**Job Description for Key Stage 2 Class Teacher and Head of English**

|  |  |
| --- | --- |
| **Post Title:** | **KEY STAGE 2 CLASS TEACHER AND HEAD OF ENGLISH** |
| **Reporting to:** | **Deputy Headteacher & Avonwood Curriculum Lead** |
|  | All duties and responsibilities should be carried out in accordance with the School Standards and Framework Act and United Learning’s policies and procedures. These standards set the expectations for good teaching practice alongside high standards of personal effectiveness. The Teacher Standards, along with this job description underpin the performance management of all teaching staff within the Academies. |
| **Purpose:** | * To stay abreast of current thinking and research, actively seeking and considering the latest evidence based research in this area. * To be the first point of call for reading and writing at primary phases from EYFS through to KS2. * To work closely with colleagues at United Learning to make sure our English curriculum is fit for purpose. * To monitor, evaluate, improve and lead teaching and learning of English to ensure continuity and progression from EYFS through to Key Stage 2, so that children meet and even exceed their targets. * To collaborate with staff across the school to achieve the above. * To coach and mentor staff who are less secure in their subject knowledge. |
| **MAIN (CORE) DUTIES** | |
| **Teaching and Learning** | * Lead by example as a teacher and as a subject specialist, achieving high standards of pupil attainment and progress, behaviour and motivation through effective teaching. * To be responsible to the Headteacher for coordinating and leading the work of your specialist subject, supporting and advising where appropriate. * To constantly monitor and evaluate your own practice and the standards of learning in your classroom. * To make regular assessments of pupils and their progress. * To have high expectations of your class. * To review and implement medium and long term planning in your specialist subject to ensure coverage, key objectives, progression and a range of broad balanced learning experiences across the Key Stage. * Set appropriate expectations for staff and pupils in relation to standards of pupil’s achievements and the quality of teaching and establishing clear targets for improving and sustaining pupils’ achievement. * Support the process of teaching and learning in accordance with agreed policies and guidelines. * To monitor and promote effective transition arrangements to ensure continuity and progression for all pupils. |
| **Recording and Assessment** | * Have input into the target setting process for raising achievement for pupils. * Ensure formative assessment is used consistently in line with school policy * Ensure summative (in-school) is well coordinated and moderated. * Ensure children are well prepared for national summative assessment. * Monitor attainment and progress and produce Achievement reports * Monitor planning to ensure appropriate pitch and Foundation ‘Mastery for all’. Also to be aware that disadvantaged and most able children’s needs are being met through intervention and/or enrichment. |
| **Leadership** | * Support the Headteacher in providing a clear vision and direction for the development of the school. * Take a leading role in specific project(s) to be decided with the Headteacher * Contribute to decisions on all aspects of policy development and organisation by playing a significant role in the preparation, implementation and monitoring of the school’s development plan (SDP) * Attend Senior Leadership Team meetings as required and report back to staff when necessary. * Be a strong advocate for change and champion school improvement, embracing and implementing to national agenda. * Convey a positive ‘can do’ attitude, motivate and inspire staff and present a ‘united front’ to secure successful outcomes of school initiatives. * Establish good relationships, encourage good working practices and support teachers and teaching assistants in Year team. * Plan, organise and chair subject meetings as appropriate in order to ensure school policies and practices are being implemented and consistency is evident * Liaise with teaching assistants timetabled within Year group and outside agencies including school SENCO. * Ensure the effective/efficient deployment of classroom support * Occasionally attend and present at Governors meetings. * Lead by example with an open door policy, inviting staff to drop in but also completing drop ins within their year team and any other relevant year groups across the school (with prior SLT agreement). * Take ownership of whole school progress in reading and writing, including presenting at pupil progress meetings with pupil level data, class level data and whole cohort progress & attainment. * Develop opportunities that support the school in meeting the United Learning pupil charter. * Seek support and guidance from the SLT as and when required to help the subject areas agreed goals. * Attend a bi-weekly line management meeting during management time. * Work with associated subject leads (e.g. Phonics Lead) to make sure curricular and content map appropriately. * To act with professionalism and with supportive candour when working with colleagues. * Actively build, promote and develop networks across the cluster and wider United Learning group. * Quality assure intervention groups running across the school in this subject area, providing advice and guidance where required. |
| **CPD:** | * Take part in the School CPD programme by participating in arrangements for further training and professional development * Continued personal development in the relevant areas including subject knowledge and teaching methods * Contribute to the audit of staff development and training needs and the provision of effective INSET including leading staff training when required. * Engage actively in the Performance Management Review process * Ensure support and training during the induction of new staff and for trainee teachers with Headteacher |
| **Quality Assurance** | * Attend and participate in open/parent evenings. * Uphold the school’s behaviour code and uniform regulations. |
| **Management Information:** | * Maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc. * Complete the relevant documentation to assist in the tracking of students * Track student progress and use information to inform teaching and learning |
| **Communications:** | * Communicate effectively with the parents/carers of students as appropriate. * Where appropriate, to communicate and co-operate with persons or bodies outside the School. * Follow agreed policies for communications in the School. * Plan and deliver parent workshops. * To be responsible for an area on the school website which promotes English and serves as a helpful resource to parents. |
| **Management of Resources:** | * Contribute to the process of the ordering and allocation of equipment and materials * Identify and manage the resources for a specific subject area and contribute to the efficient/effective use of physical resources. * Ensure appropriate subject manager work plans are implemented, monitored and evaluated. |
| **Other Specific Duties**: | |
| * Play a full part in the life of the School, to support its distinctive mission and ethos and encourage staff and students to follow this example * Promote actively the School’s Policies & Procedures * Comply with the School’s Health and Safety policy and undertake risk assessments as appropriate * Undertake any other duty as requested by the Headteacher or Senior Leadership Team * Comply with the School’s procedures concerning safeguarding and ensure that training is accessed | |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified  Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description  Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers  Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students | |

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Essential Criteria** | **Desirable Criteria** | **Evidence** |
| **Qualifications:**  Qualified teacher status.  Appropriate degree or equivalent qualification. | Appropriate degree or A’Level in the subject area. | Interview  Application Form  References  Proof of Qualifications |
| **Experience:**  Strong subject knowledge.  Ability to teach to all abilities including creative, practical lessons.  Relevant successful teaching experience.  An ability to plan and prepare schemes of work. | Local authority moderator of reading or writing at KS1 or KS2. | Application form Interview References |
| **Skills and ability:**  High standards of teaching.  Effective communication skills.  Effective oral/written skills.  Excellent interpersonal skills.  Good standard of I.T. capability. | Evidence of ongoing professional development to be a subject expert. | Interview  Application Form  References |
| **Disposition/Attitude:**  Good organisation and time-management skills.  Good interpersonal skills and an ability to communicate effectively.  An ability to motivate students.  A flexible approach to working.  An ability to work as an integral part of the team.  An ability to form and maintain appropriate relationships and personal boundaries with students. | A willingness to contribute to extra-curricular activities. | Interview  Task  References |
| **Commitment and other requirements:**  Satisfactory Enhanced Disclosure with the Disclosure & Barring Service (DBS)  Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people.  Excellent attendance record. |  | Application form  Interview  References |