JOB TITLE	Teacher of English with the responsibility for being Senior Assistant Faculty Leader
REPORTS TO	Faculty Leader
SCALE	TMS/UPS plus TLR2B
SCHOOL	Caludon Castle School

JOB PURPOSE

To ensure the continued delivery of high-quality learning and teaching of English and to therefore raise attainment in English in all relevant year groups. To lead strategies to enhance curriculum and pedagogical progression. To ensure the level of challenge and curriculum content is appropriate for all abilities whereby it also inspires students to appreciate the subject. To contribute to creativity and learning beyond the classroom.

RESPONSIBILITIES

This should be read alongside the range of duties as a Teacher of English and expectations in line with the Teachers' Standards.

As well as an identified area of responsibility, the teacher will take an agreed lead in:

1. Setting high expectations and contributing to the leadership and management of an effective team.
2. Curriculum development.
3. Quality of learning and teaching and raising standards in the faculty.
4. Assessment, recording, reporting and monitoring of student progress.
5. Professional development of an assigned number of staff.
6. Quality of agreed resources for learning, their efficient and effective deployment and the quality of the learning environment in the faculty.
7. Learning beyond the classroom; recognising the needs of all students and the importance of enhancing the learning environment and experience.
8. Equality of opportunity.
9. Be responsible for promoting and safeguarding the welfare of children and young people.

DUTIES

1. Ethos/Vision

- Contribute to curriculum vision, and enhance support for teachers in their delivery of English.

- Set high expectations of staff and students.
- Promote a positive climate for learning and maintain effective arrangements for managing student behaviour for success.
- Lead by example to help motivate and inspire staff and students.

2. Planning

- Lead in prioritising, planning and organising the development of English through objective/target setting.
- Ensure the productive use of assigned meeting time to focus on learning, teaching, inclusion and student progress.
- Maintain up to date policies on learning and teaching, to complement school and faculty policies.
- Take a lead in maintaining a consistent approach to lesson planning for English across the school in line with school learning and teaching policy.

3. Curriculum

To take an agreed lead in:

- Ensuring staff are kept up-to-date with appropriate faculty, curriculum and examination development information and implement school policies.
- Monitoring arrangements for grouping of students for English, and to ensure that grouping criteria help to raise attainment.
- Ensuring that teaching, management, and organisation within English promotes equality of opportunity.
- Deploying teaching and support staff effectively.

4. Learning and Teaching

To take an agreed lead in:

- Maintaining a framework for the monitoring and evaluation of teaching and learning, to include work scrutiny, classroom observation, discussion with students and staff, and analysis of results.
- Dissembling good learning and teaching priorities within the faculty team.
- Ensuring that students' special educational needs are recognised and met.

- Promoting and developing different learning styles for students.
- Ensuring effective deployment of Teaching Assistants and other support staff to support the development of English.
- Co-ordinating the development and review of schemes for learning.
- Maintaining an environment which promotes high quality learning.
- Promoting consistent improvement in examination results by using data to monitor and track student progress, including effective intervention strategies.
- Ensuring good record keeping with respect to teaching and learning.

5. **Assessment/Recording and Reporting**

   To lead on agreed aspects of:

- Using comparative data, together with prior attainment, to establish benchmarks and set targets for students and the development of English.
- Ensuring the effective assessment of students' performance.
- Ensuring consistency in the formative use of assessment.
- Ensuring the effective use of performance data to promote achievement.
- Ensuring the school's assessment policy is adhered to.
- Ensuring that the School's Recording and Reporting procedures are implemented effectively.

6. **Staff Development**

   To take an agreed lead in:

- Playing a key role in the school's performance management/appraisal process.
- Identifying training needs and to promote the continuous professional development of faculty staff.
- Monitoring health and safety matters within the faculty and ensure staff are aware of relevant Health & Safety policies.
- Leading by example.

7.   **Management of Resources**

      To take an agreed lead in:

▪   Deploying all resources effectively inclusive of per capita.

▪   Managing staff to effect change and to maximise potential.

▪   Helping organise the workload of support staff allocated to support English.

▪   Building an effective team.

8.   **Equality of Opportunity**

▪   To ensure, along with key leaders, that everyone within the learning environment is valued as an individual.

9.   **Safeguarding**

▪   To be accountable for promoting and safeguarding the welfare of students responsible for, and in contact with.

Person Specification (Teacher and Leader - English)

We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
Educational	• Degree in English or a related subject	A	E
	• Graduate qualified teacher with recognised teaching qualification such as a PGCE or equivalent.	A	E
	• Recent and relevant experience of teaching English at secondary level up to 16.	A	E
	• Recent and relevant experience of teaching English to post-16 students.		
Knowledge	• Understands how to ensure effective student learning through challenging, high quality and exciting teaching.	A, I	E
	• Understands the potential of student voice and parental engagement.	A, I , R	E
	• Is a competent user of ICT and understands its role in enhancing learning and teaching.	A, I	E
	• Understands the positive role of Performance Management within their own professional development.	A, I	E
	• Understands the components which comprise outstanding teaching and learning.	A, I	E
	• Understands assessment and attainment information can be used to improve practice and raise standards.	A, I, R	E
Experience	• Is an outstanding classroom practitioner.	I, R	D
	• Is a 'typically' good classroom practitioner.	I, R	E
	• Works effectively with Teaching Assistant/support staff/technicians within the faculty/department.	I, R	E
	• Leading initiatives beyond the classroom.	A, I	D
	• Providing feedback to colleagues	A, I	D
	• Being pro-active in celebrating and sharing good practice.	A, I	E
	• Enhancing the quality of learning and teaching.	A, I, R	E
	• Implementing whole school policies consistently.	A	E
Skills & Abilities	• Communication and influencing skills to have the potential to support staff to raise standards in classrooms and communicate effectively at all levels.	A, I, R	E
	• Values the contribution that students can make to their own learning.	A, I, R	E
	• Likes and seeks to understand young people.	A, I, R	E
	• Shares our belief that Every Child **Does** Matter.	A, I, R	E
			E
	• Demonstrates that mutual respect, challenge and praise are key to managing teacher /student relationships in the classroom.	A, I, R	
		A, I, R	E
		A, I, R	E

	• Experience of promoting positive behaviour conducive to learning, focused on raising standards	A, I, R	E
	• A desire to get the best from all students, regardless of ability.	A, I, R	E
	• A record of achieving student progress for all students, including underachieving students.	A, I, R	E
	• Ability to plan and teach effectively using a variety of strategies.	A, I, R	E
	• Contributes positively in their role as a group tutor to the pastoral care of students.	A, I, R	E
	• Is able to assess students' work effectively and within whole school and department guidelines.	A, I, R	E
	• Is able to set and assess purposeful home learning which extends/reinforces students' learning.	A, I, R	E
	• Is able to set professional (goals) targets, which are challenging and meet their own needs as well as those of the students and the school.	A, I, R / A, I, R / A, I, R / A, I, R	D / E / E / E
	• Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times	A, I, R	E
	• Is able to lead, in a variety of contexts, by example.	A, I, R	E
	• Is committed to team work at all levels.	A, I, R	E
	• Can contribute creatively and knowledgeably to develop/evaluate schemes for learning.	A, I, R	D
	• Understands the importance of meeting deadlines and supporting others (colleagues) to do so.	A, I, R	D
	• Carries out all professional duties within whole school and department guidelines.	A, I, R	E
	• Feels able to contribute positively and appropriately if they see the need for change in any aspect of school life at Caludon Castle.	A, I, R	E
	• Able to identify areas for development amongst colleagues and take a lead in offering solutions.		
	• Able to ensure rigorous and supportive performance management.		
	• Able to create a vision and be clear about what it can contribute to the life of the school and students.		
	• Able to motivate staff to give their best for young people and each other within the spirit of team work.		
	• Able to lead and support colleagues to work under pressure and meet deadlines.		
Qualities	• Is flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture.	I, R	E
	• Strives constantly to better themselves as a professional.	I, R / A, I	E / E

	• Is able to demonstrate commitment to Trust values.	**A, I, R**	E
	• Enthusiastic, innovative, flexible and resilient in pursuit of supporting achievement.	**A, I**	E
	• Willingness to engage in challenging conversations with colleagues.	**A, I**	E
	• Ensures a welcoming and stimulating environment for all stakeholders.		
Safeguarding	In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: • Motivation to work with children and young people; • Ability to form and maintain appropriate relationships and personal boundaries with children and young people; • Emotional resilience in working with challenging behaviours; and • Attitudes to use of authority and maintaining discipline.	**I, R**	E E E E
Special Requirements	Good attendance records in line with school's Promoting Health at Work Policy This post is exempt from the provisions of the Rehabilit of Offenders Act 1974. An Enhanced Disclosure and Barring Service Check will be required prior to appointm	**I, R**	E

References
The interview panel may take the opportunity to follow up any relevant issues arising from references during the interview.

A = Application Form, I = Interviews, R = References.