***The Tame River Educational Trust and Mossley Hollins High School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

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| **Job Description – Deputy Head of Faculty (English) (Maternity Cover)** |
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| **Post -** **Deputy Head of Faculty (English) (Maternity Cover)****Scale -** **TLR 2b** **Hours -** **Full Time/Full Year (Temporary)** |
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| Main Purpose of the Job *The post-holder’s primary purposes must be to:* * Provide professional leadership and management to the school by working, primarily, to the Faculty Leader (English) to secure high quality education therein, with a primary focus on KS3 and KS2/3 continuity.
* Work to the Faculty Leader to lead the Faculty in its strategic improvement to English and Literature, with a primary focus on KS3 and KS2/3 continuity.
* Support the faculty leadership in English and Literature to secure outstanding classroom performance, provision, progress and attainment for all, including the most able, Pupil Premium and SEND students, with a primary focus on KS3.
* Establish and maintain a culture that promotes excellence, equality and high expectations of all pupils, with a primary focus on KS3.
* Lead the school’s KS2-2 English and Literacy continuity work with the Mossley and Carrbrook Partnership of primary schools (MCSP)
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| **Effective Middle Leadership Results In:*****1. Pupils who show sustained improvement in their subject knowledge, understanding*** ***& skills in relation to prior attainment;******2. Teachers who work well as a team, support the aims of the Faculty and understand*** ***how they relate to the school’s aims;******3. Parents who are well informed about their child’s achievements in the subject(s);******4. An effective bridge with Senior Leadership***   |

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| Summary of Responsibilities and Personal Duties1. **Strategic Direction & Development of the Faculty**
* Working to the AHT and Faculty Leader to ensure the development of a successful Faculty which improves the quality of education provided and which raises the attainment of pupils studying English and Literature (& Media studies) across the school.
* Keep up-to-date with local, national and global educational issues and trends.
* Lead the development of a successful and appropriate English curriculum, specifically at KS3 and the links to KS2.
* Contribute to SMSC and Citizenship Education, generally.
* Analyse and interpret national, local and faculty data and other evidence, to inform policyand practice.
1. **Teaching & Learning**
* Lead pedagogy in English with the AHT and Faculty Leader (English).
* Prepare, administer, interpret and respond to assessments in the English Faculty.
* Ensure teachers are clear about Schemes of Work, teaching objectives and lesson sequence at KS3 and at transition from KS2.
* Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement through target-setting and use of prior attainment.
* Promote, develop and secure improved use of and **standards in oracy** across both key stages.
* Work with the Faculty Leader to ensure excellent and effective joined-up thinking and working between **English lessons and English teachers** in relation to***: Key Stage Three English; Lesson 7s with Years 7 - 8; Key Skills Group (****with Head of Learning Support****); use of the TAs for literacy work; 1-2-1 interventions; Effective use of the LRC; Key Stage 2 Transition (MCSP work); Reading Mentors; Reading Age profiles and Reading Tests*** to guarantee a pupil-centred and co-ordinated approach to the development of our learners in English.
* Working to the Faculty Leader – track, monitor and lead progress for PP/disadvantaged students (KS3).
1. **Leading & Managing Staff**
* Work to the Faculty leader and AHT.
* Liaise effectively and efficiently on matters pertaining to English and progress with the Learning Support Faculty and SENCO.
* Work to the Faculty Leader (responsible for English at KS4 & 3, KS4-5 Transition, Booster and Master Classes and the management of English resources, stock and administration)
* Equip self with the capacity to deal with the complexity of the role.
* Be committed to one’s own professional development.
* Challenge, influence and motivate colleagues to attain challenging targets at both key stages and in English and Literature, including those of the most able, Pupil Premium students and SEND.
* Lead teachers of English and Literature with the Faculty Leader.
* Help Faculty colleagues to achieve constructive working relationships with students, parents and staff.
* Challenge staff and students to participate in outstanding, energising lessons that lead to the achievement of robust targets in English and Literature.
* Represent the English Faculty at MCSP meeting (KS2 continuity and transition)
1. **Efficient & Effective Deployment of Staff & Resources**
* Work to the Faculty Leader (English) to provide effective management and organisation by improving organisational structures and functions in English, deputing in her absence.
* Support the Faculty Leader in chairing Faculty Meetings (and chair them in her absence or when required)
* Ensure value for money with books, stock and resources by running a highly effective process.
* Provide Middle Leadership to Behaviour Management across the Faculty
* Establish staff and resource needs within the English Faculty with the Faculty Leader.
* Use accommodation in English to create an effective and stimulating environment for teaching & learning – the classrooms; homebase; signage and display.
* Support in the management of the school on a day-to-day basis.
1. **Accountability**
* For the performance of students, primarily at KS3 in English and for KS2-3 continuity.
* For the success in achieving challenging targets in English and in Literature of all our students, including those who are most able, in receipt of Pupil Premium or SEND.
* Be aware of statutory educational frameworks, including aspects of governance related to role.
* To the Faculty Leader (English)
* To the Headteacher and Governing Body.
* To the MCSP for English & Literacy.
* To parents, carers and students.
1. **Strengthening the Community**
* Through improvements to English reading, writing and speaking standards of young people within the community
* Be aware of the distinctive school socio-economic context and ensure that it does not lead to any under-performance of any group
* Collaborate with other faculties and schools, where relevant to role and with the MCSP primary partners.
* Develop strategies which encourage parents and carers to support their child’s learning.
* Engage the community in the celebration of the Faculty’s performance, where appropriate.
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| Health and SafetyThe person appointed must at all times work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School’s and LEA’s policies and procedures. |
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| The job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the schools appraisal programme and to participate in appropriate staff training and development activities. |

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| **Job Description – Classroom Teacher & Form Mentor** |

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| *The School has nearly 900 students divided into 5 Year Groups. Our Classroom Teachers are specialists in their Faculty and subject area. We give direct leadership responsibility and opportunity to teams of staff of an area of school, led by a Senior Leader, Faculty Leader and Head of Year (Progress) who lead an Area (called a College) of school.* *This post provides classroom teaching within one* ***main****, specialist subject. You would also be a Form Mentor for a group of 26-27 pupils. This is an exciting role which allows you to teach in the specialist subject you love but also be part of a faculty, year group and whole-school team.**As you would expect, we are looking for good to great teachers, who can support the values of our school in your good manners, hard work and honesty. Pupils will flourish, as a result of your teaching and consistently high expectations.**You will be part of a college and Faculty, as well as the school, working to your Head of Faculty and Head of Year [Progress] and alongside dedicated colleagues.* |
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| Responsible to: Faculty Leader & Head of Year [Progress]This job description is additional to the basic duties outlined in the latest School Teachers’ Pay and Conditions Document and the Teacher Standards, in accordance with the school’s policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The school is managed through a network of inter-related teams in a mini-school (college) structure. |

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| **Teaching, Curriculum, Literacy and Behaviour** **(The Teacher Gold Standard, Strands 1, 2, 4 and 5)*** Teach in line with policy and towards the Teacher Gold Standard (TGS)
* Plan work in accordance with the school and faculty curriculum intent.
* Plan in accordance with the subject’s schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (*Plan Well in the Curriculum*) of the TGS.
* Liaise with relevant ‘expert’ colleagues on the planning of units of work for effective collaborative delivery.
* Teach literacy (and numeracy) as part of your subject, within the requirements of our ‘*Power of Language Strategy’[POLS],*  (Strand 5 of the TGS)
* Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group.
* Take account of pupils’ prior levels of attainment and build on prior learning to meet agreed academic targets
* Set work for students absent from school for health or disciplinary reasons or who are in our Pupil Development Centre.
* Set work during very rare periods of your own absence from school
* Set extremely high standards for pupils’ behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school’s Behaviour and Teaching & Learning Policies and to the TGS Strand 1 ‘*Being in Charge of your Class and Form’*.
* Stretch all pupils, with a focus on the least advantaged (FSM or in care) , those with additional needs and the most able.
* Set appropriate and demanding expectations for pupils’ learning, motivation and presentation of work.
* Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS).
* Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.
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| Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)* Maintain notes and plans of lessons undertaken and of students’ work and progress.
* Mark, monitor and return work in line with school policy, the TGS Strand 3 ‘*Assessing Well’* and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which pupils respond.
* Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar
* Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups.
* Complete reports in line with policy and as specified in the published calendar.
* Attend parents’ evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren).
* Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND pupils and for those in care and reasonably adjust teaching as required by any individual education plan.
* Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.
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| Pupil Development * Ensure the safety and well-being of all pupils in your charge, including in relation to all matters concerning Child Protection and Safeguarding.
* Undertake the responsibility for a form group as part of one year group as required, including tutor/pupil interviews.
* Be the first point of contact for pupils and parents of pupils in your form group.
* Teach Life Skills, as required, teaching it to the Teacher Gold Standard.
* Monitor (and set targets for) the personal, social and academic progress of individuals in your Form
* Ensure excellent attendance, punctuality and behaviour from all in your Form.
* Undertake to contribute to one specific co-curricular activity/elective as part of the main duties of a teacher or member of support staff at our school, at the discretion of the headteacher.
* Promote and develop Student Character as part of our Character Pillar Programme
* Lead/support one Elective as part of our Year 7 Elective Programme, as required.
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| Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)* Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard.
* Support the values of the school: manners, hard work, honesty and success
* Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development.
* Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers’ Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master’s in Expert Teaching).
* Treat all members of the community, colleagues and students, with respect and consideration.
* Treat all students fairly, consistently and without prejudice using warmth and strictness.
* Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school’s high standards.
* Attend school events as required.
* Take pride in all you do and allow pupils to do the same.
* Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement.
* Reflect on your own practice as well as the practices of the school with the aim of improving all that we do.
* Read and adhere to the various policies & priorities of the school as expressed in the School Improvement Plan, the staff handbook and Faculty Action Plans.
* Read and adhere to the mission and core educational purposes of the Tame River Educational Trust
* Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions.
* Undertake duties as required
* Ensure that all deadlines are met, as published in the school calendar.
* Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Year Head or Faculty Leader
* Be proactive and take responsibility for matters which secure health and safety.
* Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.
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