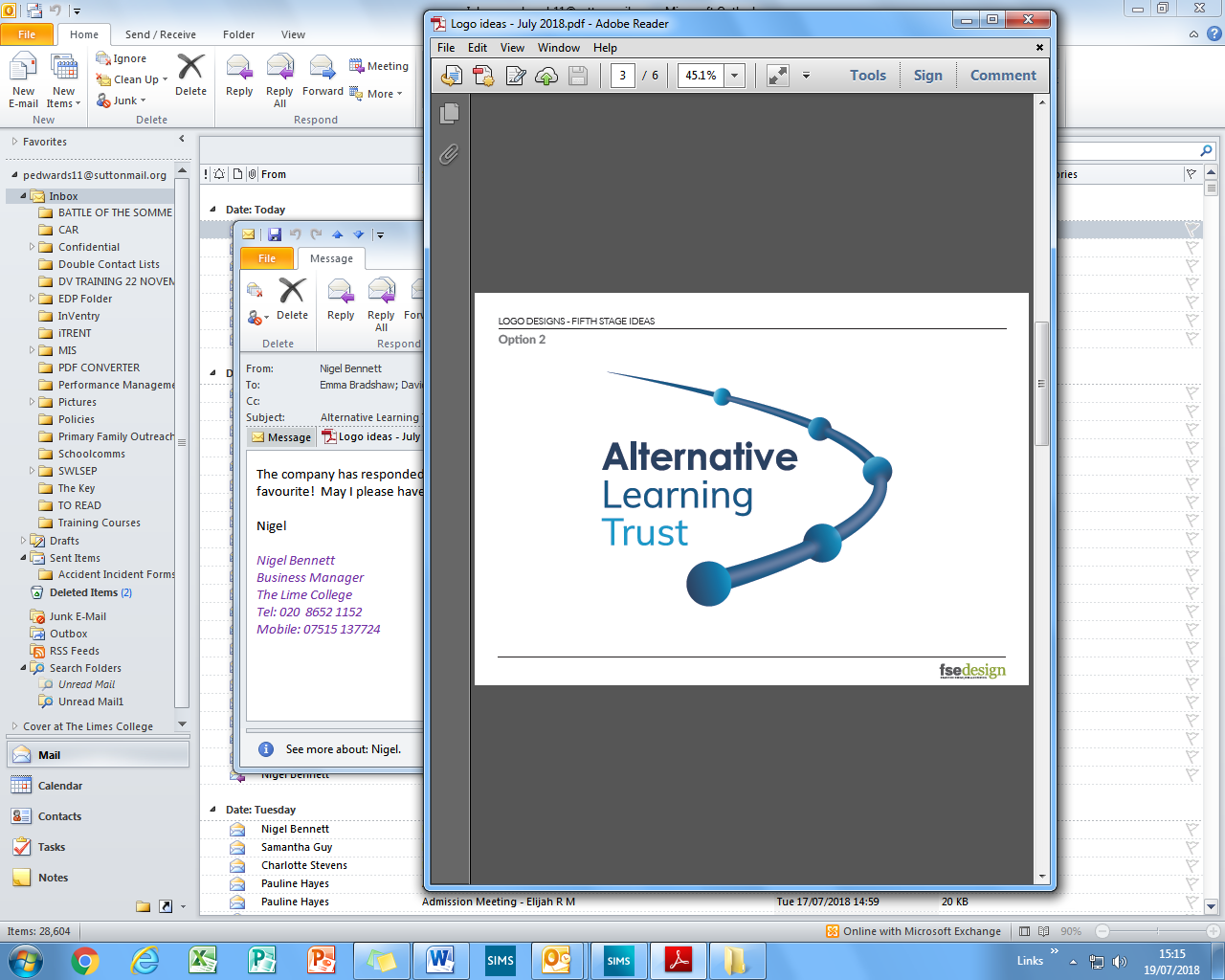
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**JOB DESCRIPTION**

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| **Job title:** | Curriculum Leader (English) |
| **Post number:** | J104 |
| **Grade:** | MPR/UPR + TLR2B + SEN1 |
| **Contract:** | School Teachers’ Pay and Conditions |
| **Hours:** | 25 teaching hours |
| **Responsible to:** | Assistant Head |
| **Responsible for:** | English teaching staff and classroom support assistants |
| **Job purpose:** | To plan and deliver English across the curriculum, meeting teaching responsibilities as set out in the School Teachers’ Pay and Conditions Document.  To deliver aspects of the broader curriculum supporting the social and emotional well-being of students excluded from Mainstream education. |
| **Key internal contacts:** | Assistant Head  Head of School  Director of School Improvement  English Department  Heads of KS3 and KS4  Tutor Team  Students  Finance Manager |
| **Key external contacts:** | Parents  Offsite providers |
| **Special consideration:** | Hold a clear Enhanced DBS check  Hold a current driving licence with own transport |

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| **Specific duties**  Curriculum   * Deliver English across the curriculum based on individual students’ needs and entitlement; * Contribute to the preparation and up-dating of Schemes of Work and subject development; * Deliver lessons to a range of classes for qualifications and external examinations up to GCSE level, or other accreditation in order to raise student attainment; * Mark, assess, record and report on students’ work, in accordance with current policies and ensuring accurate bench marking is in place; * Use gained time and unfilled lessons to develop work on whole school writing across the curriculum.   Pastoral   * Be a tutor for individual students and responsible for their personal, social and academic development; * Promote and set high standards of attendance and behaviour; * Undertake lunch duties, as published on a rota.   Communication   * Meet regularly with your line manager and English department; * Attend any meetings involving Heads of Department and lead meetings relating to the implementation and review of new initiatives within the English department; * Recommend appropriate INSET and training sessions for English both in terms of whole school directives and for individual teachers to improve their teaching competencies; * Initiate, lead and drive change within the department in line with the School Development Plan; * Lead, mentor and support trainee teachers in gaining QTS; * Be responsible for communicating with parents, according to current policy, the progress made by the students in their care; * Liaise with the Examinations Officer to ensure entries are submitted on time; * Attend Trust/academy events and contribute to daily briefings, team meetings and training as deemed appropriate by your line manager; * Use SIMS and CPOMS on a daily basis to register, record, monitor and process student data; * Liaise and network with other professionals, parents and carers both informally and formally.   Resources   * Be responsible for setting appropriate work when absent from lessons; * Update and maintain the English section of the school’s remote/virtual learning platforms; * Maintain a high standard of displayed work that reflects and celebrates pupil achievement; * Select and use a range of learning resources and equipment including IT software and interactive whiteboards; * Manage the budget for English in line with the College’s financial regulations.   Trust   * Promote the Trust’s core themes of working with vulnerable young people and helping them to flourish; * Promote the safeguarding and welfare of children and young people; * Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety); * Ensure high standards of behaviour and dress are maintained.   Additional duties  You may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post. |

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| **Review**  This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder’s professional responsibilities and duties.  I confirm that I understand and agree the duties of this job description.  Signature:  Print name:  Date:  ----------------------------------------------------------------------------------------------  Manager’s signature:  Print name:  Date: |

**PERSONAL SPECIFICATION**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. **You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form**.

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|  | **Essential** | **Desirable** | **MOA** |
| **Qualifications** |  |  |  |
| Qualified Teacher Status; | 🗸 |  | C |
| First degree in related mainstream curriculum subject. | 🗸 |  | C |
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| **Abilities, Experience and Knowledge** |  |  |  |
| Experience of working with students with behavioural difficulties and learning needs on a one-to-one basis or in small groups; | 🗸 |  | A, I, R |
| The ability to record and assess pupils’ progress and performance and write reports on student development; | 🗸 |  | A, I |
| Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment; | 🗸 |  | A, I |
| To be committed to your lessons and facilitate high quality learning; | 🗸 |  | A, I |
| Comprehensive knowledge of syllabus area and relevant accreditation; | 🗸 |  | A, I |
| Understanding of Windows software for demonstrating in the classroom and for administration purposes. | 🗸 |  | A, I |
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| **Personal Qualities** |  |  |  |
| Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstances/situations; | 🗸 |  | A, I, R |
| Have a creative approach to problem solving and use this to inspire and motivate students; | 🗸 |  | A, I |
| Have excellent communication skills in order to build rapport with children, colleagues, parents and outside agencies both verbally and in writing. | 🗸 |  | A, I, R |
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| **Special conditions** |  |  |  |
| Willing to undertake an Enhanced DBS check; | 🗸 |  | A, I |
| Committed to CPD; | 🗸 |  | A |
| Hold a current driving licence with own transport. |  | 🗸 | A, I |

Methods of Assessment: A = Application, I = Interview and assessment, R = Reference, C = Certificates