject and curriculum	<ul style="list-style-type: none"><li>• Have a secure knowledge and understanding of the subjects/curriculum area and related pedagogy to enable effective teaching across the age and ability range</li><li>• Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for the subjects/curriculum area, and other relevant initiatives</li></ul>
Literacy, numeracy and ICT	<ul style="list-style-type: none"><li>• Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT)</li></ul>
Safeguarding, Student safety and well-being	<ul style="list-style-type: none"><li>• We are committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.</li><li>• To attend all Safeguarding and Child Protection statutory training as required by school policies and procedures</li><li>• Be aware of Safeguarding processes and procedures, upholding professional standards at all time</li><li>• Demonstrate empathy and kindness towards students and fellow staff members</li></ul>