

Role Profile: Head of Literacy & Oracy (Whole School)

Purpose

To contribute to the raising standards of student achievement at Undershaw by taking the lead for developing and implementing a high level of Literacy and Oracy across the school through the Arts, Culture & Communication Faculty and all other Faculty and curriculum areas.

To define and develop the curriculum and teach Literacy & Oracy to KS3 and KS4 and to have responsibility for the delivery and development of the related public examination pathways.

To line manage the teaching of Literacy and Oracy from KS2 – KS4 and be accountable for the quality of delivery, pupil progress and outcomes in Literacy and Oracy across the school.

To work closely with the SaLT team and ensure an integrated and collaborative approach, including supporting the development of Social Communication skills and other interventions.

To instil a love of literature and creativity through the organisation of trips; visits and the setting up of clubs and specialist workshops at the school and to work closely and collaboratively with colleagues in the Arts, Culture & Communication Faculty, contributing to creative writing, productions, exhibitions, workshops and events.

To lead/participate in Literacy and Oracy research projects nationally, locally and internally and embed and monitor the impact of these and initiatives across the school and represent the school at conferences and network events.

To play a key role in the CPD programme for staff, including subject specialist coaching and mentoring.

To line manage the Subject Specialist Support Assistant for Literacy and Oracy and play a key role in their professional development.

To oversee the resourcing of Literacy & Oracy across the school, including digital resources.

Key Accountabilities

- Model and deliver outstanding practice in a subject area(s) using a variety of delivery methods which excite, enthuse and challenge students as appropriate to ensure the aims and objectives of the curriculum are met;
- To participate in all aspects of monitoring student progress and attainment, including the provision of written records in line with policies and procedures;
- To work with appropriate personnel to identify and implement achievable solutions where students are not perceived to be achieving their full potential;
- To lead the development of the curriculum in Literacy & Oracy including the creation of resources, schemes of work and teaching strategies
- To support the provision of pastoral care across the school, with particular emphasis on any designated specific groups of students
- To use assessment information, both externally and internally produced, to assess student performance and to develop appropriate courses of action; amending teaching as a result
- To maintain a level of personal development to ensure that subject knowledge and teaching methods continue to be enhanced.
- To work as a member of a team, positively contributing to effective working relations and deployment of staff within the school

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

	Essential	Desirable
Qualifications	Degree	QTS Evidence of further study in subject or pedagogy.
Skills	<p>Evidence of excellent safeguarding practice.</p> <p>Evidence of ability as an outstanding teacher.</p> <p>Evidence of ability to form productive and professional relationships with a range of children and colleagues and build strong working relationships with parents.</p> <p>Evidence of excellent professional standards and communication skills internally and externally.</p>	<p>Evidence of well-developed understanding of SEND/successful experience of teaching pupils with SEND.</p> <p>Evidence of ability to research and develop areas of specialism within education to share as the school becomes a Centre of Excellence and Influence.</p> <p>Evidence of ability to work flexibly and collaboratively with colleagues including across subject areas.</p> <p>Evidence of ability to deliver training and CPD to adults.</p>
Experience	<p>Evidence of well-developed understanding of secondary pedagogy and area of subject specialism with evidence of significant KS3 and KS4 English teaching experience.</p> <p>Evidence of playing a key role in the development and implementation of a new curriculum and of cross-curricular planning and collaboration.</p> <p>Evidence of ability to enable pupils to gain excellent outcomes in the specialist area including examination results at GCSE.</p> <p>Evidence of experience of being a Form Tutor.</p>	<p>Evidence of leadership experience and of monitoring and managing the quality of delivery across a subject specialist area.</p> <p>Evidence of embedding and promoting best and reflective practice in teaching and learning across a department or specialist area.</p> <p>Evidence of experience of implementing innovative and impactful initiatives in an educational setting, monitoring their impact and making adjustments as needed.</p>
Other	Evidence of strong digital and administrative skills to support and enhance the delivery of the curriculum.	Evidence of skills which will contribute to the wider life of the school and of the ability to oversee the provision of high-quality educational workshops, trips and visits etc. to enhance the delivery of the subject area.

Key Stakeholders:

Internal - Pupils / All other school staff

External – Parents and carers / Education establishments / Suppliers

Signed: **Name (print):**

Date: