**Post:** Director for LITERACY AND ENGLISH

**Responsible to:** Assistant Principal

**ISR:** Leadership Scale

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| **Purpose** |
| To lead the English Faculty and to ensure the highest quality of education for all pupils.  To raise standards and outcomes in English across KS3 and KS4.  To develop and lead on a Literacy and English curriculum offer which engages and enthuses all learners with a specific focus on progress from starting points against national expectations.  To develop the skills of staff in delivering Literacy interventions.  To lead on the whole school literacy strategy and to implement policies, practices and strategies to improve Literacy and also to evaluate the impact of targeted interventions in relation to chronological reading ages and outcomes for students in comparison to national benchmarks.  To track and monitor the provision and outcomes for students in English and also progress rates in literacy based subjects following targeted interventions.  To lead and develop whole school teaching strategies, resulting in improved skills and outcomes for all students and in particular SEND, HATs and Disadvantaged learners.  To inspire imaginative and effective approaches to teaching and learning, most notably in the delivery of the English curriculum and Literacy strategies.  To develop and embed interventions and strategies to narrow the gaps between reading age and choronological ages in Key Stage 3 and Key Stage 4.  To work collaboratively with mathematics to increase outcomes for learners in The Basics.  To lead on whole staff training in meeting the needs of students with a clear and direct focus on Literacy.  The post holder is expected to carry out the professional duties of a member of staff on the leadership scale.  To actively promote a culture of high expectations and an ethos of inclusion across the academy. |
| **Principal Accountabilities** |
| Responsible for:  Leading teaching & learning in English and ensuring a high quality education for all pupils.  Developing the English curriculum.  Developing the teaching and interventions in Literacy across the curriculum and at both Key Stage 3 and Key Stage 4.  Strategic oversight of provision and interventions for students including monitoring, evaluating and reporting on the whole school Literacy Policy and SIP.  Organise events and roadshows to raise the profile of Literacy at WOA.  Working with the pastoral and curriculum teams to develop effective strategies for identifying and narrowing the achievement gaps between Disadvantaged students and others nationally.  Monitoring, supporting and tracking progress of students in English.    Strategic deployment of the resources to ensure equality of opportunity, that the needs of Disadvantaged students are met and value for money.  Contribution and modelling of policies relating to the above.  Ensuring that all staff consisently follow policies in relation to assessment and behaviour for learning.  Analysing national, local and Academy data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the leadership team and governors on progress and plans;  Develop, implement and evaluate the impact of an annual improvement plan consistent with the School Improvement Plan and priorities.  Lead on key-stage transition practices and strategies to ensure that the needs of all students are identified and met as early as possible.  Community engagement strategies to ensure that barriers to learning for Disadvantaged students are identified and met.  **Teaching and Learning**   * To work as a lead practitioner to develop teaching and learning strategies; * To develop and implement effective QA processes in relation to teaching & learning, assessment, feedback and interventions; * To work with the leadership team to identify students at risk of underachieving and advise and lead on appropriate applied learning pathways; * To raise achievement and attainment as evidenced by external examinations and internal assessments; * Keep up to date with current educational research and disseminate relevant information to colleagues; * Work with the leadership team to prepare and use performance and contextual data to track individual students and gaps. Then use these findings to implement appropriate and timely interventions in order to improve outcomes and narrow gaps; * Be committed to the use of new technologies to improve teaching and learning; * To undertake SLE accreditation and to support teachers outside of the faculty and Academy where appropriate.   **Leading and Supporting Staff**   * To inspire and motivate staff; * To lead by example and be highly visible at all times; * To model professional leadership behaviours at all times; * To model excellent practice and lead others in the development of new pedagogies, in relation to applied learning; * To support other teachers to develop their expertise in planning, preparation and assessment, with a specific focus on applied learning and delivery of vocational courses; * Contribute to whole Academy curriculum policy by liaising with the VP and Raising Standards Manager as appropriate; * To create, share and monitor the impact of literacy resources for using during Smart Start (Academy Tutor Time); * To create and share resources that support the development of assessment for learning strategies; * To contribute to the quality assurance of the academy by ensuring rigorous monitoring and evaluation of progress towards Faculty and Academy Improvement Plans; * Produce reports for the Principal and Governors. * To quality assure provision as part of an ongoing cycle. Creating a culture where feedback is seen as a gift and welcomed through an open door policy; * Participate in the recruitment and induction of new staff; * To actively support the vision, ethos and policies of the Academy.   **Continuing Professional Development**   * To play a key role alongside the senior leadership team in leading/delivering the professional development of colleagues. * To actively participate in the Academy’s appraisal processes for colleagues; * Reflect on and address own professional development needs; * Help to identify the professional development needs of colleagues; * Facilitate the professional development of colleagues and contribute to the Academy CPD priorities. * Initiate and evaluate, action led learning improvement projects.   **Teaching Commitment**   * The post holder will be expected to teach in line with the Academy’s generic teacher’s job specification. Designated non-contact time for management responsibilities will be made available as required. |

Wodensborough is committed to the safeguarding of children and all staff are expected to ensure that the Academy is a safe and secure environment for our students.

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| *Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectations.* |

March 2019