

Job Description

Job Title: Lead Teacher English and Literacy
Pay Scale: MPS/UPS TLR2b & 2 SEN
Reporting to: Head of School

About you:

You will be creative, and passionate about this opportunity to develop English and Literacy within our school. You will have a solid knowledge and understanding of learning and SEMH needs, with a proven track record of success. You will have the knowledge, drive and ambition to lead English and Literacy to set very high standards for students and support them to overcome barriers to achieving them.

Job Purpose

- Under the overall direction of the Assistant Head for Quality of Education you will contribute to the aims and objectives of the school in the context of the Governors' strategic vision and School Development plan.
- To ensure that the governors' strategic vision for English and Literacy is delivered so that our students thrive in our setting.
- To develop and implement an English and Literacy action plan, in line with the school development plan and research based best practice.
- To take responsibility for the organisation, personalisation, monitoring and review of the English curriculum and Literacy Intervention for all learners.
- To lead on the monitoring and assessment (including examinations) of the progress in English and Literacy of all learners.
- Under the direction of the Assistant Head for Inclusion as DSL, ensure robust and effective compliance and strong and improving culture of safeguarding at the school.
- To liaise with members of the school's multi-agency team and other external providers as appropriate.
- To contribute to the annual reviews and termly reports for all students that you teach or may be the tutor for.
- To performance manage and develop identified teachers, and to support non-specialists delivering your subject, to ensure that outcomes for students continually improve.
- To take responsibility and work collaboratively with other staff on a variety of whole school areas.
- To contribute to the all-round success of the school.

- To promote and be involved in the wider life of the school community.

Leading/Managing Policy

- Lead on the development and implementation of statutory policies in relation to your area, ensuring that they are consistent with current statutory guidelines.
- Ensure up to date knowledge of KCSIE, supporting the Head of School to ensure that all aspects are delivered to a high standards across the school.

- Contribute to reports as appropriate.

Leading/Managing People

- Set performance management review and development objectives for an agreed group of staff and to monitor performance against those objectives in line with school policy challenging underperformance where necessary.
- Advise the Head of School of the performance of staff, ensuring that good practice is recognised and praised and that any potential areas for development can be managed.
- Support and challenge colleagues to be as effective as they can in their roles and develop their capacity over time.
- Build effective relationships with other agencies so their work impacts positively on our pupils.
- Take a full and committed part in your own performance management, as well as those of your team members.
- Be seen as a role model in terms of industry, innovation and commitment and have a positive impact upon children's lives and education.
- Have a visible presence around the school during the day.

Managing Resources

- Be responsible for efficient resources available to you.

External Relations

- Represent the school and its interests in meetings and other relationships with parents, members of the community, the local authority, the DfE and a wide range of organisations and agencies.

- Handle difficult situations and issues with sensitivity and calm ensuring you are always aware of the safeguarding of our students, data protection and the need for strict confidentiality at all times.
- Participate and play a lead role in planning for designated major school events

Line Management

- Formal line management meetings will take place at the request of either the line manager or the post holder.

Supervision

- The majority of this work will be undertaken with minimum supervision. Matters of policy are discussed as the need arises with the line manager by whom work is also monitored.

Other

- Other duties which may be reasonably required or delegated by the Head of School, from time to time.
- This is a job description only and is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment, after consultation with the post holder.

- H³ Federation and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation
- The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Safeguarding Children

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the Safeguarding Policy at all times.

Person Specification

Category	Essential	Desirable
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<p>Qualifications and Training</p>	<ul style="list-style-type: none"> ▪ QTS ▪ Further Education in English Language and or Literature. ▪ Primary or Secondary teaching experience. ▪ Knowledge and understanding of SEMH and learning needs. 	<ul style="list-style-type: none"> ▪ Knowledge and understanding of the KS1/2/3 curriculum ▪ Additional qualifications / experience of leading Literacy across the curriculum. ▪ Additional qualifications in the area of SEN
<p>Experience</p>	<ul style="list-style-type: none"> ▪ A proven track record of successfully leading school improvement at a departmental level. 	<ul style="list-style-type: none"> ▪ Experience of working within a PRU or other SEMH setting ▪ Experience of working within a Primary setting
<p>Skills, knowledge and aptitude</p>	<ul style="list-style-type: none"> ▪ Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with SEMH. ▪ Excellent oral and written communication skills ▪ Knowledge and experience of monitoring, evaluation and review processes ▪ Emotional Intelligence ▪ Strong interpersonal skills ▪ Capacity for hard work and highly effective time management ▪ The ability to think analytically and strategically ▪ Persuasiveness, drive and tenacity ▪ The ability to prioritise changing demands whilst managing own workload. ▪ Creative problem solver ▪ The ability to lead, challenge and support others ▪ Good ICT, administrative and organisational skills. ▪ The ability to work flexibly as part of a team and to work cooperatively and collaboratively. 	<ul style="list-style-type: none"> ▪ Knowledge and experience of whole school improvement planning ▪ Ambition to progress your career

	<ul style="list-style-type: none"> ▪ Evidence of a good record of attendance and punctuality, and an ability to cope under pressure. ▪ Ability to manage work-life balance and own well-being. 	
<p>Personal Attributes</p>	<ul style="list-style-type: none"> ▪ Ability to establish inclusive, respectful, supportive and constructive relationships with young people, parents, colleagues, school governors and other stakeholders. ▪ Sensitivity and empathy towards others. ▪ Self-motivation and initiative. ▪ Commitment to the protection and safeguarding of children and young people. ▪ Awareness of and commitment to equal opportunities and valuing diversity. ▪ Energy, ambition and enthusiasm with a willingness to develop new skills. ▪ Flexibility and desire to adapt to different role and tasks ▪ Sense of humour 	

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