

# Job Description

<b>POST:</b>	Head of Department - English
<b>RESPONSIBLE TO:</b>	Principal, under the day to day management and leadership of a member of the Principal's Leadership Team
<b>RESPONSIBLE FOR:</b>	Teaching and support staff within the curriculum area
<b>SALARY:</b>	MPS 1-6 (U1-3 as appropriate) + (TLR 1a)
<b>LOCATION:</b>	Oasis Academy: Arena
<b>WORKING PATTERN:</b>	Full-time and as described in the School Teachers' Pay and Conditions Document
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>JOB PURPOSE:</b>	To ensure high quality curriculum provision and effective teaching and learning within the relevant curriculum area. The role includes responsibility for the assessment of students' needs, group and individual programme planning, curriculum delivery, progress monitoring, recording, evaluation and reporting as well as contributing generally to meeting the aims and ethos of the Academy. In addition to carrying out the professional duties of a qualified teacher in accordance with the current DCSF Academy Teachers' Pay and Conditions document, the post holder, in consultation with their line manager and the Principal shall take responsibility for:

## **SPECIFIC RESPONSIBILITIES:**

### **A. Strategic Direction and Development of Curriculum Area**

- Demonstrating an active contribution to establishing and maintaining policies, practices and aspirations of the Academy which promote high achievement through effective teaching and learning
- Leading discussions about curriculum development and ensuring that the leadership team are well informed about plans, priorities and effective strategies in the curriculum area
- Creating an environment where students and staff develop and maintain positive attitudes towards teaching and learning
- Using data effectively to monitor and evaluate student progress; planning and implementing effective intervention to support all students to achieve highly
- 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 Principal/Academy Council on progress and plans
- Contributing to the Academy Improvement Plan and establishing an effective subject Improvement Planning Cycle to meet Academy strategic priorities.
- Ensure active participation of all students in enterprise related activities and competitions

## **B. Teaching and Learning**

- Ensuring appropriate, challenging and differentiated programmes of Study and Schemes of Work are in place for the curriculum area teaching groups and related courses
- Securing and sustaining effective teaching of the subject through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the Academy's monitoring evaluation and review (MER) cycle through lesson observations, feedback to teaching staff, work sampling, student interviews and written reports to the Principal and Leadership Team as necessary
- Ensuring teaching and learning objectives are clear to all members of the curriculum team
- Ensuring effective development of students' literacy, numeracy and ICT skills within the subject
- Ensuring coverage of all curriculum requirements and that IEP targets are systematically addressed and met
- Contributing to the teaching of Personal Development and Work Related Learning within the subject area
- Developing the curriculum to meet the needs of all students; introducing, planning and implementing new courses of study to meet 14-19 curriculum initiatives and KS3 developments
- Assess, record and report the progress of students regularly against prior attainment and local and national norms and identify students at risk of underachieving

## **C. Leading and Managing the Staff who teach in the Curriculum Area**

- Line managing all members of the Curriculum team and providing effective support, challenge, information and professional development for all staff within the subject area as necessary
- Establishing clear expectations and high standards of professionalism and collaboration across the subject
- Taking an active role as a Team Leader within the Academy's PM policy to develop the professional effectiveness of colleagues
- Providing structured support and assessment for NQT and ITE trainees to enable them to meet the relevant professional standards
- Working in collaboration with the Leader for Inclusion and Student Development, Teaching Assistants and Learning Leaders to ensure that Individual Education Plans and Pastoral Support Plans are used to set subject specific targets, as required
- Providing a role model for students and other staff through consistent professional conduct

## **D. Efficient and Effective Deployment of Staff and Resources within the Curriculum Area**

- Creating and maintaining learning resources, displays and appropriate use of ICT
- Using appropriate resources, in consultation with the Principal, for effective, efficient and safe teaching and learning within the subject area; accommodation, staff, time, courses, development opportunities, ICT equipment
- Creating an effective and stimulating learning environment for teaching and learning
- Deploying accommodation to effectively meet the teaching and learning needs of the subject
- Deploying and managing staff, establishing clear expectations and professional working relationships and giving clear guidance on strategies for raising achievement
- Contributing to the selection for appointment of teachers and support staff and the induction and assessment of new staff in the curriculum area

- Involving staff in planning, recording and running activities, giving guidance and support as required
- Ensuring a safe working and learning environment through application of appropriate risk assessments

## **E. Safeguarding Children**

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks.

### **OTHER:**

## **F. 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 leadership and management responsibilities will be made available

## **G. Other Duties**

- The post holder will be subject to performance objectives agreed annually
- All teachers take an active role in the Academy's care and guidance of students and the post holder will be expected to fulfil the role of form tutor.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal.

## **H. Academic Mentoring**

The postholder may be expected to undertake the role of an Academic Mentor to a group of up to 30 Learners. The postholder will be expected to:

- Recognise and understand the aspirations and needs of each member of the group
- Establish a trusting relationship with each member of the group and their family so that information may be shared, aspirations realised and needs met
- Meet regularly with each member of the group to discuss their progress towards achieving targets set
- Recognise, acknowledge and celebrate success
- Where reasons for underachievement are related to particular learning difficulties, to ensure an appropriate member of staff is alerted and deployed to offer help
- To keep appropriate records

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The postholder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors

**The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.**

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

# Head of Department Person Specification

## Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

## Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which accompanies this job description.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>A degree in relevant or related subject</li> </ul>	<ul style="list-style-type: none"> <li>Masters Degree</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of a commitment to own professional development</li> </ul>	<ul style="list-style-type: none"> <li>Recent relevant in-service training in the subject area /Management and Leadership</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>A keen interest in developing the teaching of the subject</li> <li>Currently holding a position of responsibility</li> <li>Evidence of high achievement in teaching across the Key Stages</li> <li>The development of Schemes of Work across the Key Stages</li> <li>Working effectively as a Form Tutor</li> <li>Effective use of Assessment for Learning to engage students as partners in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Professional development/ mentoring of colleagues</li> <li>Currently holding a significant position of responsibility</li> <li>Developing literacy across the curriculum</li> <li>Experience of leading a development within a team</li> <li>Experience of teaching in a specialist school</li> <li>Development of partnerships with other schools, business and the community</li> <li>Successful teaching of the subject at AS level</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Use of assessment and attainment information to improve practice and raise standards</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to enhance teaching and learning of ICT within the subject area</li> <li>An understanding of education within a</li> </ul>

	<ul style="list-style-type: none"> <li>• An understanding of the Literacy Strategy</li> <li>• Use of strategies to promote good student relationships and high attainment in an inclusive environment</li> <li>• Vision for the teaching of the subject</li> <li>• Secure knowledge of Programmes of Study for the subject at KS3 and KS4</li> <li>• An understanding of Health and Safety regulations affecting the curriculum area</li> </ul>	<p>Multicultural/Multi-faith city</p> <ul style="list-style-type: none"> <li>• An understanding of Emotional Literacy developments to support learning and teaching</li> <li>• An understanding of KS2 projects and/or post 16 activities in the subject area</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• An enthusiastic and effective leader and manager</li> <li>• Ability to use and promote a wide range of teaching methodologies</li> <li>• Excellent communication and presentation skills</li> <li>• Competent user of ICT</li> <li>• Competent co-ordinator and motivator</li> <li>• Ability to plan and resource effective interventions to meet curricular objectives</li> <li>• Ability to assess the performance of others and respond appropriately</li> <li>• Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to coach, mentor and deliver training to staff</li> </ul>
<b>Commitments</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Willingness to undergo appropriate checks, including enhanced CRB checks.</li> <li>• Motivation to work with children and</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to the value and promotion of vocational and work related learning</li> </ul>

	<p>young people</p> <ul style="list-style-type: none"> <li>• Actively supports the Academy's aims Commitment to ITE</li> <li>• Active participation in Academy developments</li> <li>• To leading extra-curricular activities/ educational visits/out-of-hours learning</li> <li>• To innovative curriculum development and partnership with other schools and the wider community including business and industry links</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li> </ul>	
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