



Andrew
Lloyd Webber
Foundation



Job Description: Assistant Curriculum Team Leader for English, Literacy and Oracy

Responsible to	Curriculum Team Leader for English, Literacy and Oracy
Type	Teaching / Non-teaching/ Support
TLR	N/A
Pay scale	MPS/UPS
Liaising with	Staff, Teaching Assistants, Faculty / Subject Leaders, Parents/ Carers
Start date	ASAP/ 4 January 2022
Part time/ Full Time	Full time, Permanent

Your role:

To support the development of the English, Literacy and Oracy Curriculum. The ability to teach Drama would be a benefit.

Section 1: Teachers with TLRs/ Leadership Posts

At Avon Valley Academy, our leaders:

- lead by example;
- are committed to achieving their best;
- collaborate effectively with others;
- demonstrate personal drive;
- are resilient;
- are aware of the needs of others;
- reflect on their impact;
- have integrity;
- show respect to all;
- challenge under performance.

Section 2: General Management Duties

Leadership

1. Inspire team members by personal example and hard work.
2. Play a role in the Academy's development of English, assisting the Principal and SLT in creating a vision, sense of purpose and pride about the curriculum area and its work.
3. Identify and applaud areas of success for individual teachers and the Curriculum Area.
4. Help create an effective team by promoting collective approaches to problem-solving and curricular development, e.g. consult when writing the improvement plan and produce resources as a team.
5. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.

Mrs Louisa Paston, Principal, Avon Valley College

Mr Sam Johnston, Executive Principal, Salisbury Plain Academies

Avon Valley College is a member of Salisbury Plain Academies, a Multi Academy Trust.

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Registered Office: Avon Valley College, Durrington, Salisbury, Wiltshire, SP4 8HH

6. Initiate and develop links with Curriculum Area related organisations in order that students can benefit from extracurricular opportunities such as link development with Further and Higher Education providers; inviting external speakers; arranging school trips to support students' overall development.
7. Use leadership and management time effectively for these purposes.

Curriculum Area Development

1. Contribute towards continuity and progression within the whole school curriculum which should include diversification of the curriculum to reflect modern British society.
2. Oversee the development of comprehensive schemes of work which support the AVA Guide to Teaching and Learning whilst providing a rich experience for pupils, and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
3. Develop Curriculum Area strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
4. Develop Curriculum Area strategies to ensure that students actively engage with linked careers opportunities.
5. Monitor and evaluate the teaching in the Curriculum Area using the Paired Learning Walk programme, take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
6. Work with the SENCO to ensure EHCPs and Support plans are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
7. Liaise with other CTLs and stakeholders in order to arrange visits to events which enhance pupils' understanding of the subject.

Communication

1. Liaise with the Head of Year Lead and feeder schools to provide a smooth transition between schools and phases for all pupils.
2. Liaise with other CTLs in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
3. Inform staff about new developments and ideas related to the Curriculum Area.
4. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
5. Provide helpful and accurate responses to parent/carer enquiries.

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

Continuing Professional Development – Staff

1. Consider the expectations and needs of other members of staff, and in particular ensure that Early Career Teachers (ECTs) are appropriately monitored, supported and assessed in relation to QTS standards and those of AVA, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.

Section 3: Curriculum Area Specific Duties

1. Oversee the effective delivery and upkeep of the Tutor Time reading Programme.
2. Promote AVC as a Reading School;

Section 4: Curriculum Area Specific Links

[Language and literacy | Education Endowment Foundation | EEF](#)

[New EEF report: Good literacy skills crucial to closing attainment gap in Science | News | Education Endowment Foundation | EEF](#)

[EEF Blog: The Best Laid Plans of Secondary Literacy | News | Education Endowment Foundation | EEF](#)

[Voice 21: Improving Oracy \(re-grant\) | Projects | Education Endowment Foundation | EEF](#)

Section 5: Safeguarding

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:

- protecting children from abuse and maltreatment
 - preventing harm to children's health or development
 - ensuring children grow up with the provision of safe and effective care
 - taking action to enable all children and young people to have the best outcomes.
- Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Notes

1. Staff are expected to perform roles as and where necessary as directed by the Principal
2. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.