



Parkwood Academy Job Description

POST TITLE

KS3 Leader for English

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SCALE

Main pay scale + TLR2a

PURPOSE OF THE JOB

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable.

RESPONSIBLE TO

Director of English

RESPONSIBLE FOR

N/A

Parkwood Academy recognise and value continued professional development. Therefore training opportunities will be made available as appropriate or necessary.

EMPLOYMENT DUTIES

MAIN SCALE TEACHER

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

1. Planning, Development and Co-ordination

- ◇ To set challenging teaching and learning objectives which are relevant to all students in their classes
- ◇ To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students' learning
- ◇ To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- ◇ To contribute to teaching teams, meetings and events.
- ◇ To plan for the deployment of any support staff who are contributing to students' learning.
- ◇ To plan opportunities for students to learn in out of school contexts.
- ◇ To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- ◇ To implement and review the subject development plan in conjunction with the Senior Management Team and/or line manager.
- ◇ To develop and audit schemes of work and other documentation related to their subject area within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- ◇ To develop strategies to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- ◇ To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- ◇ To manage the resources available for their subject and make recommendations in order to maintain and develop curriculum provision.

2. Monitoring and assessment

- ◇ To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- ◇ To use monitoring and assessment information to improve planning and teaching.
- ◇ To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- ◇ To involve students in reflecting on, evaluating and improving personal performance and progress.
- ◇ To assess students' progress accurately against appropriate standards.
- ◇ To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- ◇ To identify the levels of attainment for students' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- ◇ To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- ◇ To report on students' attainment to parents, carers, other professionals and students as appropriate.

3. Teaching and Class Management

- ◇ To have high expectations of students and build successful relationships centred on teaching and learning.
- ◇ To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.
- ◇ To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- ◇ To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- ◇ To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- ◇ To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- ◇ To organise and manage teaching and learning time effectively.
- ◇ To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- ◇ To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- ◇ To effectively deliver your subject for the reason of teaching and learning.

- ◇ To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- ◇ To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- ◇ To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- ◇ To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- ◇ To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ◇ To attend and participate in regular meetings.
- ◇ To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

KS3 Leader

- ◇ Work closely with the Director of English in planning, monitoring and delivery of the KS3 curriculum and the progress of students.
- ◇ Lead Accelerated Reader, ensuring engagement and participation from both staff and students, monitoring participation, progress and classroom practice.
- ◇ Co-ordinate Catch –Up programme in line with AIP, identifying cohort, arranging intervention and monitoring progress, reporting to BD.
- ◇ Attend and contribute to KS3 RAP meetings.
- ◇ Feedback to Director on a fortnightly basis (during line management meetings) about the progress and interventions in KS3, including Accelerated Reader, Ruth Miskin and Catch up programme.
- ◇ Observations, work and marking scrutinies and support of colleagues teaching KS3 classes.
- ◇ Strengthen links with feeder primary schools for transition in conjunction with KM.
- ◇ Training needs: Accelerated reader – included in annual subscription. Potential need for RM training- can be provided in-house if required.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.

- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Management Team as required. Trade union representation will be welcomed in any such discussions.

Person Specification

Qualifications and Experience				
Essential	Desirable	Application	Interview	Task / Observation
Qualified Teacher Status		√		
Evidence of participation in professional development or study		√	√	
Successful teaching experience or evidence of successful completion of initial teacher training		√	√	
	Working in a socially and culturally diverse school community	√	√	
Knowledge of the National Curriculum requirements		√	√	√
Understands and is familiar with teaching and learning strategies		√	√	√
Experience of child protection/safeguarding with up to date training or willingness to undertake training		√	√	

Abilities and Skills				
Essential	Desirable	Application	Interview	Task / Observation
Teaching to a high standard		√		√
Relates to and motivates pupils		√	√	√
Works well within and contributes to team development		√	√	
Good classroom management		√	√	√

Evidence of a commitment to an equal opportunities policy both in service employment		√	√	
Good written and oral communication skills		√	√	√
Good presentational and ICT skills		√	√	
Skilled in conflict resolution		√	√	
Be a professional role model			√	√
Identify potential for individual development		√	√	

Knowledge and Understanding				
Essential	Desirable	Application	Interview	Task / Observation
Understanding of relevant policies/codes of practice and awareness of relevant legislation			√	√
Understands and values the processes of planning monitoring and evaluation as an aid to raising standards		√	√	
Have strategies to monitor and evaluate developments		√	√	
Knowledge of safeguarding and child protection issues.		√	√	

Personal skills and attributes				
Essential	Desirable	Application	Interview	Task / Observation
Clear vision for the future of education and able to think strategically		√	√	√
Respond effectively and efficiently to daily challenges		√	√	√

Be enthusiastic and determined		√	√	
Able to work under pressure and recognise and manage stress		√	√	
	Have mentoring, motivational and coaching skills	√	√	
Have flexibility, sensitivity and tact		√	√	√