



Job Description

- Job Title:** Head of English (including whole school literacy)
- Accountable to:** The Headteacher via Leadership Team Link
- Job Purpose:** The Head of English is responsible for the high quality leadership and management of the Department which delivers the English, media and literacy curriculum.
- The role of the Head of English is to provide high quality leadership to ensure that all pupils in English make substantial and sustained progress from their different starting points.
 - The Head of English is responsible for providing high quality and effective leadership to the team of teachers and support staff who contribute to the Department, ensuring high quality, consistent learning takes place.
 - The Head of English is responsible for the management of pupils, staff and resources.
 - The Head of English will be responsible for working closely with the Senior Leadership Team to ensure School pupils make substantial and sustained progress from their different starting points.
- Pay Scale:** TLR 1.2

Details of the general terms and conditions applying to this post are outlined in the Statement of Particulars provided to you on appointment to this post. You may wish to have particular reference to the Scheme of Conditions of Service of the School Teachers' Pay & Conditions Document. The post holder should familiarise themselves regularly with the School's policies which can be found on the School Intranet and are updated regularly.

Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; force positive professional relationships and work with parents in the best interests of their pupils.

- 1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS**



- 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- 2.1 Be accountable for pupils' attainment, progress and outcomes
- 2.2 Plan teaching to build on pupils' capabilities and prior knowledge
- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs
- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- 3.3 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.
- 3.4 If teaching early reading, demonstrate a clear understanding of systematic, synthetic phonics.
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. PLAN AND TEACH WELL STRUCTURED LESSONS

- 4.1 Impart knowledge and develop understanding through effective use of lesson time.
- 4.2 Promote a love of learning and children's intellectual curiosity.
- 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
- 4.5 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 PUPILS

- 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.



- 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- 5.4 Have a clear understanding of the needs of all pupils, 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

- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 6.2 Make use of formative and summative assessment to secure pupils' progress.
- 6.3 Use relevant data to monitor progress, set targets and plan subsequent lessons.
- 6.4 Give pupils regular feedback both orally and through accurate marking and encourage pupils to respond to the feedback.

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- 7.1 Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise sanctions and rewards consistently and fairly.
- 7.3 Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- 7.4 Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- 8.1 Make a positive contribution to the wider life and ethos of the school.
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- 8.3 Deploy support staff effectively.
- 8.4 Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.
- 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.

9. 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.



9.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.

9.2 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.

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

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

Ensure all members of the Department, both teaching and non teaching have a good understanding of Teaching & Learning:

- Have a good up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Ensure all members of the Department, both teaching and non-teaching know the Assessment and Monitoring requirements:

- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Oversee the Assessment and Monitoring of literacy across the School to bring about improvement.



Ensure all members of the Department, both teaching and non-teaching have a secure knowledge and understanding of their Subjects/Curriculum:

- Have a secure knowledge and understanding of their subjects/curriculum areas within the Department and related pedagogy including the contribution that their subjects/curriculum areas can make to cross-curricular learning and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Ensure all members of the Department, both teaching and non-teaching know how to use skills in literacy, numeracy & ICT:

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Ensure all members of the Department, both teaching and non teaching understand how the progress in children and young peoples' rate of Achievement & Diversity differs:

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Ensure all members of the Department, both teaching and non teaching know the current legal requirements on the Health and Well-being of children and young people:

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and when to refer them to colleagues for specialist support.



Professional Skills

Ensure all members of the Department, both teaching and non-teaching plan for progress across the age and ability range:

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Ensure all members of the Department, both teaching and non-teaching teach challenging, well organised lessons:

- Teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - i. Use an appropriate range of teaching strategies and resources, including
 - ii. e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - iii. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - iv. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - v. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - vi. Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.



Job Tasks

1. Set standards for the delivery of English and literacy in the Department.
2. Monitor the progress of pupils in the Department.
3. Chair regular meetings of staff within the Department as identified in the School calendar.
4. Attend School meetings as identified in the School calendar.
5. Produce an annual English and Literacy report for the Academy Council.
6. Oversee Department spending and monitor value for money.
7. Ensure an effective communication system across the Department.
8. Maintain an up to date Subject Development Plan (including Professional Development needs of all Department staff) which is evaluated annually.
9. Promote the Department across the School and within the local community.
10. To keep accurate up to date inventory of all subject resources.
11. Prepare the Department for visits by HMI, OFSTED and other external visitors.
12. To oversee the appointment and induction of new staff.
13. To support the work of Teaching Assistants and liaise with Head of Learning Support.
14. To ensure pupil information is accurate on SIMS and SISRA.
15. To ensure the Department has good Self Evaluation and quality assurance processes in place to inform current performance and future planning.
16. To ensure staff attendance at Parent/Teacher meetings and organisation of the Department for these events.
17. To ensure the Department is well represented at all Evening/Open afternoon events.
18. To ensure cover staff are well supported in the Department.
19. To be an efficient and effective Form Tutor.
20. Undertake tasks as required by the Headteacher to ensure the success of pupils and the efficient and effective running of the Department.
21. Report termly on the progress of pupils at both Key Stages within Department subjects.
22. Liaise with partner primary schools regarding pupils' achievement as they transfer from primary to secondary school.
23. Oversee the production of pupil reports and be responsible for the quality and accuracy of report writing within the Department.
24. Produce quality internal examinations for the Department.
25. Analyse KS3 and KS4 results and produce a written evaluation for the Department, Leadership Team and Academy Council.
26. Implement the developments and CPD required following Department reviews and lesson observations.
27. Oversee the development of literacy and ICT across the Department.
28. To oversee good pupil discipline across the Department.
29. To monitor the marking of work across the Department and implement work sampling on a regular basis.
30. To ensure the Department has an accurate database of individual pupil data which is used effectively by Department staff to plan and deliver appropriate learning.
31. To develop the use of the new technologies within the Department and across the School e.g. VLE.



32. To ensure Health & Safety procedures are adhered to across the School and the Department has up to date risk assessments.
33. To be up to date on procedures re the safeguarding of pupils.
34. To adhere to the Fixed Line Management Agenda.
35. To undertake duties as requested by the Headteacher within the purview of the post.



HEAD OF ENGLISH & LITERACY PERSON SPECIFICATION

	Essential	Desirable
Evidence of having personally led improvement in your subject area	√	
Evidence of having personally introduced strategies which have brought about improvements in pupil progress and attainment	√	
Ability to lead and manage both teachers and non teaching staff	√	
Evidence of being a role model to the Department Outstanding teaching, effective leadership and management of teaching and support staff	√	
Evidence of having engaged in Whole School development	√	
Good subject knowledge with a relevant degree	√	
Evidence of having displayed high quality leadership and management	√	
Capacity to be robust in challenging or difficult circumstances	√	
Experience of effectively preparing and supporting a team of teachers for an Ofsted inspection		√
Evidence of knowledge and ability to tackle underperformance	√	



Evidence of being innovative	√	
Evidence of being able to use data effectively	√	
Capacity to coach and support members of the Department	√	
Ability to deal effectively with conflict	√	
Effective use of ICT	√	
Two references which confirm no issues evident in terms of child protection, discipline or capability and satisfactory relationships with pupils, staff and parents	√	
Commitment to safeguarding young people, appropriate DBS record	√	
A good record of attendance	√	