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| Trinity Academy Sowerby Bridge Job Description |  |
| **Post Title:** | Associate Lead Teacher (English Specialist) |
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| **Salary:** | MPR/UPR plus TLR 2D  |
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| **Core Purpose:** | 1. *To support the work of the Teaching and Learning team and the English department to* ***raise standards*** *of student attainment and achievement by developing and enhancing the teaching practice of others.*
2. *To support the work of the Teaching and Learning team and the English department to* ***effectively evaluate*** *the impact of (a) and strategically* ***plan for improvement*** *in the quality of pedagogy across the academy.*
3. *To support the work of the Teaching and Learning team and the English department to research, plan and deliver CPD programmes to support (a) and (b).*
4. *To work across English and all curriculum areas and to develop own practice and knowledge, developing as a role model for exemplary or outstanding teaching practice and standards.*
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| **Reporting to:** | Assistant Principal, Teaching and Learning  |
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| **Liaising with:** | SLT, CL, Deputy Curriculum Leader (DCL), Year Leaders and other relevant staff with cross-academy responsibilities, partner primary schools, other academy partners and parents.Teaching and Learning teams across the academy and trust.  |
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| **Teaching and Learning:** | * To develop and enhance the teaching practice of all colleagues in English and across the academy, implementing improvements where required.
* To promote excellence in the classroom by researching and developing excellent pedagogical practice.
* To establish common standards of practice and develop the effectiveness of teaching and learning styles in English and all other subject areas.
* To keep up to date with national developments in teaching practice and methodology.
* To support ‘learning walks’ and other learning evaluation strategies in accordance with academy policy.
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| **Staff Development** | * To work with the Teaching and Learning team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* To support, and where appropriate deliver, CPD events through INSET, or other academy CPD meetings.
* To observe and feedback to other practitioners on their strengths and areas of development, through agreed ‘learning walk’ programmes.
* To research, pilot and deliver teaching and learning strategies and communicate their success through appropriate channels.
* To welcome other practitioners to observe lessons.
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
* To undertake Performance Management Review(s) and to act as reviewer for identified staff.
* To participate in the academy’s teacher training programme(s) where appropriate.
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| **Assessment, Monitoring and Evaluation** | * To support the establishment of robust assessment and evaluation processes to establish successes and improvements.
* To contribute to accurate and effective monitoring information that influences whole academy teaching and learning strategies.
* To contribute to the evaluation of academy performance data and support appropriate actions on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
* To produce reports on teaching and learning performance, including the use of appropriate data.
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| **Communication** | * To ensure that all members of the curriculum area are familiar with its aims and objectives.
* To ensure effective communication/consultation as appropriate with SLT, Curriculum Leaders and other relevant stakeholders.
* To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
* To represent the academy and trust’s views and interests in a professional manner.
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| **Marketing and Liaison** | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases.
* To support the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
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| **Management of Resources** | * To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
* To develop the use of resources (technology, financial) to improve teaching and learning across the academy.
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| **Pastoral System** | * To monitor and support the overall progress and development of students within the curriculum area.
* To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
* To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
* To ensure the Behaviour for Learning System is implemented so that effective learning can take place.
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| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations.
* To support the English curriculum leadership in the day-to-day line management of staff within the area, ensuring that they follow academy policies and meet all requirements and deadlines.
* To support the English curriculum leadership team to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.
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| **Other Specific Duties**All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.           \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Holder Name             \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Holder Signature             \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date   |

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| **PERSON SPECIFICATION** |
| **Job Title: Associate Lead Teacher (English Specialist)**  |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * QTS
* an excellent track record of recent, relevant professional development
* accountability for the performance of a cohort of young people
* evidence of good/outstanding classroom practice
* clear demonstration of the ability to coach/model best learning experiences to other teachers and staff
 | * innovative use of resources
* leadership of a community project or an area of school development
* taking accountability for the success of an initiative
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| **Knowledge & Understanding** | * the principles and characteristics of good or better teaching in English
* effective review and evaluation procedures
* the application of ICT within teaching
* innovative approaches to working with students, parents, staff and the local community
* an understanding of inclusive education
 | * different methods of consulting with stakeholders
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| **Personal Qualities** | * ability to inspire confidence in staff, students, parents and others
* adaptability to changing circumstances/new ideas
* reliability, integrity and stamina
* vision, imagination and creativity
 | * personal ambition and potential for further promotion
* determination to succeed and the highest possible expectations of self and others
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| **Leadership & Management**  | * work effectively both as a leader and as a member of the English team and the Teaching and Learning team
* initiate, lead and manage change
* prioritise, plan and organise
* set high standards and provide a role model for students and staff
* deal sensitively with people and resolve conflicts
* seek advice and support when necessary
 | * motivate all those involved in the delivery team
* liaise effectively with other organisations and agencies
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| **Communication Skills**  | * communicate the vision of the academy in relation to the development of teaching and learning
* negotiate and consult fairly and effectively
* communicate effectively orally and in writing to a range of audiences
 | * develop, maintain and use an effective network of contacts
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| **Decision Making Skills**  | * make decisions based on analysis, interpretation and understanding of relevant data and information
* demonstrate good judgement
 | * think creatively and imaginatively to anticipate, identify and solve problems
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| **Self Management Skills** | * prioritise and manage own time effectively
* work under pressure and to deadlines
 | * achieve challenging professional goals
* take responsibility for own professional development
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