# Salary

The post carries a TLR 2b allowance of £4,944 in addition to the post holder’s substantive salary.

# Line of responsibility

The second in department is directly responsible to the head of department.

# Line management

S/he shall line manage departmental staff as designated.

# Job content – KS5 and KS4 to KS5 Transition

## Strategic purpose

S/he shall assist the head of department with the organisation and management of the department as required.

S/he shall take a leading role in developing and assuring the quality of teaching and learning in the department.

Progress and attainment for Year 12 and 13 English Literature and English Language-monitoring of vulnerable groups such as FSM, boys, Pupil Premium and WB, research and development

Marking, assessment and feedback in line with all A Level courses

Organising relevant CPD opportunities for KS5 teachers- internal and external providers

Moderation for all A Level groups; snapshots and full A Level mock moderation

Overseeing the preparation, planning and delivery of all year 12-13 English Literature and Language units of learning, including curriculum mapping

Quality assurance of teaching and learning of year 12 and 13 English Literature and Language

Departmental development for teaching and learning of year 12 and 13

Promotion of English Literature and Language in year 11 to encourage a large intake of students in year 12

Organisation and implementation of intervention- using data to guide team and individual discussions, implementing the correct in class or external intervention according to this

Transition project between year 11 and 13- ensuring that the project allows for students to elevate skills between year 11 and 13, are given necessary feedback and guidance whilst completing the project

Organisation/Co-ordination of all KS5 transition events and extracurricular opportunities- including: Sixth form open evening, guest speakers, internal performances and external trips

Creating and co-ordinating core skills intervention for new year 7 students- this could include in class strategies for teachers or small group intervention if necessary- with the aim to build on foundation/core skills needed in English.

Co-ordinate core skills intervention for other year groups when GAPS or vulnerable groups are identified through data analysis

Work with GTC and SEN to support with planning and delivery of English for GTC and SEN pupils- this includes liaising with LSAs to ensure they feel confident and prepared when supporting students in English

Support with the deliverance and quality assurance of AR as a key core skills intervention

## Core responsibilities

* S/he shall assist with the leadership of departmental staff and shall contribute to the appointment, induction and professional development of teachers and trainees assigned to the department as required.
* S/he shall ensure that designated courses are prepared, resourced, delivered and evaluated for all key stages.
* S/he shall ensure the effective operation of assessment, recording and reporting systems and the achievement of student targets within and across key stages.
* S/he shall contribute to curriculum development and timetabling as required.
* S/he shall ensure that members of the department are kept up-to-date with changes in course specifications or in national guidelines.
* S/he shall maintain and monitor departmental resources and shall ensure that future resource requirements are planned in consultation with the head of department.
* S/he shall support the head of department in monitoring pupil achievement and attainment and in taking specific action where required.
* S/he shall contribute to the development and delivery of whole school initiatives as required.

Signed:……………………………..………………………….. Date:………………………………..

(Staff – Alex Harvey)

Signed:………………………………………………………… Date:………………………………..

(Academy - Principal)

 SECONDARY TLR – SECOND IN DEPARTMENT: PERSON SPECIFICATION

| Essential | Desirable | Evidence |
| --- | --- | --- |
| Qualifications and experience |
| * First degree.
* Qualified teacher status.
* A continued commitment to own professional development.
* Teaching experience within the designated age range.
* Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.
* Excellent knowledge of current legislation, guidance and policy in the subject area.
* Excellent standard of teaching within subject area.
 | * Further relevant professional studies.
* Experience of more than one school/academy.
* Experience of more than one key stage.
* Management experience and/or leading extra-curricular projects.
 | Application formCertificatesReferences |
| Set high expectations and inspire, motivate and challenge all students, in specified department, by: |
| * Establishing a safe and stimulating environment for students, rooted in mutual respect.
* Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
* Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.
 |  | Application formLetter of applicationReferencesInterviews |
| Promote good progress and outcomes by students in specified department by: |
| * Being accountable for students’ attainment, progress and outcomes.
* Being aware of students’ capabilities and their prior knowledge, and plan teaching to build on these.
* Guiding students to reflect on the progress they have made and their emerging needs.
* Encouraging students to take a responsible and conscientious attitude to their own work and study.
 | * Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.
 | Application formLetter of applicationReferencesInterviews |
| Demonstrate good subject and curriculum knowledge, especially in relation to specified department, by: |
| * Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students’ interest in the subject, and addressing misunderstandings.
* Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
 | * Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulacy and the correct use of standard English.
 | Application formLetter of applicationReferencesInterviews |
| Plan and teach well-structured lessons by: |
| * Imparting knowledge and developing understanding through effective use of lesson time.
* Promoting a love of learning and student’s intellectual curiosity.
* Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
* Reflecting systematically on the effectiveness of lessons and approaches to teaching.
 | * Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).
 | Application formLetter of applicationReferencesInterviews |
| Adapt teaching to respond to the strengths and needs of all students by: |
| * Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
* Having 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 being able to use and evaluate distinctive teaching approaches to engage and support them.
* Having a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these.
 | * Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students’ education at different stages of development.
 | Application formLetter of applicationReferencesInterviews |
| Make accurate and productive use of assessment in specified department by: |
| * Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.
* Making use of formative and summative assessment to secure students’ progress.
* Using relevant data to monitor progress, set targets, and plan subsequent lessons.
* Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.
 |  | Application formLetter of applicationReferencesInterviews |
| Manage behaviour effectively to ensure a good and safe learning environment by: |
| * Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
* Managing classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.
* Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.
 | * Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 | Application formLetter of applicationReferencesInterviews |
| Fulfil wider professional responsibilities by: |
| * Making a positive contribution to the wider life and ethos of the school.
* Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Communicating effectively with parents with regard to students’ achievements and wellbeing.
 | * Deploying support staff effectively.
* Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 | Application formLetter of applicationReferencesInterviews |