



DANES EDUCATIONAL TRUST

JOB DESCRIPTION

School	Croxley Danes School
Job Title	Key Stage 4 Co-ordinator - English
Line Manager	Head of Faculty – English
Pay Range	TLR 2b

Core Purpose

To provide leadership and direction for Key Stage 4 within the faculty and ensure that it is managed and organised to meet the aims and objectives of the school.

Main Duties and Responsibilities

To be responsible for securing high standards of teaching and learning through curriculum development and continual pedagogical innovation, resulting in student performance matching or exceeding school expectations. To play a role to quality assure the implementation of school policy and practice and to be responsible, like all other staff, for safeguarding and promoting the welfare of students

Leadership

- Lead and line manage staff on matters pertaining to Key Stage 4.
- Provide the Head of Faculty with relevant student performance information as part of the faculty's self-evaluation cycle.
- Contribute to quality assurance programmes within the faculty, such as lesson observations, learning walks, work scrutiny and student conversation.
- In collaboration with the Head of Faculty, identify and implement strategies to address improvement needs.

Strategic Direction

- Overview and evaluate performance at Key Stage 4 in discussion with the Head of Faculty and teaching staff and provide future targets based on such evaluation and discussion
- Ensure short, medium and long term plans are established for the development and resourcing of Key Stage 4 which contribute to whole-school aims, policies and practices and identify realistic targets for the development of the department
- Manage change effectively, deploying staff and resources to maximise curriculum outcomes
- Implement policies and practices within Key Stage 4 which reflect whole school and faculty aims and objectives
- Create a climate, which enables other staff to develop and maintain positive attitudes towards their subject and teaching it
- Demonstrate both enthusiasm and high standards of teaching to members of the faculty and to students

Teaching and Learning

- Establish the curriculum intent and expectations for implementation at Key Stage 4. Ensure effective curriculum coverage, sequencing, continuity and progression in the subject areas for all students by all members of the department
- Ensure that teachers are clear about the end points of teaching modules and how lesson sequencing will support knowledge acquisition.
- Ensure that teachers are clear of the learning objectives of lessons and through the provision of resources provide guidance on appropriate teaching and learning methods
- Ensure the development of students' literacy, numeracy and ICT skills and SMSC knowledge through the department's curriculum intent and implementation
- Follow faculty policies for assessing, recording and reporting on student achievement, using feedback to set targets for further improvement within the department
- Establish high expectations and ensure that clear targets are set for student achievement including for those with special educational needs, pupil premium status and the most able
- In conjunction with teachers regularly monitor the progress of all students, using data effectively to identify students who are underachieving, creating plans of action where necessary to support recovery
- Establish a partnership with parents to involve them in their child's learning and develop links with the local community and relevant organisations to support the department's curriculum intent and implementation
- To instigate, monitor and evaluate intervention strategies where appropriate
- To oversee the examination entries for Key Stage 4
- To identify and nurture opportunities for students to engage beyond the taught curriculum through extra-curricular activities and educational visits

Leading and Managing Staff

- Provide opportunities for staff development and enrichment through the appropriate allocation of tasks and membership of whole school working parties
- Help staff to achieve constructive working relationships with students and colleagues based on clear expectations
- Oversee the appraisal of faculty staff as required by Trust policy, identifying staff needs with regard to Continuing professional development and Learning (CPDL)
- Support the Head of Faculty in ensuring that all new teachers are appropriately trained, monitored, supported, assessed and effectively inducted into the faculty
- Encourage staff to discuss developing ideas in their subject and foster an atmosphere of discovery to enhance their perception of the subject

Efficient and Effective Deployment of Staff and Resources

- Identify timetabling, staff and resource needs for Key Stage 4 and inform the Head of Faculty of likely priorities for expenditure in close connection with school policies and subject development plans
- Ensure the effective and efficient management and organisation of learning resources including ICT
- Use accommodation to create an effective and stimulating learning environment in which health and safety risks are properly assessed
- Maintain effective control for allocated capitation for Key Stage 4

Communication and Liaison

- Communicate effectively with members of the faculty through formal and informal meetings and briefings
- Meet regularly with the Head of Faculty over matters relating to the development, as well as personal professional development
- Meet regularly with teaching staff to support the accomplishment of both whole school, faculty and department aims and objectives
- Liaise with other key staff, including Exams Officer, SENCO, Heads of Years and support staff on matters relating to Key Stage 4
- Communicate with parents as appropriate
- Represent and promote the department at relevant school events and talks, such as, but not limited to the GCSE Options evening and the Sixth Form Admissions Event
- Oversee the deployment of assigned prefects and other student representatives to support department development

Equalities

The post holder is required to be aware of and support difference and ensure that the Trust's equalities and diversity policies are followed.

Health & Safety

The post holder is required to be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

Criminal Records Check – Disclosure & Barring Service (DBS)

All posts in schools are exempt from the Rehabilitation of Offenders Act 1974; this means that all convictions must be declared, including those that would generally be regarded as 'spent'. A disclosure from the Disclosure & Barring Service (DBS) will be sought as part of the school's pre-employment checks. The DBS will provide a report to you and the Local Authority on whether you have any criminal convictions, including cautions and bind-overs.

Additional Information

The post holder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities and in performance management and development as required by the school's policies and practices.

The duties and responsibilities listed above describe the post as it is at present. The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or responsibilities entailed. Such variations are a common occurrence and would not justify a re-evaluation of the post. However, in cases where a permanent and substantial change in the duties and responsibilities of the post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

Supervision/Job Context

The post holder is managed by the Head of Faculty – English.

Contacts

The post holder will work with all members of teaching staff within their faculty and teaching staff from other faculties. They will also work with Senior Leadership Team members, the SENCO, Learning Support Assistants, and non-teaching staff. They will have contact with students, parents, governors, and may have contact with advisors and other visitors to the school.

Knowledge, Experience and Training

Essential:

- Holder of Qualified Teacher Status (QTS)
- A passion for teaching and education in its widest sense
- Excellent subject and curriculum knowledge
- Experience of teaching at all Key Stages and demonstrating a positive impact on student progress and outcomes
- Ability to articulate an ambitious and appropriate vision for the department
- Ability to set high expectations which inspire, motivate and challenge both staff and students
- Ability to manage staff with structured challenge, support and CPD
- Ability to coach and train others to be highly effective teachers
- Ability to analyse and use data to raise departmental performance
- Excellent interpersonal skills to facilitate effective communication with a range of stakeholders
- A willingness to undertake Continuing Professional Development and Learning (CPDL)
- The ability to show initiative, to multi-task and develop existing skills
- Ability to demonstrate patience, flexibility and a sense of humour
- Ability to cope with pressure and demonstrate a calm and measured response

Preferable:

- Holder of NPQML qualification or additional further professional qualifications
- Experience and evidence of a positive impact in a similar role

	Name	Signature	Date
Post Holder			
Line Manager			