

Curriculum Leader - English

Salary: Leadership Scale 6 – 10

Hours: Full time, 195 days per year, as directed by the Headteacher. This is in line with the most recent Teachers Pay & Conditions document

Job Description

Normal place of work: Hazel Wood High School, although you may be required to work at any other school within the Partnership.

Normal working hours: Full time, 195 days per year, as directed by the Headteacher. This is in line with the most recent Teachers Pay & Conditions document

Responsible to: Deputy Headteacher (Quality of Education)

PURPOSE OF THE POST

- To assist the Deputy Headteacher in raising standards of student attainment and achievement within English, in line with national and school policies / priorities. This will include Leading, Developing and Managing the quality of teaching; monitoring and supporting student progress to raise standards in the quality of learning and making strategic evaluations of teaching, learning, personnel, finance and premises issues in your curriculum area.
- To coordinate the delivery of English across the curriculum and Key Stages and to liaise with other members of the Extended Leadership / Senior Leadership Team where necessary, to ensure continuity and progression throughout the curriculum.

DUTIES AND RESPONSIBILITIES

Teaching and Learning

- To be responsible, in consultation with the Deputy Headteacher and in co-operation with Colleagues and Governors, for the oversight and development of the faculty throughout the school developing a cohesive and effective long-term plan.
- Review, monitor and evaluate current practice and provide feedback to the SLT & Governors.
- Formulate written guidelines and a policy to ensure the delivery of English is consistent with expectations, frameworks and guidelines.
- In consultation with the Headteacher, review the curriculum.
- Organise the integration of English into the school curriculum.
- Devise teaching and learning activities for all English subjects taking account of the different ability ranges of the pupils;

- Assisting in the school Performance Management process by being responsible for the line management of teachers allocated teaching time within the faculty, for the purpose of ensuring the continued delivery of high-quality teaching and learning.
- Liaising with Senior Managers to support teachers within the faculty by identifying their professional development needs and which will enhance teaching and learning; induction of new teachers to the faculty, including Early Career Teachers (ECTs), and support of trainee teachers.

Recording and Assessment

- Update the Headteacher and Governing Body on the effectiveness of provision for pupils in English to include an annual development plan.
- Set targets for raising achievement for pupils in English and feedback to the Headteacher.
- Monitor progress across and throughout English and ensure appropriate action plans are in place where issues are identified.
- Contribute to the Annual Report to Parents.
- Monitor planning to ensure individual needs are being met.
- Collect and interpret assessment data.
- Being accountable for student progress and development within the faculty by leading, developing and enhancing all assessment arrangements within the department in line with school policy.
- Being accountable for leading, developing, coordinating and monitoring strategies to raise pupil achievement, in line with the school's 'Assessment for Learning' targets, making best use of assessment information.
- Reviewing long term and short-term planning to ensure coverage, provision of a range of learning experiences, continuity and progression for all pupils from one year to the next, and between Key Stages, in line with the school's 'Assessment for Learning' targets, making best use of assessment information to ensure that individual needs are being met.
- Liaising closely with Assistant Directors and Key Stage Leaders to ensure continuity and progression across the Key Stage.
- Ensuring that faculty reports on students are completed to a high professional standard, by the appropriate deadline dates and are consistent with the school's reporting arrangements.
- Contributing to the termly report to Governors.

Leadership

- Establish good relationships, encourage good working practices as well as support and lead teachers in the subject area.
- Lead staff in developing a wide range of learning and teaching strategies in the curriculum area.
- Plan and organise departmental meetings.
- Lead, support, motivate and direct support staff.
- Lead by example in all areas of the curriculum.
- Liaise with teaching assistants and outside agencies.

- Establishing good relationships, encouraging and celebrating good working practices, supporting and leading departmental staff.
- Being accountable for leading, managing and developing the curriculum area.
- Effectively managing and deploying all staff, financial and physical resources within the department to maximise support for the faculty.
- Supporting and maintaining the aims, ethos and core values of the school and their practical expression through agreed policies.
- Being responsible for the production of a detailed annual Faculty Improvement Plan, in line with agreed whole school priorities, setting 'SMART' costed, targets for raising student achievement.
- Monitoring progress against the targets and ensuring appropriate action plans are in place where issues are identified.
- Updating the Headteacher on the progress of the Faculty Improvement Plan and its associated targets.
- Planning, and organising meetings on a regular basis in line with the published school calendar.
- Leading, supporting and motivating support staff working within the faculty.
- Contributing to management decisions on all aspects of policy formulation, development and implementation.
- Liaising with Governors, when appropriate, to facilitate their overview of the leadership and management of the school.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- Attend and participate in open/parent evenings.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training.
- Participate in Continuing Professional Development.
- Attend team and staff meetings.
- Develop links with governors, LEAs and neighbouring schools.
- Ensure that the department's quality procedures meet the requirements of the school's self-evaluation strategy and the Improvement plan.
- Liaising with appropriate external agencies, organisations such as SST, LEA and other schools to ensure the maintenance of high standards within the faculty.

Curriculum Leader - English Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • Qualified Teacher status. • Relevant Degree. • Relevant Qualifications. • Relevant in-service training during the last three years. • Significant successful teaching experience and an excellent classroom practitioner. • Leadership and Management experience in a secondary school at a Middle or Senior level. • Experience of leading a successful whole school initiative. • Experience of Curriculum Development, Assessment and/or development and quality assurance of Teaching and Learning. • Evidence of work which has led directly to positive outcomes for students at whole school level. • Involvement in leading CPD at whole school level. 	<ul style="list-style-type: none"> • Good honours degree. • A range of relevant in-service training during the last three years which includes accreditation. • Experience in more than one school. • Collaborative work with other schools. 	
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • Ability to articulate a sound education philosophy consistent with the school's aims. • Enthusiasm for learning. • Empathy with young people. • A good range of Information Communication Technology skills. • Be committed to having a positive impact on the learning and teaching of students in your charge. 	<ul style="list-style-type: none"> • A high order of Information Technology skills which have been deployed to support student learning. • Understanding of effective practice in the teaching of all areas of the curricular themes. 	
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
<ul style="list-style-type: none"> • Inspirational Leadership skills. • Ability to work on own initiative. • Ability and willingness to work with a wide range of people. • Very good health, attendance and punctuality records. • Excellent interpersonal skills. • Smart professional appearance. • Track records of being a team-player. • Be ambitious and keen to contribute to whole school development. • Positivity and Resilience. 		