

JOB DESCRIPTION

Department: English	Location: The Duston School (TDS)
Job Title: Head of English	Grade: MPS/UPS TLR1A
Accountable to: SLT	Terms of employment: Permanent

JOB PURPOSE

As a lead professional the main areas of responsibility are:

- To lead the English Faculty, working in partnership with Key Stage Leads and other members of middle leadership
- To maintain monitoring, evaluating and improving standards and achievements of English within the School;
- Working with the Strategic Lead for English, to take oversight of the all-through English curriculum at the school.

MAIN DUTIES AND RESPONSIBILITIES

Leadership and management

- Along with other Heads of Faculty, ensure that further whole school improvements and developments in teaching and learning take place
- To ensure that standards of pupil attainment and achievement in English are sustained
- To be accountable for pupil progress and development within English
- To develop and enhance the teaching practice of faculty staff
- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying within the English faculty in accordance with the aims of the school and its policies
- To be accountable for the leadership, management and development of English
- To effectively manage and deploy teaching and support staff, financial and physical resources within the English Faculty to support its designated curriculum
- To regularly meet with Heads of Departments to discuss and decide upon Faculty and appropriate whole school issues, in line with the school's stated ethos and strategic vision
- To devise an annual Faculty Plan and implement strategies within the Faculty in support of the School's Development Plan (SDP)
- To implement strategies to ensure the efficient running of the Faculty, in support of school policies and Procedures

Curriculum, Teaching and Assessment

- Plan, monitor and evaluate the curriculum provision and enrichment for all year groups within the subject
- Lead and coordinate effective collaborative planning for every year group and ensure the team's collective experience feeds into improvements in the curriculum
- Monitor, evaluate and continually improve the quality of planning, teaching and assessment in the faculty
- Monitor your subject's provision for pupils with individual needs, and develop scaffolded units of learning as necessary
- Be accountable for pupil progress across the school at all key stages, ensuring that every pupil achieves results in line with, or better than, national expectations

- Track pupil progress and make intelligent use of data to identify underperformance, plan appropriate support and achieve excellent outcomes for our pupils
- Predict pupil outcomes as required
- Keep up to date with any changes in learning and teaching related to English, including DfE guidance and curriculum changes and ensure staff are kept informed

Staff Professional Development and support

- Act as a coach for key members of staff within the faculty
- Working with the Strategic Lead, to curate and oversee the subject-specific development of the staff within the faculty
- Identify and signpost available opportunities for staff to develop their subject knowledge.
- Have responsibility for appropriate and effective deployment of both teaching and support staff
- Make appropriate arrangements for classes when staff are unexpectedly absent, liaising with the cover supervisor/relevant staff to secure adequate cover
- Participate in interview processes when required and ensure effective induction of new staff in line with school procedures
- To ensure appropriate support, guidance and advice is provided for NQTs and trainee teachers within the Faculty, to invest in the future of the profession through evidence of good practice

Pastoral Support

- Monitor and support the overall progress of pupils within the Faculty
- Monitor pupils' attendance along with their progress and performance in relation to targets set for those pupils, ensuring that follow-up procedures are adhered to and appropriate action taken where necessary
- Ensure the School's behaviour management procedures (and any complementary Faculty measures) are implemented in order that effective learning can take place within the Faculty

Resources

- With the Assistant Principal (Strategic Lead, English) allocate resources and rooms in order to achieve sustainability and cost-effectiveness
- To have an oversight of Health and Safety within the Faculty areas to enable colleagues to work safely and efficiently
- To manage the Faculty's budget so that it is spent in line with learning priorities and the principles of best value.

Operational Management

- Ensure that relevant systems and processes enable the provision of a safe, calm and well-ordered environment for all students and staff, and that all leaders and staff understand their individual and collective roles in achieving this and are held accountable
- Effectively manage own time and the identification of priorities in order to maximise the day-to-day achievement of both operational and strategic responsibilities
- Produce relevant reports, analysis and evaluation information, to enable the identification of strengths and priorities for development, and enable SLT to fulfil their responsibilities in relation to decision making and accountability
- Effectively plan for, lead, chair or facilitate individual or team meetings in order to maximise strategic planning and subject-specific development for all.
- Ensure safeguarding practice meets statutory requirements, provides effective support for students, and is embedded within relevant policies, procedures and day-to-day practice
- Ensure professionalism and positive promotion of the school and TDET in all aspects of practice and work collectively with other leaders to ensure this is modelled and achieved in relation to all staff and stakeholders

Notes:

This job description allocated duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This document is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time according to the changing needs of the school after consultation with the holder of the post.

The post holder may be expected to undertake such further responsibilities consistent with the level of the responsibility of the post according to the school salary policy drawn up in consultation with the Executive Principal.

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

Employer

Name:

Signed:

Date:

Employee

Name:

Signed:

Date:

PERSON SPECIFICATION

JOB TITLE: Head of English	DEPARTMENT: English
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Essential	Desirable but not Essential
Qualifications <ul style="list-style-type: none"> A good honours degree or its equivalent; A PGCE or its equivalent (relevant Phase to the post). 	Qualifications <ul style="list-style-type: none"> Completion of an accredited Senior or Middle Leadership programme eg NPQML, Leadership Pathway, NPQSL etc.
Experience <ul style="list-style-type: none"> Evidence of recent and successful outstanding experience and impact in challenging circumstances within the relevant Phase. 	Experience <ul style="list-style-type: none"> Previous Middle Leadership Experience within the relevant Phase; Leadership experience within another Phase; Experience in delivering leadership development programmes/ support beyond own school
Knowledge and Understanding <ul style="list-style-type: none"> High level knowledge of strategic planning and the use of analytical assessment to support this; High level knowledge and understanding of outstanding leadership skills and teaching practice, including Ofsted guidance, and strategies to achieve this; High level knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of the relevant Phase; High level knowledge and understanding of a range of effective monitoring and evaluation procedures and processes to support school improvement; Good knowledge and understanding of ICT; Broad knowledge of recent, relevant legislation and developments in relation to education, particularly in relation to Teaching Schools and Multi-Academy Trusts. 	Knowledge and Understanding <ul style="list-style-type: none"> Broad knowledge and understanding of curriculum and assessment within the English discipline.
Essential	Desirable but not Essential

<p>Skills and Abilities</p> <ul style="list-style-type: none"> • Ability to lead high level strategic planning and developments, and ability to think analytically and set challenging targets and success criteria; • Ability to plan for and carry out accurate self-evaluation, including monitoring and evaluation, which is used to inform judgements and priorities for development; • Ability to effectively use Performance Management, Coaching, Support and Challenge in order to hold others to account and to enable the achievement of continual improvement; • Skills and ability to build positive relationships and to manage conflict; • Demonstration of skills and ability in relation to planning for and leading meetings, in relation to one-to-one, group or team situations; • Evidence of good or better teaching within the relevant Phase, and track record of demonstrating progress and results, and evidence of having achieved a good or outstanding judgement in relation to own leadership and management skills, within the last 2 years; • Good understanding of curriculum developments in relation to the Phase, strategies for raising achievement and experience of monitoring students learning; • Effective written and oral communication skills, including presentation skills, and good or better ICT skills; • Ability to work individually and as part of a team and to motivate and inspire others, including maximising opportunities for sharing good practice; • Ability to delegate and distribute leadership; • Organisational and time management skills; • Ability to work with senior leaders and to build a positive relationships with stakeholders and other professionals; • Ability to demonstrate accountability of self, the possession of flexible skills, the willingness to undertake any necessary training, and a high capacity to grow and develop as a leader. 	<p>Skills and Abilities</p> <ul style="list-style-type: none"> • High level ICT and Financial Management skills; • Evidence of involvement in school-to-school support.
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Have a love of and infectious enthusiasm for teaching; • Demonstrate a passion for making a difference to the learning outcomes of all students; • Outstanding interpersonal skills and the ability to relate closely with wide ranging groups of people; • Ability to work collaboratively or in partnership with others • Have a high capacity to grow and develop as a professional and demonstrate ambition; • Integrity, adaptability and demonstration of resilience and emotional maturity; • High level conceptual thinking, innovative and decisive; • Self-driven and ability to work at a pace; • Demonstrates high level professionalism in all aspects of work; • Excellent sense of humour; • Personal drive and self-starter. 	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Ambition and drive to become an Assistant Principal or Specialist Leader of Education (SLE)