

Curriculum leader: English and reading
(Cross-school, initially based at Maiden Erlegh School in Reading)

Job Description

Curriculum Area / Subject	Curriculum leader English and reading (Cross-school, initially based at Maiden Erlegh School in Reading)
Grade of Post	MET MPR/UPR + TLR1a + £2000 R+R for 3 yrs. (TLR to be reviewed as the role expands)
Teaching Load	15 lessons per week (across deployed schools)
Job Purpose	<p>In addition to the requirements of a main scale/UPR teacher (as appropriate):</p> <ul style="list-style-type: none"> • Strategic leadership of the curriculum intent and implementation for English in the agreed Maiden Erlegh Trust secondary schools. It is envisaged that the scope of the role will eventually extend beyond one school. • Strategic leadership and co-ordination of reading across the curriculum in the agreed Maiden Erlegh Trust secondary schools, including overseeing curriculum programmes (e.g. phonic programmes), interventions and support for students who are not yet fluent readers. • Contributing to the wider development of whole school curriculum intent and design in the agreed schools, modelling best practice and expertise in curriculum design and implementation to other curriculum leaders • Developing shared curriculum planning and assessment as appropriate within and across schools. • Line managing staff and TLR holders in the English teams, and other staff as appropriate • Ensuring that monitoring and evaluation and professional coaching is effective in supporting staff performance, academic standards and the personal development and wellbeing of the students. • Writing and enacting Development Plans to address identified priorities. • Ensuring compliance with Health and Safety requirements within the subject area • Any other duties that reasonably fall within the purview of the post which may be allocated after consultation with the post holder
Applicable Contract, Terms and Duties	The duties outlined in this job description are to be performed in accordance with the provisions of the latest School Teachers' Pay and Conditions Document as adopted by Maiden Erlegh Trust. It may be modified by the Headteacher, with the post holder agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.
Relationships	The post holder is responsible to the Headteachers of schools in which they work and their immediate line manager(s) in all matters.

The postholder will be responsible for

Leadership and management

- The engagement of students and staff with the Trust values and ethos.
- The implementation of school and Trust policy and regulations regarding behaviour, classroom routines, presentation of self and work, attitudes to learning and punctuality
- Sharing strategic leadership of the school with other middle and senior leaders and attending and participating positively in relevant meetings and discussions.

- Adopting a collaborative approach with other middle leaders to ensure that teaching, learning and assessment as well as behaviour management are consistently led across the school.
- Implementing school policies relevant to the subject including those relating to behaviour, homework and assessment.
- Contributing to departmental recruitment and induction in a timely way, ensuring that all statutory requirements are met.
- Contributing to team meetings so that the focus is on classroom practice and staff development in line with the Department Development Plan and School Improvement Plan,
- Leading whole school CPD as appropriate.
- Ensuring that monitoring and evaluation is effective in terms of staff performance, academic standards and the personal development and wellbeing of the students.
- Contributing to Department Development Plans to address the identified priorities and to feed into the School Improvement Plan.
- The setting of appropriate appraisal objectives and the support of tutors in their work towards those objectives.
- The organisation and evaluation of departmental events eg: walk through mocks, theme days.
- The proactive and positive communication with staff, students and parents using a variety of different media.
- The provision of information required by the Headteacher or member of the School Leadership Group.
- Undertaking agreed duties before and after school and during unsupervised time.
- Any other duties that reasonably fall within the purview of the post which may be allocated after consultation with the post holder

Student outcomes

- Ensuring that all students make the best possible progress from their starting points and that any differences in performance are identified early and actions are taken to reduce them rapidly
- Reviewing performance critically and constructively at each data point and after examinations so that effective development strategies are implemented rapidly.
- Working closely with the Senior Leader responsible for the line and standards management of the subject to ensure that students are supported, intervened with and challenged in an effective and timely way.
- Students are enthused by the subject and show pride in their participation, presentation and work generally.

Quality of teaching, learning and assessment

- Ensuring the quality of teaching and delivery of lessons across the department is consistently highly effective.
- Identifying best practice and ensuring that this is shared across the team.
- Identifying underperformance and intervening early with colleagues who need support.
- Working with the computing team to design and develop appropriate schemes of work and assessment, along with appropriate lesson plans, taking into account the need for stretch and challenge and differentiation, teaching of SMSC and the delivery of literacy and numeracy as appropriate.
- Ensuring homework is set in line with school procedures and that it is meaningful, stimulating and challenging.
- Managing necessary adjustments to teaching and learning with respect to any curriculum or specification changes.
- Ensuring that assessments in all year groups are standardised (internally and externally) and that current attainment and predictions are accurate.
- Ensuring that students receive appropriate feedback in a variety of forms such they understand and act on advice regarding how to improve in the subject.
- The supervision of internal examinations and supporting the examinations administrator in the organising of external and internal examinations.
- The shared responsibility, with the other middle leaders, for the care of the internal and external environment of the school(s), health and safety of students.
- Keeping up to date with latest pedagogical research and developments and benchmarking the team's practice against best practice in school and in other establishments.
- Providing appropriate enrichment and extra-curricular learning opportunities for students.

Behaviour, attendance and safety

- Ensuring the culture and ethos in the department is in line with that of the Trust – calm, purposeful, positive and aspirational.
- Supporting departmental staff to take full responsibility for the conduct, behaviour for learning and attendance/punctuality in their groups.
- Ensuring student effort, commitment and progress is recognised through the use of commendations, certificates, letters of praise, and meetings with senior staff
- Monitoring and acting on the detailed record of incidents which occur within the department and ensuring that all staff follow the Behaviour, Anti-Bullying and Equalities policies consistently.
- Ensuring compliance with Health and Safety, Safeguarding and Equality requirements within the subject area.
- Ensuring that curriculum areas are appropriately supervised during unsupervised time.

The Curriculum Lead will be accountable for:

- The standards reached by all students including the disadvantaged, those with special needs and the more able in the subject throughout each key stage.
- The reduction and/or removal of any differences in performance of groups of students.
- The standard of teaching, learning and assessment in the subject.
- The development of a positive and aspirational team which contributes positively to the culture and ethos of the whole school/Trust.
- The consistent implementation of school policy in the subject.
- The effective use of resources.

Signed (postholder) Date.....

April 2022

Curriculum Lead – English and reading

PERSON SPECIFICATION

Candidates will be assessed against the criteria below and will be expected 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 interview panel will use the application form, formal interview, assessment activities and references in their assessment.

	Essential	Desirable	Evidence
Qualifications	Qualified teacher status. Evidence of continuing professional development.	Post Graduate Qualification	Application Certificates
Knowledge & understanding	<p>A clear and detailed understanding of what will be involved in addressing the key tasks in the job description.</p> <p>An excellent knowledge of current education issues, initiatives and recent legislation, particularly in relation to: Curriculum design implementation and impact The foundational importance of reading in school through the curriculum Effective strategies to support weaker readers (including a broad understanding of the use of Phonics programmes)</p> <p>A good understanding of what constitutes outstanding pedagogy and the ability to ensure this is the norm across the subject area</p> <p>Knowledge of the Ofsted Framework and expectations of good and outstanding schools.</p> <p>Understanding of effective continuous improvement planning and impact reviews.</p> <p>Sound safeguarding knowledge.</p> <p>Knowledge of Health & Safety issues as they pertain to the curriculum area</p> <p>Knowledge and understanding of the use and development of ICT to enhance learning</p>	<p>Excellent knowledge of safeguarding</p> <p>Knowledge of Bromcom</p> <p>Wider knowledge of Health & Safety</p>	<p>Application References Certificates Interview</p>

Skills & Experience	<p>Proven skills in the following areas:</p> <p>Ability to build a staff team and undertake the support and supervision of staff</p> <p>Ability to plan, manage and focus meetings</p> <p>Ability to use data and information to support self-evaluation and review and set targets to raise standards</p> <p>Good organisational and administrative ability</p> <p>Ability to plan and implement faculty area policies</p> <p>Ability to manage students firmly, fairly and effectively</p> <p>Ability to be adaptable and flexible in order to meet the diverse nature of the Curriculum Leader role</p> <p>Experience of:</p> <p>Working in good and outstanding comprehensive schools/academies.</p> <p>Teaching the full secondary age and ability range</p> <p>raising achievement and improving outcomes</p> <p>Appropriate and ongoing professional development</p> <p>The ability and experience to develop and maintain vision.</p>	<p>Ability to evaluate accurately the quality of teaching, learning and assessment in other subjects</p> <p>High level communication skills with colleagues in other schools and representatives of other agencies</p> <p>Successful team leadership</p>	<p>Application References Interview</p>
Personal Qualities	<p>A closer-finisher</p> <p>A good team player.</p> <p>A self-starter</p> <p>A sense of perspective</p> <p>A visible manager who has the ability to relate well to people at all levels</p> <p>Ambitious.</p> <p>An exceptional role model with high standards of integrity and approachability</p> <p>Can influence others using sound interpersonal skills and effective monitoring</p> <p>Caring, considerate and empathetic</p> <p>Committed to professional development (of self and others)</p> <p>Courage to hold other to account for high standards</p>		<p>References Interview</p>

	<p>Dedicated and committed to the school</p> <p>Enjoys a healthy and fulfilling life outside the working environment</p> <p>Enjoys working with young people and their families</p> <p>Enthusiastic and optimistic</p> <p>Flexible and adaptable</p> <p>Glass half full attitude</p> <p>Has high expectations of students and teachers</p> <p>Has high-level organisational skills and project management with an eye for detail</p> <p>Has highly developed interpersonal skills with the ability to motivate, lead and nurture colleagues.</p> <p>Has personal integrity</p> <p>Is highly organised (meets deadlines)</p> <p>Resilient and dynamic</p> <p>Solution-focused</p> <p>Supportive and motivational of both colleagues and students</p>		
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