Barton Court Grammar School

Job Description

Job Description: 2nd in English: **KS3**

Employed for: Full Time

Employment Duties: as set out in the current School Teachers' Pay and Conditions document, having due regard to any policies of the LA, Governing Body or school.

Professional Relationships:

Responsible To: Director of English

Responsible For: Teachers

Purpose: is responsible and accountable for raising standards and achievement **within KS3** within the English Department.

1.	**Job Purpose and Key Accountabilities** Teachers receiving Teaching and Learning Responsibility payments provide professional leadership and management for their subject area and secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for significant, specified responsibilities focused on teaching and learning, that is not required of all classroom teachers. (a) All staff are ultimately responsible to the Headteacher.
2.	**Generic Accountabilities (teachers)** See classroom teacher Job Description. All teachers accessing a TLR must meet the National Standards for teachers**.**
3.	**Safeguarding** To promote safeguarding at all levels of the School as a key curriculum leader. A key focus of this role is to Safeguard all students at all levels across the school community**. It is expected that Lead teachers will support the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:** **Policy and Procedure** • Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them

- Contribute to the school safeguarding policy and review process
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies
- Be aware of, and actively promote, safeguarding within your designated curriculum area and promote your curriculum as a vehicle to safeguard students.

Managing referrals

- Support the DSL / Lead Deputy DSL in any referrals made to Social services regarding students as appropriate.

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform immediately the DSL/ Lead Deputy DSL of safeguarding issues.
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Be alert to the specific needs of children in need within your curriculum area, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.

	• Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989. • Know what to do if a child tells them that he or she is being abused or neglected. • Know how to maintain an appropriate level of confidentiality. • Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
4.	**All teachers accessing a TLR must meet the criteria for subject leadership as set out in the National Standards for Subject Leaders.**
5.	**Post of Additional Accountabilities relating to the Teaching and Learning Responsibility .** All Teachers receiving a payment for Teaching and Learning Responsibilities must demonstrate knowledge and understanding of: • The Academy's aims, priorities, targets and action plans that contribute to Academy improvement and effectiveness including the process of Academy self-evaluation and commitment to cognitive education. • Processes and systems for quality assurance within the curriculum areas(s). • Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance. • Principles and practices of effective leadership and management of change. • The application of ICT to learning, teaching and management of the curriculum area(s). • Principles of curriculum planning. • Financial planning and resources planning. **Key accountabilities:** *contribute to the whole Academy ethos*.
6.	**Impact on educational progress beyond your assigned pupils/students:** • Lead teachers will be accountable for the standards of attainment and achievement for an assigned Key Stage and/or Significant Curriculum development in their curriculum area. This will be set against Academy targets in terms of prior attainment, relative Academy performance and value added statistics. • Lead teachers should use data effectively to set targets for students' progress and intervene appropriately when it is clear there is student underachievement in the curriculum area. • Develop and implement policies and practices for the key stage/curriculum area which reflect the Academy's commitment to high achievement. • Monitor progress made in achieving subject plans and targets, evaluate their effectiveness. **Key Accountability** – *progress and achievement* **Key Competencies** – *holding people accountable*

	managing pupil learning
6.	**Leading, developing and enhancing the teaching practice of others:** • Ensure curriculum coverage, continuity and progression in the assigned Key stage/curriculum area for all students, including SEN, EAL, PP/FSM, G & T students and those with specific or linguistic needs. • Ensure that teachers are clear about Hierarchical Learning objectives in lessons, understand the sequence of teaching and learning and communicate this to students. • Provide guidance on appropriate teaching and learning strategies to meet the needs of all students. • Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement. • Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for the student achievement and evaluate progress and achievement in the curriculum area by all students. • Evaluate the teaching of the subject in the Academy and use this to identify good practice and disseminate this, whilst also identifying areas for improvement and take action to improve further the quality of teaching and learning. • Ensure students develop necessary thinking skills, facilitate independent learning, ensure awareness for the responsibility of citizenship, personal, social, moral and cultural development. • Establish a partnership with parents providing them with appropriate feedback on their child's progress in your curriculum area. **Key Competency**: *Passion for learning, challenge and support*

7.	**Accountability for leading, managing and developing your subject area**: • Help staff to achieve constructive working relationships with students and parents. • Establish clear expectations and constructive working relationships among staff involved in your curriculum area, including team working and mutual support, devolving responsibilities and delegating tasks, as appropriate; evaluating practice, developing an acceptance of accountability. • Monitor staff as required by the Academy's Performance Management policy and develop staffs' personal and professional effectiveness, training and development needs and mentor where appropriate NQTs, ITT, GT, Teachfirst or School Direct students. • Act as a role-model for professional standards and support through high quality professional development: coaching, mentoring and using external quality assurance. • Liaise with SENCO and appropriate senior staff and governors regarding standards, behaviour, targets, plans and priorities for improvement for your key stage/ curriculum area. **Key Competency**: *Drive for improvement, developing potential*
8.	**Efficient and effective deployment of staff and resources.** • Manage resources effectively and efficiently to achieve value for money **in the assigned Key stage/curriculum area**. • **Advise the Director of English** on the deployment of staff to ensure the best use of subject, technical and other expertise. • **Support the Director of English** to use accommodation to create effective and stimulating environment for teaching and learning of the curriculum area. • Ensure that there is a safe working and learning environment in which risks are properly assessed.

9.	**Specific duties for 2nd in English:** • To take responsibility for **KS3 English** (or significant curriculum area) within the subject to ensure high standards of teaching and learning. • You will effectively monitor and track student academic progress for **KS3 English** (or significant curriculum area) to ensure high standards are established and maintained, providing intervention strategies as appropriate. • You will be responsible for developing and maintaining the English scheme of work and assessments for **KS3 English**. • You will be responsible for assessment at **KS3** – common assessments, moderation of work to ensure standardisation, end of year exams. To use and distribute assessment information to guarantee learning opportunities which enable students within the key stage to make progress • To assist the lead teacher in the annual review of the standards of teaching and learning in the subject area and to provide evidence for the School Evaluation Form consistent with school policy • You will be responsible for the quality of the English Reports at **KS3**. • To contribute to the school aims by providing activities that enrich the curriculum and the students' experience of learning • To work as a team and help other 2nd in English with their workload and accountability as required.

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher/Headteacher

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher/Headteacher the other.

Signed: …….. Date: ……....