



<b>Post:</b>	Assistant Curriculum Leader of English
<b>Grade:</b>	MPS/UPS plus TLR 2B
<b>Responsible to:</b>	Curriculum Leader of English
<b>Responsible for:</b>	Implementing and leading strategic developments within the English Department.
<b>This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.</b>	
<b>Job Purpose:</b>	<ul style="list-style-type: none"> <li>To provide strong leadership that results in a English Department which provides first class teaching and learning opportunities for both students and staff.</li> <li>To instigate and develop innovative approaches to English that will stimulate all students to achieve their full potential.</li> <li>To ensure the delivery of high-quality provision in curricular and extra-curricular activities.</li> <li>To work collaboratively and effectively with other departments and the leadership team.</li> </ul>
<b>Key Responsibilities:</b>	<ul style="list-style-type: none"> <li>To deliver high quality English lessons and to liaise on timetable, planning and other curriculum issues.</li> <li>To participate in curriculum development.</li> <li>To undertake regular audits and quality assurance monitoring across the department with the Curriculum Leader of English.</li> <li>To develop appropriate and differentiated schemes of work in conjunction with the Curriculum Leader of English.</li> <li>To keep up-to-date about subject development and to take part in relevant CPD for this purpose, disseminating to other staff where appropriate.</li> <li>To ensure the effective implementation of academy policies.</li> <li>To prepare individual and group reports; analysing and evaluating on summative data.</li> <li>To demonstrate and encourage high standards of professionalism from all staff associated with the department.</li> <li>To demonstrate and inspire an enthusiastic and committed approach to teaching and learning within the department.</li> </ul>
<b>Curriculum Management to include:</b>	<ul style="list-style-type: none"> <li>Support in the designing a broad and balanced curriculum in English that reflects the ethos of the Academy and meets the needs of all students.</li> <li>Making sure that innovative and appropriate approaches to learning are made available to students with specific learning needs, for example: those with a low skill base, hearing or visual impairment and the very able.</li> <li>Ensuring that the statutory requirements of the National Curriculum are met.</li> <li>Support in the evaluation of the design and delivery of the curriculum, continuously striving to improve all aspects.</li> <li>Monitoring and evaluating progress towards meeting student achievement targets.</li> </ul>

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<b>People Management:</b>	<ul style="list-style-type: none"> <li>Adopting a strong, caring and flexible leadership style so as to influence and motivate staff and students to achieve their objectives and those of the Academy.</li> <li>Ensuring that the policies and processes in-place for assessing students and for setting, monitoring and evaluating attainment goals for students are implemented by all departmental staff and are accurate.</li> <li>To support and develop any non-specialist teachers delivering English.</li> <li>Creating an environment where there is visible acknowledgement that everyone's contribution is valued.</li> </ul>
<b>Developing and maintaining strong community links:</b>	<ul style="list-style-type: none"> <li>Developing initiatives to outreach to the community.</li> <li>Assisting the Senior Leadership Team to create and implement ways of actively involving parents and carers in the learning process.</li> <li>Working in conjunction with The GORSE Academies Trust to share best practice and develop a cohesive approach to English.</li> <li>Networking with secondary schools in Leeds to share best practice.</li> <li>Facilitating a broad range of activities in conjunction with staff, students and the wider community to deepen and broaden learners' experience in English.</li> </ul>
<b>Resources / Safer Working Practice includes:</b>	<ul style="list-style-type: none"> <li>Ensuring that physical resources to deliver the curriculum are acquired and are maintained effectively.</li> <li>Making sure that the accommodation is used in the most effective way to meet the needs of all students and of the curriculum.</li> <li>Ensuring that the English Department is maintained to a high standard that reflects the ethos of the Academy.</li> <li>Managing health and safety as appropriate.</li> </ul>
<b>Accountability Key Performance Indicators:</b>	<ul style="list-style-type: none"> <li>Percentage of students securing grade 4 and above in GCSE English compared to targets.</li> <li>Proportion of English lessons formally observed to be Good / Outstanding.</li> </ul>

## Person Specification

<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<b>E/D</b>	
<ul style="list-style-type: none"> <li>Good honours degree directly related subject.</li> </ul>	<b>E</b>	<ul style="list-style-type: none"> <li>Application.</li> <li>Reference</li> </ul>
<ul style="list-style-type: none"> <li>Qualified Teacher Status.</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>MA / further qualification relating to subject.</li> </ul>	<b>D</b>	
<ul style="list-style-type: none"> <li>MA / further qualification relating to educational pedagogy.</li> </ul>	<b>D</b>	
<b>Knowledge and Skills</b>	<b>E/D</b>	
<ul style="list-style-type: none"> <li>Very good classroom practitioner with the propensity to become Outstanding.</li> </ul>	<b>E</b>	<ul style="list-style-type: none"> <li>Application.</li> <li>References.</li> <li>Interview.</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of current curriculum developments in subject and their implications.</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Good knowledge and understanding of current educational thinking.</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Exceptional levels of literacy and the skills to decimate this knowledge to others.</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Proven ability to use intervention strategies to raise attainment of learners.</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Ability to turn vision into reality.</li> </ul>	<b>E</b>	
<ul style="list-style-type: none"> <li>Ability to inspire and motivate others.</li> </ul>	<b>E</b>	

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• Evidence of leading high quality extra-curricular activities.	E	
• Ability to use data to track and monitor student learning and achievement	E	
• Interactive use of IT systems for teaching and learning	E	
• Able to use interactive IT systems for teaching and learning.	D	
• Evidence of leading high quality extra-curricular activities.	D	
<b>Experience</b>	<b>E/D</b>	
• Successful record of teaching including excellent exam results at one or more of KS4 & KS5 (where relevant).	E	<ul style="list-style-type: none"> <li>• Application.</li> <li>• References.</li> <li>• Interview.</li> </ul>
• Proven track record in raising standards and achievement.	E	
• Experience of delivering INSET.	E	
• Record of contribution to extra-curricular activities.	E	
• Record of contribution to whole school strategies.	E	
• Evidence of leading highly successful and aspirational subject events	E	
<b>Continuous Professional Development</b>	<b>E/D</b>	
• Evidence of commitment to Continuing Professional Development	E	<ul style="list-style-type: none"> <li>• Application</li> </ul>
• Ability to lead the development of others within the subject area.	E	
<b>Personal Qualities</b>		
• A passion for education and making a difference.	E	<ul style="list-style-type: none"> <li>• Letter of Application</li> <li>• Lesson Observation</li> <li>• Interview</li> <li>• References</li> </ul>
• Excellent communicator.	E	
• Effective team leader/member.	E	
• Ambition.	E	
• Energy, and enthusiasm.	E	
• Drive and determination.	E	
• The ability to forge effective relationships that aid the progression of the department.	E	
<b>Other Conditions</b>	<b>E/D</b>	
• Enhanced DBS Clearance.	E	

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**