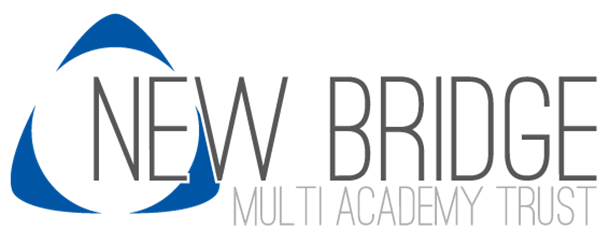
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| Job Description | |
| Job Title: | English Curriculum Leader |
| Pay Grade / Scale / Range: | Teacher Pay Range with TLR2a and SEN allowance |
| Working hours: | Based on School Teachers Terms and Conditions (32.5 hours per week) plus such reasonable additional time as is expected of a leadership role |
| Location: | You will be expected to work across all sites within the New Bridge MAT – however you be responsible for a Heywood Academy |
| Staff responsible to: | Head of School/Director for Curriculum and Assessment/Executive Head teacher |
| Staff responsible for: | School subject teachers/ deliverers within English |
| Accountable to: | Chief Executive Officer |
| Probationary period: | Not applicable |

**Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment. An enhanced DBS certificate is required for this post.**

To be accountable for leading, managing and developing the English Curriculum at Heywood Academy.

To be ultimately accountable for the overall outcomes within English at Heywood Academy. KPIs will be agreed annually (through negotiation with line managers)

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| **General tasks** |

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| **O**  **Overall purpose of the job** |

1. To be accountable for pupil progress so that each individual pupil achieves their optimum level in English and ensuring that effective strategies are in place to further raise standards of pupil attainment and achievement.
2. To ensure the effective management and deployment of teaching/support staff, financial and physical resources within the department.
3. To develop and enhance the teaching practice of other deliverers within English.
4. Ensure the school’s Health and Safety policy is implemented and monitored in the department, including appropriate risk assessments when necessary.
5. To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and pupils follow this example.

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| **Key Tasks** |

1. To ensure the provision of an appropriately broad, balanced, relevant and adapted curriculum for all pupils.
2. To ensure the production, evaluation and revision of schemes of work to meet the needs of individual pupils.
3. To use attainment data to monitor the progress of pupils taught within English.
4. To effectively use data to plan pupil interventions.
5. To effectively use data to compose an appropriate curriculum development plan.
6. To ensure that individual learning targets are set for all pupils by deliverers within your subject area of responsibility.
7. Ensure adherence to the school’s Homework and Assessment Policy by all deliverers in the department.
8. Monitor and evaluate teaching and learning in accordance with the school policy, including lesson observation, scrutiny of pupil work and quality of marking.
9. Monitor the progress and attainment of Pupil Premium and vulnerable group pupils.
10. To respond to parental enquiries if required.
11. To provide enrichment and extra-curricular activities within the department to enhance learning.
12. To teach up to 70-85% of the timetabled week to be agreed with the Head of School.
13. To actively promote the school’s aims and values.
14. To prepare a curriculum improvement plan that identifies new initiatives / areas for development and how these will be achieved.
15. To provide a performance report for Standards Board.
16. To chair department meetings.
17. To attend local leadership / curriculum meetings as required.
18. To support the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
19. To write and develop the teaching and learning model for your subject area.
20. To contribute to the writing of the SEF where relevant.
21. To play an active role in school life including extra-curricular activities, lunch and break time duties.

1. Share the responsibility with other managers for the maintenance of a learning environment and the well-being of pupils throughout the day and at the end of the school day, for example bus duty.

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| **Leadership** |

1. To lead, manage and coordinate the other deliverers within English.
2. To allocate deliverers to teaching groups.
3. To support the Performance Management process for deliverers.
4. To undertake appropriate CPD related to the role of Curriculum Lead.
5. To keep updated of current or new developments in English and the curriculum.
6. To support colleagues with own professional development.
7. To ensure that quality cover work is provided for classes when staff are absent and support colleagues undertaking cover duties.

1. To audit regularly, order and maintain sufficient resources for the teaching and learning.
2. To ensure all learning environments have inspiring displays including pupils’ work which is regularly updated.
3. To provide a clear budget plan and manage it effectively.

All colleagues are expected to comply with any reasonable request from the Chief Executive Officer or his representative to undertake work of a similar level that is not specified in this job description.

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| **Special Conditions:**  An Enhanced Disclosure and Barring Service (DBS) check is required for this post |

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| **Contacts:**  Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools. |

**Responsible for: Teaching and support staff within English**

**Responsible to: Director for Curriculum and Assessment and Head of School**

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| **PLEASE NOTE**: The selection panel will use the emboldened criteria below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the panel’s satisfaction) will be invited to interview. | | |
|  | **Selection Criteria** | **How Assessed** |
| **Education & Qualifications** | **Qualified teacher status**    Evidence of continuing professional development | Personal profile and Certificates |
| **Experience & Knowledge** | Experience of using data effectively to raise pupil attainment  **Experience of working with, and understanding, the main challenges for young people with ASC/SLCN and moderate learning difficulties**  Experience of current assessment practice  Experience of the implementation of behaviour management strategies  Experience leading and managing staff  Experience of dealing with parents and carers  Knowledge of current, local and national curriculum developments  Knowledge and/or experience of developing schemes of learning and assessment;  Experience of planning, delivering and evaluating own teaching practice  Experience of current good practice in assessment techniques  Experience of supporting other staff (teachers, TAs) with appropriate advice  ~~Knowledge of budget management in relation to cost effectiveness and adding value~~  Knowledge of strategic school development planning  **Experience of teaching the English National Curriculum**  **Experience of contributing to EHCP reviews, updating EHCP targets and providing opportunities for children and young people to meet their targets.** | **Personal profile**  **Interview** |

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|  | **Selection Criteria** | **How Assessed** |
| **Skills and Abilities** | Able to set high expectations and standards, and provide a role model for pupils and staff  Able to jointly develop policies to achieve  strategic objectives in discussion with staff and governors  **Able to demonstrate high quality, creative and innovative classroom practice to engage, motivate and inspire pupils**  **Able to promote learning and enhance skills beyond the curriculum and the classroom**  Able to use appropriate leadership styles in different situations in order to –   * manage change in pursuit of strategic objectives * devolve responsibilities, allowing staff the freedom to act within a defined framework * monitor practice to ensure that devolved responsibilities are being carried out * provide opportunities for staff development and encourage staff to develop themselves * build, support and work as part of a team * motivate pupils and staff * work effectively in partnership with parents, governors and the wider community * deal sensitively with people and resolve conflicts * seek advice and support where necessary   **Decision making Skills: the ability to –**   * make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside school * demonstrate balanced and fair judgement   **Communication Skills: the ability to -**   * communicate effectively, orally and in writing, to a range of audiences * consult and negotiate to achieve specific objectives * establish and manage good communication systems * chair and contribute to meetings effectively * **able to work cooperatively as a team member and to direct the work of Teaching Assistants to effectively support children’s learning**   **Self-management: the ability to -**   * prioritise and manage one’s own time effectively * work consistently to deadlines * set and achieve challenging but realistic goals * take responsibility for one’s own professional development | **Personal profile**  **Interview** |

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|  | **Selection Criteria** | **How Assessed** |
| **Work Circumstances** | The ability to secure an effective work: life balance | Interview |
| **Safeguarding** | **Knowledge of Safeguarding and Child Protection expectations**  **Knowledge and understanding of strategies for inclusion and equal opportunities**  **Knowledge of Health and Safety expectations affecting children and adults across the school** | Interview |

