



JOB DESCRIPTION & PERSON SPECIFICATION HEAD OF English



Post: Head of English (Secondary)
Hours of Work: Full Time, Permanent
Responsible to: Principal
Base: Parkfield School, Hurn, Christchurch.

PRINCIPLE PURPOSE OF THE ROLE

- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying English, in accordance with the aims of the School and the curricular policies determined by the Local Governing Body and the Principal.
- To act as a curriculum lead and be responsible for leading and developing in this area.
- To develop and enhance the teaching practice of other staff in your department / faculty.
- To monitor and support the overall progress and development of students as a manager and leader within the curriculum area and as a Community Leader.
- To effectively manage and deploy teaching/support staff and financial / physical resources within the department to support the curriculum intent, ensuring there is value in what is delivered.

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers' Pay & Conditions document and the national Teachers' Standards level of practice.

TEACHING

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach
- Be responsible for the preparation and development of teaching materials including the sequence of curriculum delivery across secondary and to liaise with the primary lead.
- Be accountable for the attainment, progress and outcomes of students' you teach
- Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn
- Have a clear understanding of the needs of all students, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring students' progress and levels of attainment
- Make accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate

CURRICULUM DEVELOPMENT

- To support curriculum development within the relevant curriculum areas.
- To keep up to date with national developments in the subject area(s) and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the SLT to maintain accreditation with relevant examination and validating bodies.
- To ensure that the subject is differentiated to take account of students with the SEN and More Able Learner cohorts.
- Understanding the needs of the students and adopting/developing an appropriate curriculum
- Using strengths to help and support others
- Taking steps to improve knowledge and understanding in all areas

Quality Assurance:

- To ensure the effective operation of quality assurance approaches in line with the school-wide approach.
- To assist in the process of target setting within the subject area and to work towards their achievement.
- To help to establish common standards of practice and develop the effectiveness of teaching and learning styles in all relevant curriculum areas within the subject(s).
- To contribute to the school procedures for lesson observation and other quality assured programmes.
- To implement modification and improvement where required within the relevant subject area(s) based on the evidence presented by quality assurance conducted.

ASSESSMENT, RECORDING AND REPORTING

- Assess how well learning objectives have been achieved and use outcomes to adapt teaching accordingly
- Provide Quality Marking feedback and identify clear targets for future learning as appropriate
- Carry out assessment cycles as agreed by the school
- Attend the appropriate parents' evenings to keep parents informed as to the progress of their child
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Learning Plans for students.

LEADING STAFF AND MANAGING RESOURCES

- Involving Learning Support Assistants appropriately in all aspects of classroom work and ensuring that they are adequately briefed about each lesson where appropriate
- Ensuring the classroom is adequately and appropriately resourced for each lesson
- Ensuring a clarity across the English teaching team and providing line management for support and challenge.

MANAGEMENT OF INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning.

STAFF DEVELOPMENT

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To work as a member of a designated team and contribute positively to effective working relations with the school.

COMMUNICATIONS

- To communicate effectively with the parents of students as appropriate
- Where appropriate to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school.

ADDITIONAL DUTIES

- To play a full part in the life of the Team Parkfield school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To adhere to all safeguarding practices as outlined by school policy.
- This job description does not provide an exhaustive list of duties and may be reviewed in

PERSON SPECIFICATION

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

CATEGORY	ESSENTIAL	DESIRABLE	WHERE IDENTIFIED
QUALIFICATIONS	<p>Qualified Teacher status</p> <p>Graduate in relevant subject level and DfE recognised</p>	<p>Commitment to continue further study or professional development</p> <p>Evidence of continuing professional development including working towards or attainment of NPQs</p>	Application
KNOWLEDGE	<p>Knowledge of national curriculum requirements at KS3 and KS4</p> <p>Understanding of theory and practice of effective teaching and learning</p> <p>Knowledge of guidance and requirements around safeguarding policy and practice</p> <p>Understanding of the importance of having high expectations for all students both of behavior and academic achievement</p> <p>Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including SEN, EAL and high achievers</p> <p>Knowledge and experience of writing lesson plans, developing resources and assessing students' work</p>		
EXPERIENCE	Successful teaching experience (can be teaching practice) at secondary level	Working within all through schools or primary and secondary settings	<p>Application Form</p> <p>References</p> <p>Interview</p> <p>Lesson observation</p>
SKILLS & ATTRIBUTES	The ability to demonstrate, understand and apply the school's values, behaviours and	Collaborate and network with others within and beyond the school	<p>Application form</p> <p>References</p>

	<p>curriculum principles</p> <p>The ability to demonstrate skills and commitment to perform the role in alignment with the national Teachers' Standards level of practice</p> <p>The ability to create a motivating and safe learning environment for all students</p> <p>The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school</p> <p>The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff</p> <p>Good level of ICT skills</p> <p>Good communication skills both writing and speaking.</p> <p>Excellent time management skills and the ability to prioritise and meet deadlines under pressure</p> <p>Ability to encourage students in developing self-esteem and respect for others</p> <p>Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</p> <p>Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</p> <p>A positive role model for students</p>		<p>Interview</p> <p>Task</p>
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	<p>A positive approach to hard work</p> <p>Passion for teaching own subject specialism</p> <p>Patience sensitivity and understanding with the ability to remain calm in stressful situations</p> <p>Open to change, flexible, adaptable, results orientated and able to prioritise, resilient under pressure.</p> <p>Awareness of and commitment to equal opportunities and valuing diversity</p>		
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