Deputy Head of English Department
TLR 2(c)
Job Description

Teachers make the safeguarding and education of their pupils at St Thomas More Language College their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING
A teacher must:
1 Set high expectations which inspire, motivate and challenge pupils
- 1.1.1   establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.1.2   set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.1.2   demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils
- 1.2.1   be accountable for pupils' attainment, progress and outcomes
- 1.2.2   be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 1.2.3   guide pupils to reflect on the progress they have made and their emerging needs
- 1.2.4   demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 1.2.5   encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge
- 1.3.1   have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 1.3.2   demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 1.3.3   demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 1.3.4   if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 1.3.5   if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons
- 1.4.1   impart knowledge and develop understanding through effective use of lesson time
- 1.4.2   promote a love of learning and children's intellectual curiosity
- 1.4.3   set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 1.4.4   reflect systematically on the effectiveness of lessons and approaches to teaching
- 1.4.5   contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils
- 1.5.1   know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 1.5.2   have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- 1.5.3　demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 1.5.4　have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment
- 1.6.1　know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 1.6.2　make use of formative and summative assessment to secure pupils' progress
- 1.6.3　use relevant data to monitor progress, set targets, and plan subsequent lessons
- 1.6.4　give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
- 1.7.1　have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- 1.7.2　have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 1.7.3　manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 1.7.4　maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
- 1.8.1　make a positive contribution to the wider life and ethos of the school
- 1.8.2　develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 1.8.3　deploy support staff effectively
- 1.8.4　take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 1.8.5　communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- 2.1　Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- 2.1.1　treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 2.1.2　having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- 2.1.3　showing tolerance of and respect for the rights of others
- 2.1.4　not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 2.1.5　ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 2.2　Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 2.3　Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PART THREE: OTHER DUTIES
- 3.1   All staff are expected to fully support the Vision, College Priorities, the Mission Statement, Aims of the College and Catholic Ethos
- 3.2   Undertake other reasonable duties as required by the Head of Department, Leadership Team and Headteacher.

PART FOUR: DUTIES IN RELATION TO DEPARTMENT
1 Strategic Planning
- 4.1   Within the context of the college's aims and policies, the Deputy Head of Department should support the Head of Department in the leadership, management and development of the department by:
- 4.1.1   Meeting with the Head of Department on a regular basis to discuss and co-ordinate the work of the team.
- 4.1.2   Assisting in the half termly update of the Departmental Self Review (DSR) and monitor its progress ensuring whole college priorities are met.
- 4.1.3   Using college policies to inform planning.
- 4.1.4   Developing and implementing policies and practices for the subject which reflect the college's commitment to high achievement, effective teaching and learning.
- 4.1.5   Creating a climate which enable other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- 4.1.6   Establishing a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development and in preparing students for the opportunities, responsibilities and experiences of adult life.
- 4.1.7   Using data effectively to identify students who are underachieving in the subject and where necessary create and implement effective plans of action to support those students.
- 4.1.8   Analysing and Interpreting relevant national, local and college data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- 4.1.9   Establishing, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:

  a. Contribute to whole-college aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment.
  b. Are based on a range of comparative information and evidence, including in relation to the attainment of students.
  c. Identify realistic but challenging targets for improvement in the subject.
  d. Are understood by all those involved in putting the plans into practice.
  e. Are clear about action to be taken, timescales and criteria for success.

- 4.1.10   Monitoring the progress made in achieving subject action plans and targets, evaluating the effects on teaching and learning, and using this analysis to guide further improvement.
- 4.1.11   Meeting with and reporting to Leadership Group members and Governors as required and requested.

2 Teaching and Learning
- 4.2   The Deputy Head of Department should support the Head of Department to secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of students' achievements and behaviour and set targets for improvement by:
- 4.2.1   Ensuring curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
- 4.2.2   Providing guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.

- 4.2.3 Ensuring effective development of students' literacy, numeracy and information technology skills through the subject and by offering curriculum enrichment opportunities.
- 4.2.4 Establishing and implementing 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.
- 4.2.5 Ensuring that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- 4.2.6 Setting expectations and targets for staff and students in relation to standards of achievement, and evaluating progress and achievement in the subject by all students, including those with special educational and linguistic needs.
- 4.2.7 Evaluating the teaching of the subject in college, using this analysis to identify effective practice and areas for improvement, and taking action to improve further the quality of teaching.
- 4.2.8 Ensuring effective development of students' individual and collaborative study skills necessary for them to became increasingly independent in their work and to complete tasks independently when out of college.
- 4.2.9 Ensuring that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens.
- 4.2.10 Ensuring that teachers of the subject know how to recognise and deal with racial stereotyping.
- 4.2.11 Establishing a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- 4.2.12 Ensuring that reports are written by staff in the curriculum area in line with college policy and calendar.
- 4.2.13 Developing effective links with the local community, including business and industry in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

3 Leading and Managing staff
- 4.3 The Deputy Head of Department should support the Head of Department as directed by providing to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. By:
- 4.3.1 Helping staff to achieve constructive working relationships based on mutual respect with students.
- 4.3.2 Establishing clear expectations and constructive working relationships among staff involved with the subject, through team working and mutual support, devolving responsibilities and delegating tasks, as appropriate.
- 4.3.3 Appraising staff as required by the college policy (Performance Management) and using the process to develop the personal and professional effectiveness of the appraisee(s).
- 4.3.4 Auditing training needs of subject staff.
- 4.3.5 Leading professional development of subject staff through example and support, and co-ordinating the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs, subject associations.
- 4.3.6 Ensuring that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to their standards for induction.
- 4.3.7 Enabling teachers to achieve expertise in their subject teaching.
- 4.3.8 Working with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- 4.3.9 Working with EAL to support students' learning.
- 4.3.10 Being visible in the subject area.

- 4.3.11 Ensuring that the Leadership Group members and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

4 Efficient and Effective Deployment of Staff Resources

- 4.4 The Deputy Head of Department should support the Head of Department as directed by identifying appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. By:
- 4.4.1 Establishing staffing and resource needs for the subject and advising the Leadership Group of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the college and subject plans to achieve value for money.
- 4.4.2 Developing, or advising the Leadership Group members on the development of staff involved in the subject to ensure the best of subject, technical and other expertise.
- 4.4.3 Ensuring the effective and efficient management and organisation of learning resources, including information and communications technology.
- 4.4.4 Using accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- 4.4.5 Ensuring that there is a safe working and learning environment in which risks are properly assessed.
- 4.4.6 Mounting exhibitions as required for whole college events which are of high quality, promote thought and encompass fully Equality of Opportunity.
- 4.4.7 Providing corridor displays, which are stimulating and encourage Equality of Opportunity.

5 It is important to note the following

- 4.5 The awarding of a TLR, made clear in the preceding job description, requires that the post holder's role:
- 4.5.1 Is focussed on Teaching and Learning
- 4.5.2 Requires the teacher to lead and manage and develop the English Department
- 4.5.3 Leads, develops and enhances the teaching practice of other staff
- 4.5.4 Emphasises that there must be impact on the educational progress of pupils other than the teacher's assigned classes or groups.
- 4.5.5 In the English Department the teachers under the direct control of the Deputy Head of Department for this aspect of the TLR will be determined annually by the Head of Department and SLT.