

**HEAD OF ENGLISH (Prep School)**

**JOB DESCRIPTION and PERSON SPECIFICATION**

**September 2019**

The Dragon seeks to appoint a well-qualified and dynamic teacher to lead the School’s highly regarded English Department. This is a rare opportunity for the right person to lead this experienced team of twelve full & part-time English teachers to help build on past success. The position would suit a teacher with senior school (independent or maintained sector) experience, as well as those who have experience of teaching children of prep school age (8-13 years). Children take Common Entrance and Scholarship exams to leading senior schools at the end of Year 8. The post does not have responsibility for the teaching of English at the Pre-Prep (Reception - Year 3) although the successful candidate will be expected to maintain close contact with the appropriate subject leader(s) to ensure continuity of provision, tracking and transition.

Of particular significance at this time is the co-ordination of the school's Key Stage 2 English curriculum with the ISEB Common Pre-Test, sat by the majority of pupils in Year 6 or 7 as part of the senior school entrance process. Familiarity with the format of the Pre-Test assessment, and a coherent strategy on how the English curriculum might build within this will be essential for the successful applicant.

**Role description:**

* To take overall responsibility for the quality of the English teaching, and the learning outcomes of pupils throughout the Dragon Prep School (Years 4-8).
* To develop and oversee the tracking of pupil progress in English, specifically reading comprehension and spelling, throughout the Dragon Prep School.
* To lead, monitor, and be responsible for the staff of the Department in the various activities involved in teaching and learning.
* To develop, in consultation with the Headmaster and Deputy Head (Academic Learning), a stimulating and relevant curriculum appropriate to the different educational needs of the pupils which help fulfil the aims and objectives of the School.
* To evaluate the effectiveness of the curriculum and to oversee the provision of assessment procedures in accordance with the guidelines stated in the Staff Handbook.
* To make available for publication (for parents, staff and Governors) relevant documentation explaining the policy and modus operandi of the Department.
* To liaise with the Headmaster and Deputy Head (Academic) over departmental staff deployment, timetabling requirements and learning effectiveness.
* To organise departmental resources including estimates, expenditure, stock.
* To pursue a stated policy of staff development within the Department (where relevant) including the use of delegation.
* To operate a consultative procedure within the Department (where relevant) which allows all members of staff the opportunity of taking part in planning and evaluating.
* To work collaboratively with other Heads of Department, e.g. Drama, History, Library, to establish strong cross-curricular links for the benefit of the pupils' learning.
* To work closely with the Admissions, Learning Support and EAL departments to advise on assessment, monitoring and support of both prospective and current pupils.
* To assume (or delegate) responsibility for the English-specific elements of the school's enrichment programme, e.g. debating, poetry recital, holiday diaries etc.
* To uphold and follow the Staff Code of Conduct.

**General Staff Duties:**

* To plan, prepare and teach lessons (about 28 of 46 60-minute periods per fortnight depending on Games commitment - see below) according to the educational needs of pupils assigned to him/her.
* To assess, record and report on the development, progress and attainment of the pupils assigned to him/her within the guidelines written in the Staff Handbook.
* As a Tutor, to promote and facilitate the general progress and well-being of individual pupils within any group of pupils assigned to him/her, providing guidance and advice on educational and social matters.
* To participate in meetings and other activities, both within and out of school, which provide opportunities both for the exchange of views and professional development.
* To carry out the administrative tasks and duties outlined in the Staff Handbook.

**Activities**

* To contribute to the extra-curricular activities of the School by running at least two activities of choice which take place regularly outside school hours.

**Games**

* To assist with the teaching of Games each term for about four hours a week, if possible, or teach extra lessons in lieu.

**Duties**

* General supervisory duties. Weekend duties for residents, and two weekends a year for non-residents

**TERMS AND CONDITIONS**

* Salary: dependant on experience
* Hours: 45 hrs per week (Monday – Saturday)

**BENEFITS:**

* Term time only requirement (i.e. all school holidays off except for 3 days INSET at start and end of each term)
* Accommodation at Headmaster’s discretion
* Teachers’ Pension
* Access to swimming pool during lunch school term
* Meals provided during working hours in school term time
* Access to child care vouchers and cycle to work scheme
* School fees remission of up to 75% at the Prep School (Years 4-8)

**Person specification: See below**

**PERSON SPECIFICATION**

*Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits; (c) certificates*

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| **Requirement** | **Essential** | **Desirable** | **Assessed by:** |
| **Education, training and qualifications** | 1. *Graduate with relevant degree and teaching qualification*
2. *Meets core professional standards and if appropriate post threshold standards*
 |  | *(a); (c); (r);* |
| **Knowledge and understanding** | 1. *Good knowledge of English curriculum for Years 4-8*
2. *Familiarity with the ISEB Common Pre-Test*
3. *Excellent classroom practitioner with an understanding of curriculum and pedagogical issues relating to English*
4. *Knowledge and understanding of a range of teaching and learning styles*
 | *1. Awareness of English teaching practice & developments in Years 1-3**2. Experience of developing a prep school English curriculum* *3. Understanding of the Key Stage 2 National Curriculum* | *(a); (i); (g); (r)* |
| **Experience** | 1. *Experience in teaching primary or secondary English successfully*
2. *Experience in monitoring and evaluating the quality of teaching and learning*
3. *Experience of data tracking for pupil progress*
4. *Evidence of working successfully as a member of a team*
 | *1.Recent teaching experience across the primary age range**2. Experience of successfully developing and implementing a range of teaching styles across a department(s)* | *(a); (i); (g); (r)* |
| **Skills** | 1. *Enjoys teaching children of all ages and devoted to their well-being and education.*
2. *A teacher who is able to command instant respect from his/her peers, the children and the parents.*
3. *Ability to form and maintain appropriate relationships and personal boundaries with children*
4. *Able to lead an experienced and able team of teachers*
5. *Creates a happy, challenging and effective learning environment*
6. *Commitment to the protection and safeguarding and wellbeing of children and young people*
7. *Ability to demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession*
8. *Experienced in using IT in administration and teaching, and manipulating data*
9. *Able to work under pressure and to learn quickly the systems and routines of a new school*
10. *A strong communicator and a good listener*
11. *Energetic, pragmatic, creative, robust and resourceful*
 |  | *(a); (i); (g); (r)* |
| **Personal qualities** | 1. *Is resilient and demonstrates ability to work in a variety of settings*
2. *A creative teacher who can inspire children’s interest in English*
3. *A personal enjoyment of reading, and the ability to inspire a love of reading in children*
4. *Sensitivity to the needs of others*
5. *Openness and willingness to address and discuss relevant issues*
6. *Commitment to high quality teaching and fostering a positive learning environment for children.*
7. *Commitment to continuous professional development*
8. *Commitment to the Dragon School’s policy of equal opportunity and the ability to work harmoniously with colleagues and pupils of all cultures and backgrounds*
 | *Evidence of inspiring a love of reading in children within a professional context* | *(a); (i); (g); (r)* |
| **Other requirements** | 1. *Working under pressure and with competing priorities*
2. *Ability to travel to support external activities*
 |  | *(i); (r)* |