

# Glossopdale School

## JOB DESCRIPTION AND PERSON SPECIFICATION FOR ASSOCIATE ASSISTANT HEADTEACHER FOR ENGLISH & LITERACY

### FULL-TIME PERMANENT

#### Key dates for applicants

Closing date for applications 16.05.2022 @ 9:00am

Provisional Interview date is 20.05.2022

INFORMATION FOR APPLICANTS CAN  
BE FOUND ON OUR WEBSITE



To **aspire**, **endeavour** and **thrive** together

Glossopdale School

Newshaw Lane • Hadfield, Glossop • SK13 2DA

<https://www.glossopdale.derbyshire.sch.uk/>



## To aspire, endeavour and thrive together

Thank you for your interest in joining Glossopdale School & Sixth Form. Glossopdale School & Sixth Form is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are looking to appoint an ambitious, experienced and dynamic leader who is hardworking and energetic to join our growing Leadership Team in this role. You will need to have expertise in leading and improving English and Literacy. A proven track record in raising the achievement of all students will be essential.

We are seeking to appoint a leader who is passionate about making a real difference to the lives of the students and the community surrounding the school and to be part of the leadership team that takes the school onto the next stage of its exciting journey.

The English team is a large, successful faculty consisting of subject specialists teaching English Language and Literature from KS3 to KS5. The faculty is well resourced, friendly, committed and strives constantly to develop and improve methods for enhancing student learning, enjoyment and achievement. Students have 4 lessons a week of English in Years 7 -11, which includes an Accelerated Reader lesson in the library for all students in Year 7.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We have just started our journey to become a research based school with the aim to develop highly effective, evidence-based teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

Everyone also has the ability to get involved with school life beyond their core role – whether that's supporting one of the many extra-curricular activities and clubs, or becoming part of the student support structure we have in place for each year group. There's always some way you can push yourself towards your own goals while inspiring and supporting our students.

We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School & Sixth Form and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

If you are interested, please look at our school website **[www.glossopdale.school](http://www.glossopdale.school)** where you will find application forms and further information. Alternatively, you can contact Liz O'Grady at the school on 01457-862336, or email [vacancies@glossopdale.school](mailto:vacancies@glossopdale.school) for application packs.



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Glossopdale School & Sixth Form is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.

**Debbie McGloin**  
**Headteacher**



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## JOB DESCRIPTION

**POST:** Associate Assistant Headteacher for English and Literacy

**SCALE:** L8-12

**EFFECTIVE FROM:** September 2022

**RESPONSIBLE TO:** Deputy Headteacher

**RESPONSIBLE FOR:** English staff, HLTA Literacy

### Job Purpose

- To provide professional leadership and management of the English faculty to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students and to do so in the spirit of the school's vision, culture and strategic direction
- To provide strategic leadership of the teaching and improvement of literacy across all curriculum areas, including additional provision

### Main areas of responsibility

#### *Leadership of English*

- To provide clear vision and optimistic direction and leadership for the Faculty Team
- To maintain an active profile around the school promoting high expectations of behaviour in line with school policy
- To develop team members' teaching expertise through, for example, curriculum planning, pedagogy, sharing resources and successes; ensuring that teaching and learning has a high profile at faculty meetings
- To monitor and improve the quality of teaching and learning within English
- To be accountable for the performance management of English staff
- To take a leading role in developing an 11-18 curriculum that is ambitious, inspiring and effectively sequenced to enable all students to make good progress
- To create a climate which enables staff to develop and maintain positive attitudes towards the subject, keeping up to date with current educational thinking through disciplined research and planning for the development of pedagogical content knowledge
- To establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life
- To use data effectively to identify students who are underachieving in the subject, and create and implement effective plans to support those students where necessary
- To monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- To attend and contribute purposefully to Faculty Team Leader meetings, collaborating with colleagues and communicating relevant practice and policy with the faculty team



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- To oversee the completion of effective Long and Medium and Short Term Plans in the subject area that ensure resources and activities are in place to teach Tier 2 and 3 vocabulary, identify and address misconceptions and guide students towards mastering agreed subject-specific threshold concepts
- To keep abreast of the statutory requirements and examination board requirements, and developments in the subject, and adapt the curriculum in the light of these and evidence from other schools
- To manage the learning environment; promoting the faculty through a range of curricular and extra-curricular activities
- To ensure that the curriculum for students attending intervention, Alternative Provision and any other additional provision is ambitious, appropriate and that progress is routinely monitored
- To set high expectations for, and to monitor, the quality of learning and teaching within the English faculty, participating fully with the school's continuous evaluation procedures
- To lead and monitor engagement with evidence-based practice in the faculty, supporting staff in developing effective pedagogy for long-term learning
- To encourage innovative and effective summative assessment design and formative feedback which is meaningful, manageable and motivating for students and staff
- To set high expectations for the behaviour of students in lessons, taking action or referring for action as appropriate and within the School Behaviour Policy; to ensure faculty members are supported fully with discipline and behavioural issues
- To ensure effective development of students' literacy, numeracy and IT skills through the subjects within the faculty
- To lead on implementing the whole school strategic vision for Pupil Premium and Disadvantaged students within the faculty and monitor the impact of Tier 1 and 2 interventions to ensure gaps are closed and good progress is made

### **Literacy**

- To drive the school's strategic vision for the improvement of students' literacy
- To audit the school's literacy provision, creating an improvement plan and relevant policies in liaison with school leaders
- To implement, monitor and evaluate the literacy improvement plan
- To support and train all teaching staff, teaching assistants and subject leaders in developing the effectiveness and delivery of the curriculum in order to improve literacy provision in their curriculum areas
- To ensure that literacy is assessed both formally and informally across all subjects and year groups
- To analyse and monitor literacy data (typically reading ages and CATs scores), identifying and implementing necessary actions
- To identify teachers' professional development needs in relation to literacy and lead training where needed
- To chair meetings and set agendas (where necessary) in order to develop literacy across the curriculum
- To develop and manage 'catch-up' strategies for pupils who enter the school with weak literacy levels
- To work closely with the senior leaders responsible for the Quality of Education to develop the effective pedagogical practice of all staff in improving literacy
- To work closely with the SENDCO in order to support the learning of students with specific education needs
- To develop and manage strategies to instil a culture of reading for pleasure across the school



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- To train staff in delivering an effective tutor time programme focused on reading and literacy, and to quality assure its delivery
- Liaise with library staff in supporting the effective delivery of Accelerated Reader and other intervention programmes
- To develop innovative uses of technology to improve reading and literacy
- To work as part of a team in quality assuring the quality of literacy provision across the curriculum
- To support the senior leadership team and Governors to be effective in exercising their duties and responsibilities in full, offering them regular advice and support, in addition to the production of coherent and accurate records, plans and other detailed information as required
- To be fully informed and involved in regional, national and governmental plans by attending meetings, conferences and training with national partners, the DfE, and Ofsted as required and is reasonable

### ***Intervention***

- To lead the whole school intervention programme for literacy
- To use internal and external assessment data to identify students in need of Literacy and Numeracy intervention
- To work closely with Faculty Team Leaders, Subject Leaders and the SENDCO to identify students' subject-specific needs and create bespoke intervention programmes for individuals and groups of students
- To monitor intervention assessment data and respond effectively with appropriate actions, liaising with relevant teachers and leaders
- To ensure that there is effective and timely communication of the details of intervention between subject teachers and tutors
- To report to SLT and governors on the impact of interventions
- To use the latest research and evidence to support curriculum and intervention choices
- To liaise with parents and students in communicating details of intervention

### ***Leading and managing staff***

- To help staff to achieve constructive working relationships with students and parents
- To establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate
- To sustain your own motivation and, where possible, that of other staff involved in the subject.
- To appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
- To audit the training needs of subject staff
- To lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations
- To support the FTL in ensuring that trainee and Early Career Teachers are appropriately trained, monitored, supported and assessed
- To enable teachers to achieve expertise in their subject teaching
- To work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to students' needs



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### **Appraisal & Continuous Professional Development:**

- Ensuring adherence to the Teacher Standards
- To undertake Appraisal Reviews and to act as reviewer for Teaching Assistants and other relevant staff
- Keep up to date with recent education developments and to participate in INSET
- Participate in the school system of coaching
- Undertaking any reasonable direction from the Headteacher

### **School Ethos:**

For Glossopdale staff in general:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same
- Actively supporting the school's policies and expectations
- Adhering to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors
- Complying with the school's Health and Safety Policy
- Checking emails on a daily basis to keep up to date with issues communicated within the school.
- Take part in break duty rotas
- Have regard for and promote the School's Equality Policy
- Attendance at parents' evenings and other relevant meetings

**Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

Please note that this document should be read in conjunction with the Conditions of Employment of School Teachers as outlined in the current DfE School Teacher's Pay and Conditions Document.

I confirm that I have read this job description and person specifications.

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

Date of Issue: September 2022

Signed: Headteacher: .....

Signed: Post holder: .....



## Person Specification

### Associate Assistant Headteacher: English and Literacy

Selection Criteria	Essential/ Desirable	Assessment
<b>QUALIFICATIONS AND TRAINING</b>		
• Has Qualified Teacher Status	E	AR
• Has a good degree	E	AR
• Has demonstrated further professional development through qualifications or training	E	A
<b>EXPERIENCE</b>		
• Successful Middle Leadership	E	AIR
• Successful experience of leading a team and line management experience	E	AIR
• Experience of successfully developing and implementing whole-school strategies in an aspect directly relevant to this role e.g. literacy, intervention, additional provision	E	AIR
• Experience of analysing and interpreting data to ensure effective student outcomes	E	AI
• Successful experience of curriculum development for students below expected standards of literacy or numeracy, or following additional provision	E	AI
• Excellent track record of teaching at secondary level	E	AIR
• Leading a whole school curriculum or improvement area, for example Literacy	E	AI
• Teaching students or providing intervention for students who are not at the expected standard in English/Literacy	E	AI
• Experience of delivering whole school and/or subject-specific CPD	E	AIR
• Experience of developing and leading effective quality assurance systems	E	AI
• Understanding and interpreting reading age data	E	AI
• Writing, implementing and delivering a strategic action plan for a subject or improvement area	E	AI
• Use of EEF and similar guidance in implementing strategies to improve students' learning, with a specific focus on disadvantaged students	D	AI
• Delivering and developing tutor time reading programmes	D	AI
<b>Skills, Knowledge and Understanding</b>		
• Understanding of typical barriers to learning in literacy and numeracy	E	AIR
• Understanding of barriers to learning and pedagogical strategies for students attending alternative provision	E	AI
• Generic and subject-specific teaching strategies to support students' literacy	E	AIR
• Knowledge and understanding of effective curriculum design	E	AI
• Knowledge of assessment design and how to analyse assessment data	E	AI
• Understanding of how to create individual curriculum programmes	E	AI





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<ul style="list-style-type: none"> <li>Understanding of effective strategies in accelerating the progress of disadvantaged students</li> </ul>	E	AI
<ul style="list-style-type: none"> <li>The ability of build effective relationships with students, parents and staff</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>A sound understanding of the processes of school improvement and strategic planning</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Ability to communicate effectively and appropriately with staff, parents and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records</li> </ul>	E	IR
<ul style="list-style-type: none"> <li>Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach.</li> </ul>	E	AI
<ul style="list-style-type: none"> <li>Lead and motivate teams, acting as a 'critical friend'</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>Excellent organisational skills with the ability to meet deadlines</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>Ability to multi task and deal with numerous challenges simultaneously</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>Highly committed to inclusion, raising aspirations and expectations of vulnerable and disengaged students</li> </ul>	E	AI
<b>Personal Skills</b>		
<ul style="list-style-type: none"> <li>Ability to maintain professional integrity even when under pressure</li> </ul>	E	R
<ul style="list-style-type: none"> <li>Excellent attendance and punctuality</li> </ul>	E	IR
<ul style="list-style-type: none"> <li>Ability to work as an integral part of a team</li> </ul>	E	IR
<ul style="list-style-type: none"> <li>Good listener and can draw on advice from colleagues to improve practice</li> </ul>	E	R
<ul style="list-style-type: none"> <li>Resilience</li> </ul>	E	R
<ul style="list-style-type: none"> <li>Ability and desire to work in a high challenge and low threat way</li> </ul>	E	R
<ul style="list-style-type: none"> <li>Drive and enthusiasm</li> </ul>	E	IR
<ul style="list-style-type: none"> <li>Makes a positive contribution to the wider life and ethos of the school</li> </ul>	E	I
<ul style="list-style-type: none"> <li>Good role model to the students in all aspects of your professional role</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>Reliable and trustworthy</li> </ul>	E	R
<b>SPECIAL REQUIREMENTS</b>		
<ul style="list-style-type: none"> <li>A commitment to on -going personal development and willingness to undertake appropriate training</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people</li> </ul>	E	AIR
<ul style="list-style-type: none"> <li>Satisfactory Enhanced Disclosures with the Disclosure and Barring Service</li> </ul>	E	AIR

### SAFER RECRUITMENT STATEMENT

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Key**    **A - Application**  
           **I - Interview**  
           **R – Reference**