PADGATE ACADEMY

JOB DESCRIPTION
HEAD OF DEPARTMENT - ENGLISH

Job Title:	**Head of Department English**
Grade:	**MPS/UPS plus TLR 1b**
Responsible to:	**Vice Principal**
Responsibility for:	**Carrying out all teacher responsibilities**
Important Functional Relationships:	**Heads of Department and other English Teachers**

Overall role and remit

- **To teach curriculum subject(s) across the age and ability range.**
- **To promote high achievement and full realisation of potential by working with individual students.**
- **Playing a full and active role in the overall life and development of Padgate Academy.**
- **To lead the English subject area within the English Department.**
- **To be responsible for the English, curriculum, assessment and outcomes.**
- **To line manage other English teachers.**
- **Liaise with parents to support students.**
- **Working with and helping support teachers in the English Department.**

TEACHER STANDARDS

PART ONE: TEACHING

A teacher must:

1. **Set high expectations which inspire, motivate and challenge students**
   - establish a safe and stimulating environment for students, rooted in mutual respect
   - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of students
2. **Promote good progress and outcomes by students**
   - be accountable for students' attainment, progress and outcomes
   - analyse students' data and exam performance to inform planning and intervention.
   - plan teaching to build on students' capabilities and prior knowledge
   - guide students to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
   - encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the School timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the School's assessments reporting policies.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the School including extra-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

General Duties:

- To support Academy activities, attending appropriate Academy events.
- General housekeeping
- Any other duties deemed reasonable, as directed by the Principal.

General Responsibilities of all Padgate Academy Staff:

a) To work consistently to uphold Academy's aims.
b) To work in a co-operative and polite manner with all stakeholders.
c) To work with students and parents in a courteous, positive, caring and responsible manner at all times.
d) To take an active and positive role in the Academy's commitment to developing staff, and the annual review procedures.
e) To work with visitors to the Academy in such a way that it enhances the reputation of the Academy.
f) To seek to improve the quality of the Academy's service.

g) To present oneself in a professional way that is consistent with the values and expectations of the Academy.

The details contained within this job description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed provided that responsibilities remain in line with the grade. Consequently, the Academy will expect to revise this job description from time to time and will consult the post holder at the appropriate time.