

Role Description

Associate Senior Leader: Director of English



Pay Range	L12-16
Responsible to	Senior Leader
Responsible for	Faculty/Department/Subject Leaders/Specialists, Teaching Staff and Associate Professionals

Main Purpose of Post:

- Be a role model of highly effective teaching, learning and assessment and promote professional standards and expectations to young people, staff and broader community.
- Engage and inspire young people and professionals to develop a love of learning through strong subject specialist knowledge and broader experiences.
- Develop ambitious, confident, resilient young people and adults.
- Equip all our young people to acknowledge and celebrate their skills, qualities and achievements; securing positive progression routes in a global market.
- Share and support the School's and Trust's responsibility to provide and monitor opportunities for the personal, emotional and academic growth of students.
- Lead the provision and strategic improvement planning and implementation, monitoring and evaluation of: Assessment, Curriculum, Pedagogy across the faculty/department/area of learning.
- Be a role model for the professional development of staff, recognising and encouraging talented teaching and non-teaching professionals to excel.

Strategic Responsibilities:

- Raise standards through the highly effective systems and processes of quality assurance, self-evaluation and improvement procedures.
- Secure an inspirational and progressive curriculum and whole-school improvement focus and robust assessment procedures which ensure progression and meet the needs of all learners across the key stages.
- Assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and so that no student is left behind.
- Remain the expert in the curriculum/school improvement, keeping abreast of national developments, new methodologies and changes to specifications/policy or accreditation and respond to them.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues/multi agencies and stakeholders, an up-to-date knowledge, including an understanding of the latest developments in the Ofsted/statutory and accountability frameworks.
- Liaise with statutory/awarding bodies/examination boards and support networks, to maintain relevant accreditation.
- Lead on the application and interpretation of data and assessment processes, to

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adapt teaching/provision, to promote progress (in all subjects/classes/phases/key stages and in school improvement).

- Secure consistently highly effective first wave teaching and learning across each key stage/phase/pathway in every classroom, every day.
- Lead on the production, live update and evaluation of development plans and provide School and Trust leaders (including the Local Governing Body) with an appropriate strategic overview and evaluative evidence of curriculum/school improvement focus/area performance.
- Represent the School/Trust as a highly competent professional, broker links with outside agencies/other providers/multiagency and educational networks.
- Provide coaching and mentoring to middle leaders, share expertise in departmental improvement.

Leading and Managing Staff

- Be responsible for the day to day line management of other professionals, secure the safeguarding of young people and adults and ensure the area/provision/school improvement focus fully reflects the School's and Trust's distinctive vision and ethos.
- Lead and model for colleagues working as a member of a designated team and contribute positively to effective working practices.
- Participate in and facilitate the engagement of the faculty/department in relevant Professional Learning and Development (PLD) opportunities to secure highly effective practice/teaching and learning/provision.
- Contribute to and lead on the Professional Learning and Development of other professionals.
- Actively seek opportunities for networking with other centres and PLD opportunities to enhance faculty/department provision/school improvement/area focus.
- Provide the professional support and challenge when managing the performance of others.
- Engage actively in the Appraisal Review Process as Appraiser and Appraisee.
- Collaborate effectively, sustaining partnerships with parents, stakeholders, business, educational providers and broader community.

Leading and Managing Behaviour, Welfare and Standards

- Actively promote and model the collective responsibility for managing the personal development, behaviour and welfare of all young people and promote opportunities to link achievement, engagement in learning and pastoral care.
- Promote and model the commitment that every student is supported through high standards of behaviour and safety – ensuring teaching is effectively differentiated to support students' social, emotional needs, mental health and wellbeing.
- Develop institutional resilience and capacity across the curriculum teams/areas of learning, to enable staff to fully engage all students in effective learning.
- Role model positive interaction with young people – using praise, encouragement and recognition as the norm.

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- Contribute to the development of policies and practice which promote inclusion, equality and the extended services that the school offers.

Policies and Practice

- Promote the School's and Trust's positive identity, 'Can Do' ethos, commitment to developing employability skills and commitment to lifelong learning.
- Scope, allocate and account for faculty/departmental/area capitation to ensure the curriculum/provision/school improvement work provides value for money and delivers excellent outcomes.
- Maintain discipline in accordance with School procedures and encourage good punctuality, attendance, behaviour, standards of work and homework/prep learning.
- Recognise, reward and celebrate the success of students and staff.
- Contribute to PSHE, SMSC development and model British Values according to Trust/School policy.
- Ensure the Behaviour Management and rewards systems are implemented so that effective learning can take place.
- Implement statutory national guidelines, Trust and specific School policies and procedures which:
 - promote and safeguard the welfare of young people (as in 'Keeping Children Safe in Education' and Child Protection policy)
 - ensure Health and Safety practices, including Risk Assessments are in line with national and School requirements
 - promote working practice (Code of Conduct).
- Meet the Leadership Standard – competency framework.
- Meet the Teachers' Standards (Part 1 & 2) at a level appropriate to stage of career.
- Be highly competent in all elements of the Teachers' Standards. (Upper Pay Range teachers.)
- Sustain substantial achievement and contribution to the faculty/department and more broadly.

Responsibility to Support the School Improvement Agenda

- In liaison with senior leaders, to contribute to the school improvement agenda through effective coaching and mentoring of Middle Leaders thereby improving the quality of teaching, learning and assessment and reducing in school variation.

Specific Information

- Provide additional capacity to partner in the strategic leadership and provide the operational management of English, School wide Literacy agenda (reading, writing, oracy/communication) and 'catch up' strategies/provision.
- Working in liaison with other leaders, secure the highest levels of student achievement through the development of provision (assessment, curriculum and pedagogy).

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- Secure the professional development of teachers and related Associate Professionals.
- Provide professional support to effectively implement systems and processes of quality assurance, data analysis, self-evaluation and improvement procedures.
- In liaison with the English leadership team implement, monitor and evaluate an inspirational and progressive curriculum Years 7-13, enrichment offer and robust assessment which ensures progression and meets the needs of all learners.
- Regularly assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and that no student is left behind.
- Remain one of the curriculum experts, keeping abreast of national developments, new methodological approaches in English and Literacy and respond to change.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues, an up-to-date knowledge, including an understanding of the latest developments with the Ofsted framework.
- Liaise with the Assessment and Examinations Office, relevant exam boards and support networks, to maintain relevant accreditation.
- In liaison with senior and extended leaders, lead on the use of data and assessment, adapt teaching, promote progress in all subjects/classes/phases/key stages.
- Secure consistently highly effective first wave teaching and learning across each key stage/phase in every classroom, every day.
- Ensure School and Trust leaders (including the Local Governing Body) have an appropriate strategic overview and evaluative evidence of faculty / departmental performance.

Responsibility as a Form Tutor

- Actively tutor and champion a group of young people, securing open communication between home and school.
- Regularly monitor student attendance, progress and performance in relation to targets set for individuals and ensure that follow-up procedures are adhered to and implemented as necessary.
- Seek opportunities for collaborative learning within the group, committing fully to the House identity.
- Contribute to PSHE, SMSC development and model British Values according to School/Trust policy.
- Ensure the Behaviour Management and rewards systems are implemented so that effective learning can take place.

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher.

Wath Comprehensive School is committed to safeguarding the welfare of children and expect all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff.