

**Job Description**

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| **Name** |  |
| **Position** | Head of English |
| **Salary Scale** | Upper Pay Scale + TLR\* |
| **Responsible to** | Headteacher |
| **Responsible for** | Raising levels of achievement for all students |
| **Date of Appointment** | September 2023 |
| **Date** |  |

**Core Purpose**

* To raise levels of achievement and performance for all students and teachers in the subject area.

**Specific Responsibilities as a Head of Department**

* Raising attainment and progress of all students aged 11-18
* Acting as a positive role model for colleagues and students- promoting good character and scholarship in English and modelling great teaching
* Promoting high quality literacy and reading for pleasure across the department and beyond
* Celebrating and rewarding students and teachers for exceptional achievements to foster a positive culture in the school
* Quality assurance within the department to ensure consistency of teachers and taking action to raise attainment and achievement
* Deployment of interventions and teaching assistants within the department to secure student progress
* Monitoring and continuing to improve the behaviour and attitudes of students in lessons, ensuring a positive learning environment is established
* Leading CPD based on best practise in order to drive performance and support development of pedagogy
* Supporting and monitoring effective training for new staff and Trainee teachers within the department
* Ensuring high-quality curriculum planning and schemes of work
* Managing accurate assessment of students at KS3, KS4 and KS5, supported with data analysis to monitor and improve the department
* Understanding examination board requirements and communicating these to all teachers, including leading moderation activities
* Making presentations to Governors, parents and students to raise the profile of your subject
* Leading on departmental classrooms, resources and the quality of the immediate teaching environment
* Leading, walking, talking mocks with year groups to support student achievement in exam situations
* Ensuring a range of engaging opportunities are available for students, including theatre visits and trips to feed their curiosity in English.

**Specific Responsibilities as a Class Teacher**

**Planning:**

1. Plan teaching to achieve progression in students’ learning through:

* identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed
* setting tasks for the whole class, individual and group, including homework, which challenges and motivates
* setting appropriate and demanding expectations for students’ learning, motivation and presentation of work
* setting clear targets for students’ learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do

2. Provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge students.

3. Make effective use of assessment information on students’ attainment and progress in the teaching and planning of lessons and sequences of lessons, including SEN and EAL needs.

4. Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study.

**Teaching and Class Management:**

1. Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time.

2 Establish and maintain a purposeful working atmosphere.

3. Set high expectations of students’ behaviour through well-focused teaching and consistent application of the Behaviour Policy and other school systems.

4. Establish a safe environment, which supports learning and in which students feel secure and confident.

5. Use teaching methods, which sustain the momentum of students’ work and keep all students engaged through:

* Matching the approaches used to the subject matter and students
* clear structure and presentation of content
* Effective use of resources and time
* providing opportunities for students to consolidate their knowledge and skills,

both in the classroom and the setting of well-focused homework

6. Meet the requirements of the Code of Practice, implement and keep records on individual education plans (IEPs) and report progress and concerns as required.

7. Evaluate own teaching critically, including taking responsibility for professional improvements targets and monitoring progress.

**Assessment, Recording and Reporting:**

1. Mark and monitor students’ class work and homework as required by subject and school policies.

2. Assess and record student progress as required by policies, including National Curriculum and other standardised tests, and baseline assessment where relevant.

3. Write reports and profiles as required.

4. Participate in appropriate meetings with colleagues and parents/guardians.

**THRESHOLD PROJECT RECOMMENDATIONS**

This sheet aims to provide staff with a list of recommended projects, activities and roles that will contribute to a successful transition to UPS/ Threshold. This is just a guide and other activities, participation and contribution to school life can be included in evidence for applications.

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| **UPS1** | **Any or all of the following…**   * Organise or supervise after school clubs, activities or revision sessions. * Organisation of fixtures, performances, events, additional supervision duties and out of school trips and visits. * Sharing planning, observations or professional development opportunities. * Enrichment provision. * Taking an assembly with a form group. * Pastoral mentoring, tracking and intervention. * Develop a visual presentation or display for a classroom, department or communal area. * Contribution to open evenings/ days and the communication with parents through events and information sessions. |
| **UPS2** | **Any or all of the above, as well as…**   * Coach and mentor a trainee teacher, develop SOW, resources for a department, contribution to whole school development or policy. * Participation in groups such as TLIG or the Staff Welfare Group. * Governor meetings and presentations. * Fund raising activity. * Student or parent voice activity. * Take minutes for department meetings. |
| **UPS3** | **Any or all of the above, as well as…**   * Chair/ run a team of staff on a while school development issue. * Organise, coordinate and run a whole school CPD session. * Attend and contribute to a leadership group meeting. * Take part in developmental lesson observations and feedback sessions. * Coordinate departmental or pastoral intervention programmes. * Perform extra lunchtime duties, in case of absence of staff. * Undertake and present a research project relating to a key area of the School Development Plan. |

EVIDENCE FOR THESE SHOULD BE KEPT IN YOUR PROFESSIONAL DEVELOPMENT FOLDERS

**UPS**

**STANDARDS**

Below are listed the “P” standards for UPS/ threshold applications. These are in addition to the teacher standards.

**P1.** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

**P2.** Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

**P3.** Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

**P4.** Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.

**P5.** Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

**P6.** Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

**P7.** Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

**P8.** Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

**P9.** Promote collaboration and work effectively as a team member.

**P10.** Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

**Other:**

1. Follow the routines and procedures outlined for staff

2. Staff undertake academic and pastoral tutoring as required

3. Deliver School curriculum as required

4. Participate in curriculum, pastoral, administration, organisation and staff meetings.

5. Contribute to the work of curriculum and pastoral teams.

6. Take responsibility for own professional development and keep up to date with search and development.

7. Cover for absent colleagues in accordance with our policy.

8. Contribute to examination arrangements.

9. Carry out any other reasonable responsibilities, as directed by the Headteacher

**NOTE:**

This Job Description may periodically be varied after consultation with the post holder.

Signed …………………………………………………………… Headteacher

Date ………………………………………………………………

Signed …………………………………………………………… Staff Member

Date ………………………………………………………………