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***‘Helping every person achieve things they never thought they could’***

**JOB DESCRIPTION**

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| **Job Title** | **LEADER OF English** |
| **Status** | permanent |
| **Pay Range** | **Leadership Spine L8 - L15** |
| **Primary Purpose of the Job** | * **To raise standards and outcomes for all students** * **To establish common standards of practice that are aligned and consistent with whole school practices and develop teaching and learning that is consistently good or better across English** * **To monitor and continually improve the curriculum and quality of teaching within English so that it challenges students to think, shows them clearly what success looks like and engages them so they make exceptional progress** * **To identify any underperforming students and implement appropriate actions to ensure no student is left behind and no student is held back** * **To create a positive and challenging learning environment that encourages high expectations and fosters the whole school ethos of raising aspirations, achieving excellence and ensuring every child is known and feels valued** * **To continue to uphold and embed the whole school culture and ethos in line with our core purpose and values within the department** * **A commitment to developing your own leadership by completing a bespoke leadership development programme within the first 6 terms of taking up the post which will be tailored around your needs and prepare you for Middle and Senior leadership positions**   The current conditions of employment of school teachers laid down by the DfE will apply and the post holder will be required to fulfil the responsibilities outlined below: |
| **Responsible to** | Vice Principal: Raising Standards |
| **Principal Responsibilities** | Raise standards and outcomes for all students by focusing on improving the quality of teaching in English and ensuring through laser sharp data tracking and intervention that no student is left behind and no student in held back |
| **Department Development:**   * To act as a positive role model and to inspire department members by personal example and hard work * To build a departmental vision and set values that support the aims, priorities and ethos of the school * To liaise with the department in the production of the Departmental Development Plan and SEF ensuring both are in line with the School Development Plan and SEF and **regularly** monitor progress towards the KPIs set * To use self-evaluation and development planning as an opportunity and tool to raise aspiration and achievement * To design and implement an English curriculum that challenges students to think, engages them and allows them to achieve the best outcomes * To effectively monitor curriculum development and respond to national and local initiatives * To liaise with the VP: Raising Standards and the VP (curriculum) to optimise effective deployment of staff in achieving the curriculum vision and aims * To lead and support other staff in the development of appropriate syllabus, resources, schemes of work, marking, policies, teaching and learning and assessment strategies within the department * To seek ways of constantly raising standards of students’ attainment and support students’ progress * Coach other staff to raise standards of attainment and accelerate student’s progress where necessary * To keep up-to-date with national developments not only in the subject area but also in teaching and learning practice and methodology * To ensure that English classrooms and the English area provides a positive and safe environment which promotes well-being, raises aspirations and high achievement for all * To set challenging and aspirational targets to develop all students academically, emotionally, spiritually and socially and coach other staff within the team to do the same * To co-ordinate appropriate and timely intervention for students that fall off their flightpath at each key stage * To develop and support implementation of appropriate 24/7 learning resources to support students’ progress outside of the classroom and ensure the quality of these is regularly reviewed and monitored * To convene and chair regular departmental meetings (including Track and Plan sessions) producing an agenda and ensuring effective minutes are recorded and retained * To lead and promote outstanding literacy teaching in the department in line with the whole school literacy policy * To manage the available resources of staff, money and equipment effectively within the limits guidelines and procedures determined by the school * Be responsible for ensuring the ordered management of student behaviour within the department and that the School’s Behaviour Management Policy is **consistently** adhered to and applied. Ensure this is upheld across the department * To ensure that reward systems are operated and that student achievement is **regularly** celebrated within the department   **Continual Professional Development:**   * Within the first 6 terms of the post a commitment to take part in a bespoke leadership development programme in conjunction with Ambition School Leadership * To take part in (at least) an annual 360 diagnostic review of leadership and act reflectively on this to improve the quality of leadership   **Assessment, recording and reporting:**   * Analyse and interpret performance data and monitor and evaluate performance to identify areas to improve and implement the necessary actions to drive through improvement * Ensure the quality of marking, assessment, including AFL and the setting of homework within the school’s agreed marking and assessment and homework policy, is being adhered to across the team and is having a positive impact on helping students improve their work   **Quality Assurance**   * Are responsible for relentlessly improving the quality of teaching within the department * Monitor and evaluate the success of the department in accordance with the school’s Quality Assurance Policy * Implement the process of action planning, target setting and monitoring within the department * Identify and celebrate areas of success for individual teachers and the department * Identify and challenge areas of underperformance for individual teachers and the department * Ensure the maintenance of accurate and up-to-date information concerning the department on the school system * Make use of analysis and evaluation of performance data provided * Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken   **Staffing**   * Lead the professional development of department members * Establish and maintain effective and appropriate professional and personal relationship at all levels and lead and support all department members in ensuring positive team-work/working relationships * Identify development opportunities for staff within the department and delegate tasks in a way which maximises the use of available talent * Undertake performance management reviews for staff within the department * Participate, when appropriate in the interview/selection process for teaching posts when required and to ensure effective induction of new staff in line with school procedures * Make appropriate arrangements for students and staff in line with whole school policy when staff are absent   **Communications:**   * To communicate effectively with the parents/carers of students as appropriate * Where appropriate, to communicate and co-operate with bodies outside the school * To follow agreed policies for communications in the school * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner schools * To contribute to the development of effective subject links with external agencies   **Care Guidance and Support:**   * When required: to run an intervention form to support students who have fallen off their flightpath in English * To promote the general progress and well-being of individual students in the intervention form group * To liaise with Year Leaders and other key staff to ensure implementation of the Pastoral System in the intervention form group * To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life * To evaluate and monitor the progress of students in the intervention form and keep up-to-date student records * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved * To communicate with the parents/carers of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff * To apply the Little Lever Way via our Respect Charter, Perfect Climate and other Behaviour for Learning systems so that effective learning can take place   **General Duties:**   * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example * To promote actively the school’s policies and to comply with the school’s Health and Safety policy and undertake risk assessments as appropriate * You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation | |
| **This job description may be amended at any time following discussions between the Principal and the post holder and will be reviewed annually as part of the school self-review programme.** | |

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| **Date Job Description prepared/updated** | April 2017 |
| **Job Description prepared by** | Mr D Mckeon |

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**PERSON SPECIFICATION**

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| **Department** | Little Lever School |
| **Job Title** | **leader of English** |

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. Experience/Qualifications/Training etc.** | | |
| 1.1 | Qualified Teacher Status | Application form/Interview |
| 1.2 | To hold an Honours Degree or equivalent in English | Application form/Interview |
| 1.3 | Experience of managing / leading staff | Application form/Interview |
| 1.4 | Proven record of raising achievement for students through quality first teaching and / or intervention | Application form/Interview |
| 1.5 | Experience of participation in whole school policies | Application form/Interview |
| 1.6 | Proven skills and a positive impact of working with a wide range of students at KS3 and KS4 | Application form/Interview |
| 1.8 | The ability to promote the social, moral, spiritual and cultural development of students through English teaching | Application form/Interview |
| 1.9 | The ability to promote literacy and numeracy skills through English teaching | Application form/Interview |
| 1.10 | Are aware of British Values and promote these where relevant through English teaching | Application form / Interview |

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| **2. Skills, Competency and Knowledge** | | |
| 2.1 | Understanding of emotional intelligence and motivational skills in team leadership and development | Application Form/Interview |
| 2.2 | Knowledge and understanding of the new English curriculum and new GCSE specifications | Application Form/Interview |
| 2.3 | Understanding of monitoring, review and evaluation to inform strategic planning and development | Application Form/Interview |
| 2.4 | Knowledge and understanding of intervention strategies that have a positive impact on student progress and raise standards | Application Form/Interview |
| 2.5 | Awareness and understanding of narrowing the ‘achievement gap’ | Application Form/Interview |
| 2.6 | Excellent interpersonal and communication skills | Application Form/Interview |
| 2.7 | Good level of personal organisation skills | Application Form/Interview |
| 2.8 | Good ICT skills | Application Form/Interview |
| 2.9 | Ability to deliver training sessions to staff | Application Form/Interview |
| 2.10 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application Form/Interview |
| 2.12 | **Developing Self and Others** - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others’ learning and share learning with others | Application Form/Interview |
| 2.13 | **Health and Safety -** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |
| 2.14 | **Confidentiality -** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |
| 2.15 | **Energy Efficiency -** To be aware of the energy efficiency issues in own area of work and throughout the organisation | Interview |

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| **3. Personal Qualities** | | |
| 3.1 | Clear dedication to teaching as a career and a belief that all students can achieve no matter who they are or where they come from | Application form/Interview |
| 3.2 | Energy, enthusiasm and dedication for work with young people | Application form/Interview |
| 3.3 | Creative and innovative in their approach to raising standards | Application form /Interview |
| 3.3 | Flexibility and an ability to respond creatively to changing circumstances | Application form/Interview |
| 3.4 | Can demonstrate humility and uses this to reflect and improve their own and others performance | Application form / Interview |
| 3.5 | Works effectively as part of a team and is positive even in the face of adversity | Interview |
| 3.6 | Ability to relate well with colleagues and students | Interview and interaction with others whilst visiting school |
| 3.7 | Constant and consistent expectations of high standards | Interview |
| 3.8 | Commitment to involving parents/carers as partners in the education process | Interview |
| 3.9 | Appropriate professional dress and appearance | Interview |
| 3.10 | Sense of humour | Interview |
| 3.11 | Commitment to extra-curricular activities | Application Form/Interview |

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| Note to Applicants**: Please try to show in your application form and supporting letter, how best you meet these requirements** |

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| **Date Person Specification prepared/updated** | April 2017 |
| **Person Specification prepared by** | Mr D Mckeon |