



St Albans High School
— for Girls —

JOB DESCRIPTION

SECOND IN DEPARTMENT - ENGLISH

The Second in English will take particular responsibility for the delivery of Key Stage 3 or Key Stage 4 English curriculum. They model the core school value of scholarship; keep abreast of developments within their discipline; and challenge, support and inspire colleagues to be excellent teachers of English. A central component of the role is to act as the English subject mentor for the ITT programme. They are accountable to the Head of English for the quality of their own English teaching, and for all aspects of the Second in English role. Second in English may be required to take a form tutor role and is expected to contribute to the extra-curricular life of the department and school.

Teaching

- Plan and prepare relevant material to teach classes allocated to them, according to the policies of the department(s) to which they are accountable. Keep a record of their teaching.
- Set and mark pupil's work regularly and appropriately for the subject(s) taught; record marks, monitor and assess progress and write reports as required.
- Participate in the arrangements for preparing and assessing pupil's work for public examinations.
- Work positively and co-operatively as a member of a team to include liaising and working with colleagues in operating mark schemes, researching materials, keeping abreast of new developments and developing new courses.
- Take a full part in professional development including training.
- Share in pastoral responsibility for all pupils in school and especially for those in their tutor or teaching groups, liaising where appropriate with pastoral staff.
- Maintain good order and discipline among pupils. The teacher must be familiar with school and departmental policies on behaviour, including awards and sanctions.
- Promote a safe environment for pupils and staff. A teacher is expected to register pupils in every lesson and to understand the safeguarding and child protection policy and those policies relating to health and safety.
- Share in supervisory and general duties; uphold good standards of behaviour and punctuality among pupils.
- Attend staff meetings and participate in working groups as required.
- Attend Assemblies and, as often as is reasonable, other school functions, playing an active part in wider aspects of school life including extra-curricular activities.
- Attend Parents' Evenings.
- Be a part of the School's performance management programme.
- Adhere to School policies.
- Undertake any other reasonable task requested by the Headmistress.

Curriculum

- Collaboratively review, coordinate and develop the Key Stage 3 & Key Stage 4 schemes of work, incorporating stimulating and stretching activities that would lead into the A Level / GCSE framework.
- In conjunction with the HOD, ensure that the Key Stage 3 & Key Stage 4 curriculum is engaging and topical – leading to high uptake at Key 5. Promote enjoyment of English and fully inform parents, staff and pupils of opportunities within the subject area.

- Track and record progression of pupils across and between year groups through use of summative and formative assessment tasks.
- Map progression of content (including texts taught year by year) and key skills.
- To work with the library staff to forge meaningful links and develop resources.
- Keep abreast of e-learning opportunities in the classroom that may enhance the teaching and learning of English and to share good practice. To develop Key Stage 3 or Key Stage 4 resources on the schools VLE and inform future developments in this area.
- Collaboratively develop and deliver subject enrichment and stretch opportunities.

Staff

- Support the Head of English to recruit talented staff.
- To assist and as necessary deputise for the Head of Department to ensure the smooth running of the department for the benefit of teaching and learning.
- To monitor the development of trainee teachers within the department, linked to Teacher Standards.

Resources

- Assess suitable textbooks / ebooks and reference material for class use and inclusion in the school library.
- To liaise and communicate with the Head of Department to inform the development and budgetary requirements of the department.

Pupils

- Coordinate and resource Key Stage 3 or Key Stage 4 assessments and analyse results and data to inform future planning within the department.
- To track and monitor progress of candidates in Key Stage 3 or Key Stage 4 in order to inform GCSE / A level options advice.
- Support staff who are dealing with underperforming pupils.
- Work collaboratively with Housemistresses/form tutors/Deputy Head Academic/Parents to support pupils where necessary.
- To actively engage the interest of students by evaluating and developing opportunities for clubs, trips, competitions, displays and careers advice.
- Careers guidance and planning.
- Support with provision for Oxbridge students.
- Data analysis, tracking and monitoring at Key Stage 3 or key Stage 4 – linked to MiDYIS and other assessment data.

Exams

- To support the Head of English in ensuring department familiarity with general JCQ regulations.
- Overview of collaborative development of Key Stage 3 or Key Stage 4 end of year examinations/mock.

Whole School

- Undertake CPD training opportunities as required and to develop opportunities for inter and intra departmental teaching and learning activities.

In addition to the above, the post holder will carry out any other professional duties as reasonably required by the Head.

The High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.



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PERSON SPECIFICATION

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Qualifications and experience	<ul style="list-style-type: none">• Experience as an excellent classroom teacher• Excellent degree and/or postgraduate qualification in the main subject of the candidate, and appropriate teaching qualifications• Strong level of scholarship in English
Skills	<ul style="list-style-type: none">• Strong interpersonal skills• Excellent organisational skills, with a high level of efficiency, planning and foresight• Excellent communication skills, particularly when addressing staff, pupils or parents directly• Confident in the use of ICT, and the ability to learn quickly when using unfamiliar packages• Strong ability to analyse data, and to report on the outcomes clearly• The ability to work flexibly, using own initiative and prioritising effectively• The capacity to work accurately under pressure with attention to detail• Strong problem solving ability• Excellent presentation skills, including the ability to chair meetings and present new initiatives to staff, pupils and parents• Ability to understand and work with complex processes• Excellent command of the English language• Confident practical skills
Personal qualities	<ul style="list-style-type: none">• The ability to handle situations with discretion, tact and diplomacy• Emotionally intelligent, with a strong understanding of how teachers work in a high-achieving school• To show an ability to maintain confidentiality at all times• High levels of personal and professional integrity• High degrees of self-confidence, personal energy and dynamism• Personal warmth, good rapport with pupils, colleagues and parents• Appropriate levels of personal presentation• A personal love of a subject and a love of learning
Philosophy and Ethos	<ul style="list-style-type: none">• A commitment to safeguarding and promoting the welfare of children and young people• Ability to form and maintain appropriate relationships and personal boundaries with children• A commitment to the ethos and strategic direction of the school• Strong support for the Christian ethos• Be a good role model