



## Job Description

**POST:** Director of Teaching and Learning - English

**RESPONSIBLE TO:** Director of English

**RESPONSIBLE FOR:** Delivering high quality teaching and learning across the English department

**SALARY:** Leadership Pay Scale (L1-L5)

### **PURPOSE:**

To bring energetic and visionary leadership to the English department, cultivating a culture of excellence in direct teaching and learning through purposeful, high-impact professional development. Working in partnership with the Director of English, the Director of Teaching and Learning (English) will strengthen pedagogy and practice to ensure curriculum delivery of the highest standard.

### **PRINCIPAL ACCOUNTABILITIES**

#### **Strategic Direction and Development**

- Providing strategic leadership for the continuous improvement of teaching and learning across the English department, ensuring that pedagogical approaches are direct, evidence-informed, ambitious, and aligned with whole-school priorities.
- Designing, leading, and evaluating high-quality professional development that builds staff expertise, strengthens classroom practice, and is deeply rooted in our trust's commitment to inclusion and high standards.
- Establishing and maintaining policies and practices that secure high achievement through consistently effective teaching and learning, ensuring clear and ambitious expectations for curriculum delivery and instruction.
- Creating an environment where both students and staff develop and sustain positive attitudes towards learning, fostering professional curiosity, collaboration, and a commitment to continuous improvement.
- Using data intelligently to monitor and evaluate student learning and progress, identifying trends, strengths, and areas for development; planning and implementing targeted teaching and learning interventions that enable all students to achieve highly.
- Contributing, via the Director of English, to the Department Improvement Plan, and leading an effective subject improvement cycle that drives pedagogical development, curriculum delivery refinement, and measurable impact on student outcomes.



## **Learning & Teaching**

- Ensuring appropriate, challenging and differentiated Programmes of Study and Schemes of Work are in place for all English teaching groups and related courses
- Securing and sustaining effective teaching of the subject through structured quality assurance and rigorous monitoring and evaluation of all aspects of teaching and learning through lesson observations, feedback to teaching staff, work sampling, student interviews and written reports to the Director of English as necessary
- Ensuring teaching and learning objectives are clear to all members of the curriculum team
- Ensuring that teaching and learning initiatives and strategies developed by the academy/school Improvement Group are delivered by all members of the curriculum team
- Ensuring effective development of students' literacy, numeracy and ICT skills within the subject
- Support the Director with the mapping of progress of students regularly against prior attainment and local and national norms and identify students at risk of underachieving
- To represent The Constellation Trust to ensure that Trust Policies and Procedures are modelled effectively, particularly in relation to teaching, learning, assessment and behaviour
- Keep up to date with current educational research and disseminate relevant information to colleagues
- To prepare and use performance and contextual data to track individual students and inform performance
- Be committed to the use of new technologies to improve teaching and learning
- Provide demonstration lessons and model best practice to colleagues as required

## **Leading and Supporting Staff**

- Establishing clear expectations and high standards of professionalism and collaboration across the subject
- Providing structured support and assessment for Early Careers teachers and trainees to enable them to meet the relevant professional standards
- Working in collaboration with the SENCO, SEN staff and Year Leaders to ensure that Individual Education Plans and Pastoral Support Plans are used to set subject specific targets, as required
- To support school improvement through professional mentoring and coaching of colleagues
- To model excellent practice and lead others in the development of new pedagogies
- To support other teachers to develop their expertise in planning, preparation and assessment
- To create and share resources that support the development of assessment for learning strategies
- To actively support the vision, ethos and policies of the academy/school and the Trust



## **Continuing Professional Development**

- To support the professional development of colleagues in devising and preparing innovative teaching and learning strategies
- Reflect on and address own professional development needs
- Help to identify the professional development needs of colleagues
- Facilitate the professional development of colleagues and contribute to the Constellation Trust's bespoke CPD programme
- Initiate, and evaluate, action-led learning improvement projects

## **Teaching Commitment**

The post holder will be expected to teach in line with the Constellation Trust's generic teacher's job specification. However, some designated non-contact time for leadership and management responsibilities will be made available.

## **Safeguarding Children**

All academies/schools within The Constellation Trust are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

## **General**

- The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
- The above duties may involve having access to information of a confidential nature which may be covered by the Data Protection Policy (GDPR 2016). Consequently, confidentiality must be maintained at all times.
- The post holder must promote the Constellation Trust's Equal Opportunity Employment Policy.
- The post holder must be flexible to ensure the operational needs of the academy/school are met. This includes undertaking duties of a similar nature and responsibility throughout the various places of work in the school/academy, as and when required.
- The post holder must be aware of, and comply with, policies and procedures relating to safeguarding and child protection, reporting all concerns to an appropriate person.
- The Health and Safety Work Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of themselves. Specific details are outlined in the Constellation Trust's Health and Safety Policy.
- Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable them to perform the full duties of the jobs. If, however, a certain task proves to be unachievable, re-evaluation of the task will be given full consideration.



# PERSON SPECIFICATION

## KNOWLEDGE/EXPERIENCE/SKILLS/QUALIFICATIONS/MENTAL SKILLS:

### 1. Qualifications – Essential:

- Qualified Teacher Status
- Evidence of relevant recent professional development

### 2. Knowledge – Essential:

- Outstanding subject knowledge in your area of specialism
- Expert understanding of what is required to secure effective teaching and learning
- Excellent understanding of the strategies which help to raise pupils' attainment
- An understanding of performance and contextual data as tools for improving standards of pupils' achievement
- An understanding of up-to-date educational developments nationally
- Understanding of the practical application of Equal Opportunities in a school context

### 3. Experience – Essential:

- A proven track record of excellence in the classroom
- Experience of working with other teachers and professionals to extend their understanding and effectiveness
- Successful experience in a range of year groups

### 4. Skills – Essential:

- Proven skills in successful behaviour management
- The ability to teach different year groups
- Understanding and commitment to the application of new technology as a tool for learning
- Ability to communicate effectively and appropriately in a variety of situations
- Good organisational, inter-personal and consultancy skills

## INTERPERSONAL/COMMUNICATION SKILLS:

- Be a team player
- Ability to motivate and inspire staff and students
- Ability to use tact, diplomacy, sensitivity and good humour
- The ability to understand others and create trust
- Ability to coach colleagues to improve their performance
- Effective written and spoken communication
- Awareness of the need for attention to detail
- Ability to demonstrate personal and emotional resilience when working in a range of challenging situations
- Personal commitment to extra-curricular activities
- Good health and an excellent attendance & punctuality record
- Motivation to work with children and young people



- Have a willingness to demonstrate commitment to the values and behaviours of The Constellation Trust
- Commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to undergo appropriate checks, including enhanced DBS checks.
- 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.

## **Work Environment**

### **a, Work Demands**

High quality curriculum provision and effective teaching and learning within the academy/school. This may involve evening work (parent's evenings, meetings etc.).

### **b, Physical Demands**

Endurance within a classroom setting, teaching students while standing, sitting, or walking throughout the classroom, use of educational aids (electronic whiteboards etc.), and retrieval and use of materials.

### **c, Working Conditions**

Working in a classroom educational setting.

### **d, Emotional Demands**

The post holder will be at some risk working in an educational environment above. May be at risk of abuse and aggression from students, parents and carers.

## **Creativity and Innovation**

The post holder will be required to re-schedule work where/when necessary in order to fit in with the working day of the Trust and ensure that tasks are completed.

## **Contacts and Relationships**

Executive Principal/CEO  
Executive Lead - Primaries  
Head of School  
Staff  
Directors  
Community  
Parents  
Managers on all levels and locations  
Trade unions  
Other government departments



*This Job Description conveys a full and accurate description of the job:*

<u>Signature</u>	<u>Designation</u>	<u>Date</u>
1. CONFIRMED BY: .....	(LINE MANAGER)	.....
2. CONFIRMED BY: .....	(SERVICE HEAD) (OR DELEGATE)	.....
3. RECEIVED & AGREED BY: .....*	(POST HOLDER)	.....

*\*The employee must countersign the Job Description to show that he/she has received it, although they may not agree with its content. They may delete "& AGREED" if this is the case.*

Grade established/Approved

DATE OF PANEL: .....

DATE: .....