

**JOB DESCRIPTION**

Post title: Assistant Director of English (TLR2B)

Responsible to: Director of English

Responsible for: Assisting the Director of English with Strategic and Operational Leadership

Overall Job Purpose: To assist the Director of English with the development of policies, plans, targets and practices within the context of the school’s aims and policies, in order to ensure high levels of learning and optimal results for all students.

**1. Main Duties**

**1.1** **Support and development of the subject**

* To assist the Director of English with the implementation of policies and practices for the subject which reflect the school’s commitment to high achievement, effective teaching and learning;
* To use data effectively to identify pupils in given year groups who are underachieving in the subject and, where necessary, implement effective strategies to support those pupils;
* To monitor the progress made in achieving plans and targets, evaluate the effects on teaching and learning and use this analysis to inform next steps;
* To assist the Director of English with the implementation of identified initiatives and their monitoring and evaluation;
* To work with relevant staff to support short, medium and long term plans for the development and resourcing of the subject across given year groups.

**1.2** **Teaching and Learning**

* To support the Director of English in securing and sustaining effective teaching of the subject for self and others, evaluate the quality of teaching and standards of pupils’ achievement and set targets for improvement;
* To monitor curriculum coverage, continuity and progression across given year groups for all pupils, including those who are disadvantaged and those with special educational needs;
* To oversee the implementation of developments and changes to ensure that the curriculum in given year groups meets statutory requirements and is broad and ambitious in scope;
* To ensure that effective practices for assessing, recording and reporting pupil achievement are maintained across given year groups and that this information is used to recognise achievement and set robust targets;
* To use ongoing analysis of pupil data to secure good progress;
* To ensure that the curriculum in given year groups enables the effective development of pupils’ individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
* To work with parents to involve them in their child’s learning, as well as providing information about curriculum, attainment, progress and targets.

**1.3 Leading and supporting staff**

* To provide all those involved in the delivery of English across given year groups with the information and guidance necessary to sustain motivation and secure improvement in provision;
* To assist the Director of English in ensuring that staff build constructive working relationships with pupils;
* To establish clear expectations and constructive working relationships among staff involved with the delivery of English to given year groups, including developing responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
* To ensure that appropriate schemes of work and resources are in place and that they are use consistently be all teachers;
* To assist the Director of English and the school’s examination officer in the and organisation of examinations;
* To liaise with colleagues both within and beyond school in order to share best practice;
* To engage proactively with support networks and excellence clusters e.g. Bolton Learning Partnership (BLP).

**1.4** **Efficient and effective deployment of staff and resources**

* To work with the Director of English to ensure that classes are efficiently timetabled and roomed.

**1.5** **Other Duties**:

* To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher;
* To be a Form Tutor;
* To play a full part in the life of the school community, to support its distinctive mission and ethos taking into account the richness of diversity of the school’s communities and to encourage staff and students to follow this example;
* To support the school in its legal requirements for worship;
* To promote actively the school’s corporate policies;
* To comply with the school’s Health & Safety Policy and to undertake risk assessments as appropriate e.g. school visits;
* To undertake any other duty as specified by the STPCD not mentioned in the above;
* To be available for work for 195 days in any year, of which 190 days shall be to teach and 5 days for training;
* To be available to perform the above duties for 1265 hours in any year;
* To work in addition such hours as may be needed to discharge the professional duties of a teacher, including in particular, marking of work, the writing of student reports, the preparation of lessons and teaching materials.

**2. Responsibilities**

* Act as second in department, deputising for the Director of English when required;
* To be the Raising Standards Lead (RSL) for English across given year groups;
* To coordinate the production, monitoring and review of schemes of work and learning resources for given year groups;
* To contribute to the effective transition of students across key stages;
* To monitor assessment, recording and reporting procedures to ensure best practice across given year groups.
* To ensure that all teachers submit regular and robust data to enable accurate tracking of pupil progress;
* To prepare progress data for accountability meetings;
* To lead the implementation of intervention strategies across given year groups in order to close learning gaps for key groups e.g. disadvantaged students;
* To act as subject mentor (ECT/ITT);
* To contribute to the department improvement plan;
* To contribute to the annual appraisal cycle;
* To contribute to the departments primary liaison work;
* To contribute to collaborative working within and beyond the school.

**3. Competencies**

**3.1 Customer Care**

* To provide quality services that are what our customers want and need.
* To give customers the opportunity to comment or complain if they need to.
* To work with customers and do what needs to be done to meet their needs.
* To inform your manager about what customers say in relation to the services delivered.

**3.2 Develop oneself and others**

* To access development opportunities and share learning and experience with others in the Learning Support Team.

**3.3 Valuing Diversity**

* To accept everyone has a right to their distinct identity.
* To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation.
* To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**

**PERSON SPECIFICATION**

Post title: **Assistant Director of English (TLR2B)**

|  |  |
| --- | --- |
| **MINIMUM ESSENTIAL REQUIREMENTS** | **HOW ASSESSED** |
| **1. Qualifications & Training** | |
| Relevant teaching qualification | Application Form  Certificates |
| Degree |
| Proven success as ‘classroom’ practitioner.  To be a committed enthusiastic, active person |
| Knowledge of current national strategies; priorities and accountability measures |
| Recent participation in range of CPD |
| **2. Knowledge** | |
| Current curriculum, teaching, learning and assessment issues | Application Form  Interview  Reference |
| Principles of effective teaching and assessment for learning |
| Self evaluation strategies |
| **3. Experience of successful teaching, leadership & management** | |
| Success as a member of a team | Application Form  Interview  References |
| Experience of leading staff initiatives / projects to improve pupil outcomes |
| Experience of successful teaching in more than one key stage |
| Be ICT literate |
| Proven track record of excellent pupil progress and achievement at examination level |
| **4. Personal qualities and abilities** | |
| Model the values and vision of the school | Application Form  Interview  References |
| Demonstrate the personal enthusiasm for and commitment to the learning process |
| Be an outstanding practitioner |
| Develop, empower and sustain individuals and teams |
| Inspire, challenge, influence and motivate others to attain high goals |
| High standards and expectations for all students developing self-esteem and positive attitude in pupils |
| Accept support from others including colleagues, governors and the LA |
| Sense of humour |
| **DESIRABLE REQUIREMENTS** | |
| **1. Skills/Knowledge** | |
| Strategies which encourage parents and carers to support their children’s learning. | Application Form  Interview References |

**REVIEW ARRANGEMENTS**

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Sharples School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

**Prepared/revised by: Miss A. Webster, Headteacher, September 2023**

**Agreed by Postholder**: **Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_