Deputy Subject Leader – English job description

Post:	Deputy Subject Leader – English
Grade	Inner London Pay Scale + TLR
Responsible to:	Subject Leader – English

Job Purpose

The Deputy Subject Leader – English will be expected to:

- Work with the Subject Leader English and Senior Leadership Team to secure the strategic vision of the academy in line with the broad educational vision of the City of London Academies Trust, providing outstanding leadership that establishes the academy as a leading provider of high quality education for its students.
- Deliver the highest possible educational standards and create a high expectation culture in which students feel safe, valued and motivated to succeed.
- Assist the Middle Leadership Team in the effective day-to-day organisation and management of the academy and contribute to the leadership capacity of the academy.
- Secure the achievement of specified Key Performance Indicators and targets for English as identified in the Academy Strategic Plan.
- Assist in managing standards of learning and behaviour in the department on a day-to-day basis ensuring staff are supported, have high expectations and are fully committed to their students achieving outstanding outcomes.
- Provide professional leadership and management in the department to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.
- Support the delivery of exceptionally high standards of literacy and oracy across the academy.
- Be accountable for the attainment and progress in English of specified subject(s) or Key Stages of students at the academy.
- Be prepared to support the overall aims of the academy by teaching a subject other than English where reasonably required and by showing flexibility in approach as the academy expands.

Key Responsibilities

Be accountable to the CoLAT through the Senior Leadership Team, Governing Body and CEO for:

- The attainment and progress in English of specified subject(s) or Key Stages of students at the academy.
- The effective promotion and implementation of the agreed vision and key principles within the academy, including the principles of simplicity, efficiency and effectiveness.
- Advising and reporting to the Senior Leadership Team as required.

Contribute (with the academy Senior and Middle Leadership Teams) to:

- Developing the aspirations and self-belief of all students, thereby securing high quality outcomes for all.
- Developing strong productive relationships with a wide range of stakeholders to maintain a learning community that strives for personal growth.
- Effective self-evaluation of outcomes, practice and consequent planning for improvement for the academy.

Lead teaching and learning in English through:

- Teaching English to all age groups.

- Regularly using data to monitor and evaluate the progress and attainment of groups and individuals across specified subject(s) or Key Stages in English and putting in place appropriate interventions to improve their achievement.
- Fulfilling the requirements of all academy policies.
- Maximising students' progress and attainment in English by liaising closely with the Subject Leader English, Middle Leadership Team, other teachers and the Faculty of Learning as appropriate.
- Supporting liaison with local feeder schools to ensure smooth transition of skills and content from KS2-3.
- Monitoring the setting and completing of homework in English.
- Being a form tutor and Personal Adviser.

Fulfil leadership and management responsibility through:

- Line managing, performance managing and coaching designated staff within the English department.
- Developing the work of the English department, raising the level of attainment in English in accordance with academy targets and expectations.
- Challenging underachievement and underperformance of students and staff at all levels and ensuring appropriate action is taken.
- Monitoring and identifying underachieving students from performance data.
- Visiting other lessons regularly to ensure the quality of teaching and learning in English is closely monitored.
- Patrolling corridors regularly to ensure high standards of behaviour in the English department and around the academy site.
- Promoting exemplary standards of conduct, ensuring a continuous and consistent focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- Being committed to a collaborative vision of excellence and equality that sets high standards for every student and member of staff.
- Providing an approachable, authoritative and visible presence in and around the academy.
- Setting high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the academy's intended outcomes.
- Performing other duties to be determined in discussion with the Subject Leader English and Senior Leadership Team.

Strengthening Community

- Develop, implement and maintain effective strategies to promote engagement of the whole academy community. In particular to establish effective relationships with all parents/carers and promote their involvement in their children's learning and academy activities.
- Actively support the diversity of the academy's communities and students.

Safeguarding and Promoting the Welfare of Children

- Have knowledge of, and adhere to, safeguarding policies and procedures.
- Ensure a safe and supportive academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and any relevant legislation.

Other Responsibilities

- Ensure equality of opportunity for all students in order that they may achieve to the best of their ability.
- Ensure equality of opportunity for all staff to facilitate their continuing professional development.
- Be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and statutory guidance Working Together to Safeguard Children in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.

Standards/Quality Assurance and Additional Responsibilities

- Fulfil a negotiated teaching commitment and be an excellent classroom practitioner.
- Uphold the academy's behaviour code and uniform regulations.
- Develop links with HLT and neighbouring schools/academies.
- Conduct assemblies, detentions and duties as designated by the Principal.
- Support extended day activities to enhance students' learning experiences.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.

- Attend and participate in meetings, open evenings and student performances as required.
- Compile statistical returns as required.

Key Organisational Objectives
The postholder will contribute to the academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Sharing the academy's commitment to safeguarding and promoting the welfare of children and young people.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
- Ensuring customer care and quality assurance initiatives.
- Fulfilling the role of Student Personal Adviser and/or mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

Associated Duties
The current School Teachers' Pay and Conditions document describes the duties which are required to be undertaken in the course of employment. In addition, certain particular duties are reasonably required and exercised and completed in a satisfactory manner. It is the contractual duty of the postholder to ensure that professional duties are discharged effectively.

Special Conditions of Service to Note
Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors. The postholder may be required to work outside of normal school hours on occasion (e.g. to attend Parent Days, Consultation Weeks, etc.), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions. The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

Equal Opportunities
The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

Date of issue: ……..

Signature of postholder: ……..

Signature of Chair of Governors: ……..

Person specification

	Essential	Desirable
Qualifications		
Educated to degree level or equivalent	✓	
Qualified teacher status	✓	
Evidence of continuing professional development	✓	
Experience and skills		
Leadership experience, including managing staff and students		✓
Demonstrable experience of improving student outcomes	✓	
Experience of having made a significant contribution to the success of an academy through its leadership, student outcomes and ethos		✓
Experience of effective quality improvement within a school environment		✓
Understanding of innovative approaches to teaching and learning	✓	
Understanding of the National Curriculum and OFSTED Framework	✓	
Demonstrable experience of high quality teaching and learning	✓	
Experience as a form tutor and/or pastoral work	✓	
Positive effective strategies for whole school behaviour management	✓	
Experience of supporting staff to optimise attainment and progress of students		✓
Ability to use data and ICT effectively to assess performance and raise achievement	✓	
Experience of working with children with significant barriers to learning	✓	
Ability to organise whole school/year based activities		✓
Knowledge and understanding of schools' statutory responsibilities regarding safeguarding and the needs of students with SEND		✓
Well-developed interpersonal and organisational skills and the ability to work collaboratively, leading to professional development of staff, achievement of aims and the efficient running of the department	✓	
Teaching and Learning		
Outstanding learning secured for students through outstanding teaching and a calm, orderly environment	✓	
Effective, rigorous and sensitive relationships with students that secure positive emotional health and excellent behaviour and attitudes	✓	
Vision and Strategy		
Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families	✓	
Willingness to engage with parents in order to encourage their close involvement in the education of their children	✓	
Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge, and commitment to relentlessly securing those standards	✓	
Knowledge of the Academy Strategic Plan and the role to be played by the Deputy Subject Leader for English		✓
Leadership		
Resilience and motivation to support the academy through day-to-day challenges while maintaining a clear strategic vision and direction	✓	
Ability to lead and inspire students with a sense of the intrinsic joy of learning and their own ability to succeed	✓	
Rigorous use of data to inform and shape teaching and learning in order to secure outstanding outcomes for all students	✓	
Strong organisational skills and the ability to delegate to others and hold them to account for outcomes	✓	
A deep commitment to the safeguarding and wellbeing of all students	✓	
Leading Relationships with Stakeholders		
Commitment to working with others to secure the best outcomes for children	✓	
Skilful management and understanding of how to inspire and secure strong relationships with other academy staff, families, trustees and other external relationships	✓	
Work-Related Personal Qualities		
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards	✓	
Demonstrate personal and professional integrity, including modelling values and vision	✓	
Commitment to support the aims of the Trust	✓	
Flexible and able to manage workload and competing deadlines, prioritising appropriately, using initiative and maintaining good humour	✓	
Evidence of commitment to and understanding of collective responsibility	✓	