

JOB PROFILE

Job title:	Literacy Coordinator and Teacher of English
Reporting to:	The Director of English and line managed by the Deputy Headteacher
Responsible for:	Improvements in the standard of literacy at the school. Accountable to the Headteacher and Governing Body for improvements in the standards of literacy at Heritage High School.
Salary	Main Pay Scale & TLR 2A £2,808 per annum
Core purpose:	<p>To carry out the duties of a Teacher in accordance with the School Teachers' Pay and Conditions Document and other relevant statutory provisions.</p> <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating National Curriculum requirements and in line with curriculum policy.</p> <p>To work towards and promote the vision and the aims outlined in the School / Academy Improvement Plan.</p>

Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

Key responsibilities

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating the National Curriculum requirements and in line with the curriculum policies of the school;
- To facilitate, support and monitor the progress and development of all designated students;
- To foster a learning environment and educational experience that provides students with the opportunity to fulfil their individual potential, in terms of personal development, progress, attainment and achievement.
- To share in the development of the school curriculum, courses of study, teaching materials, teaching programmes. Methods of teaching as assessment and their review and/or evaluation.
- To support and contribute to the school's responsibility for safeguarding children and promoting their welfare.

Teaching & Learning

- To teach students in their assigned group according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of assigned students and keep such records as are required by the school's systems.
- To ensure a high quality learning experience for students, that meets internal and external quality standards.
- To use a variety of a delivery methods appropriate to students' learning styles and the varying demands of curriculum.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships.
- To set high expectations for students' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the school's behaviour policy.

Working with others

- Facilitating and providing expertise in joint planning sessions with other team members in relation to the particular curriculum area(s).
- Sharing their knowledge and expertise concerning the content, teaching strategies and learning activities that represent good practice in the curriculum area(s) in which they work, including the preparation and follow up of staff/curriculum development activities (where additional time is provided).
- Through their involvement in meetings offer suggestions as to how policy could be reviewed, amended and updated, providing guidance concerning levels and attainment during joint assessment and work sampling activities
- Undertaking and feeding back on observations made through a "learning walk" or other supportive professional development activities designed to improve practice, when appropriate.
- Providing advice and feedback as part of a voluntary peer observation programme as part of whole school collaborative learning and development – but not linked to Performance Management.
- Advising colleagues on the formulation of appropriate methods of assessment and recording for their curriculum area.
- Advising the school's leadership, with whom the formal responsibility resides, of any in-service training in the curriculum area, they believe the school requires.
- Trialling materials, strategies and interventions related to the subject and sharing these, and their outcomes, with colleagues in staff meetings.
- With the provision of time, auditing relevant resources and organising their deployment.

Other Duties

- To follow and actively promote the school's policies.
- To support and adhere to the school's quality assurance procedures in accordance with school's system.
- To communicate effectively with parents of students and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff.
- To contribute to the personal, social, health, citizenship and enterprise education of pupils

according to school policy.

- To work as a member of a designated team/s and contribute positively to effective working relationships within the school.
- To actively engage in performance management.
- To contribute to the formulation and implementation of the School Improvement Plan and associated action plans, as appropriate.
- To play a full part in the life of the school community, and support its ethos.
- To comply with health and safety policy and take part in formulating risk assessments, in conjunction with appropriate training.
- To actively pursue own personal and professional development.

Specific TLR Responsibilities

- Mapping out the extent to which literacy skills are currently used within the school
- Evaluating the impact of existing practices in literacy
- Working with the Leaders of Learning and Literacy Advocates (under the strategic oversight of the Director of English) to develop a whole school strategy for literacy
- Adopting and tailoring best national practice appropriate to the needs of the school
- Providing advice and guidance to teachers, known to have proven impact, and for
- Providing subject-specific support and advice/guidance to each school faculty that is likely to have impact on student learning and outcomes
- Inset and twilight

Strategic Vision

- Work with senior leaders on the development and implementation of a strategic vision for literacy for the school
- Have a good knowledge and understanding of issues related to literacy
- In consultation with others, ensure that the literacy policy is kept updated and supportive of pedagogy
- Promote opportunities for students to use literacy skills for a range of purposes and audiences other than in lessons, e.g. competitions, writing for the school magazine etc.

Implementation, Monitoring & Evaluation

- In consultation with middle leaders, monitor the impact of the implementation of support and advice on literacy provided across the school
- Present a termly and annual report on the implementation of the action plan and attend key Governors and SLT meetings when needed
- Contribute towards the CPD programme on literacy issues including input into inset and twilight provision
- Ensure that parents are informed of the school's approach to the teaching of literacy and provide advice on how they may be able to support their children

Other responsibilities

To undertake any duties, determined by the Headteacher, commensurate with the role and scale of the post

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

Core Values:

Respect for individuals:	We work together to create a culture based on trust, respect and dignity.
Integrity:	We are open, honest and direct in our dealings.
Collaboration:	We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives.
Continual improvement:	We are a learning organisation that strives always to 'make our best better'.
Accountability:	We hold ourselves accountable and take ownership.

PERSON SPECIFICATION

Role: Literacy Coordinator and Teacher of English		E/D	A	I
Qualifications and Training				
1	Qualified Teacher Status or completion of training programme	E	✓	
2	Degree in a relevant subject	D	✓	
3	Evidence of participation in professional development with a focus on School Improvement with particular reference to teaching and learning	E	✓	
Experience				
4	Relevant teaching experience in secondary education, either through a training programme or current post	E	✓	✓
5	Experience of using data to inform planning, target setting and to secure improvements	E	✓	✓
6	Experience of successfully implementing successful teaching and learning strategies	E	✓	✓
7	At least four years' experience as a teacher and able to demonstrate impact	E	✓	
8	Experience of leading, or involvement in developments in teaching and learning or in sharing good practice at whole school/faculty level and able to show impact	E	✓	✓
Knowledge and understanding				
9	Excellent subject knowledge with a passion for the subject area	E	✓	✓
10	Knowledge of the National Curriculum including latest developments, initiatives and current issues	E	✓	✓
11	Knowledge of effective assessment strategies	E	✓	✓
12	Clear understanding of successful strategies for raising achievement	E	✓	✓
13	Good knowledge of pedagogy, how students learn and teaching styles	E	✓	✓
14	Understanding and commitment to social inclusion	E	✓	✓
Skills and abilities				
15	Able to demonstrate high levels of literacy and explain how it could be used across the curriculum	E	✓	✓
16	Able to relate management information to decision-making at all levels	E		✓
17	Able to analyse and evaluate information and data	E		✓
18	Able to plan, set clear and realistic targets against established priorities and evaluate outcomes	E	✓	✓
19	Ability to communicate effectively with students' and parents	E		✓
20	Flexible and imaginative with the ability to solve problems creatively	E		✓
21	Good IT skills with the confidence to exploit new technology	E	✓	✓
22	Ability to effectively manage behaviour	E	✓	✓
23	Ability to motivate and inspire students to achieve	E	✓	✓
Personal attributes				
26	Tenacity and resilience	E		✓
27	A strong and supportive team player	E		✓
28	Personal presence and confidence; warmth & sensitivity	E		✓
29	Enthusiastic and determined	E		✓
30	Courteous and tactful. Relates well to young people	E		✓
31	Able to work on own initiative and manage diverse work pressures	E		✓
Other				
32	A commitment to uphold and promote equality of opportunity	E	✓	✓
33	Demonstrates an understanding of Safeguarding issues relevant to the post	E	✓	✓

KEY: ✓

E	Essential
D	Desirable
A	Assessed by Application Form
I	Assessed by Interview

Date: September 2019