



The Charter School East Dulwich

ENGLISH KEY STAGE LEAD: JOB DESCRIPTION

Post title: English Key Stage Leader

Salary/Grade: Teachers Pay Scale (Inner London) + TLR 2b

Responsible for: English Educational Provision in Allocated Key Stage

Reporting to: English Subject Leader

Purpose of the job

To provide professional leadership and management for the allocated Key Stage in English, ensuring high-quality teaching, effective resource use, and excellent academic outcomes for all students.

Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Key Responsibilities

- Support the English Subject Lead in the full educational provision for the allocated key stage including
 - Curriculum Design
 - Assessment design and qualification preparation
 - Student culture, behaviour and engagement
 - Extra curricular provision
 - Staff line management, quality assurance and training
- Planning, Teaching and related Marking for assigned English classes
- Leading a Form Tutor group
- Contribution to the school community including extra-curricular activities, supervisory duties and cover.

Specific Responsibilities

Key Stage Leadership:

1. Curriculum Design & Development

- Lead the design and implementation of the English curriculum for the allocated Key Stage, ensuring curriculum coverage, continuity, and progression for all students, including those with SEND or EAL needs.
- Contribute to Subject and Key Stage co-planning sessions, driving a collaborative approach to teaching and learning.
- Lead the creation and quality assurance of schemes of work, syllabuses, and lesson resources within the allocated Key Stage
- Oversee the development of new teaching materials and writing programmes of study to ensure the curriculum remains innovative and rigorous.
- Lead the ordering and management of curriculum resources for the key stage

2. Assessment Design and Qualification Preparation

- Lead on the design of robust assessment models and the coordination of the Key Stage assessment calendar.
- Ensure effective qualification preparation and examination board requirements, overseeing standardisation, moderation, and marking to ensure consistent standards.
- Lead on data-driven instruction and targeted interventions for the Key Stage ensuring that learning gaps are closed and all students—particularly Pupil Premium and SEND—achieve highly.

3. Student Culture, Behaviour and Engagement

- Lead and quality assure the effective use of school and subject routines in the Key Stage to promote positive student behaviour in line with the school's Behaviour policy and framework.
- Deliver effective motivation and rewards to students through verbal praise, use of the Merits system, Values week, and other praise initiatives in line with the school Behaviour Policy.
- Create a purposeful school culture and student belonging within the Key Stage
- Build positive professional relationships with students and staff.
- Support the English Subject Lead in maintaining a tidy and inclusive subject area environment that supports a positive learning for all students.
- Model school expectations on standard routines including, but not limited to, class line-ups, classroom welcome routines, 100% focus, and corridor supervision to support consistent and positive classroom environments. Support others to do the same.
- Complete regular family communication related to student learning, building opportunities for praise, challenge, and support for students across the Key Stage

4. Extra-curricular Provision & Promotion

- Lead on the development and implementation of a full key stage programme of extra-curricular English activities, subject-related events, and trips.
- Lead on promoting the subject's benefits to students and engaging with cross-curricular projects and whole-school initiatives.
- Enthusiastically promote the subject and its benefits to students including to support key transition points between Key Stages.

5. Staff Line Management and Training

- Actively model the school values of working hard, care, curiosity, and integrity in the day-to-day work and team environment, including being open to feedback, having a reflective mindset, and supporting others.
- Take part in the Quality Assurance cycle and related activities as directed by the subject and faculty leader.
- Work closely with the English Subject leader on the management, motivation, and professional development of teachers and support staff within the Key Stage.
- Contribute to the Faculty and School Development plans – design and delivery.
- Deliver Instructional Coaching and staff support plans to assist staff development and student provision.
- Contribute to professional development initiatives, providing guidance on subject knowledge and pedagogical methods through example and support.
- Lead English Key Stage meetings, ensuring clear communication of actions and departmental goals.

Teaching:

1. To teach the subjects, classes and groups as allocated

- Teach the specific classes and groups as assigned by the English Subject Lead and Senior Leadership Team.
- Plan and prepare all resources and lessons for assigned classes.
- Follow the course outlines, syllabuses, and schemes of work agreed upon by the English Subject Lead and Faculty Leader
- Mark all work related to allocated classes in a timely manner, providing effective feedback at whole class and individual student level that supports strong student achievement.
- Set homework on a regular basis and ensure student work is marked promptly.

2. To ensure that high-quality teaching, learning and student progress takes place

- Provide a well-planned, challenging, purposeful, and neat physical classroom environment.
- Assess, monitor, and record student achievement, including completing all allocated data drops, subject and faculty marksheets and attending parents' meetings.
- Take an active part in subject and faculty Data Driven Instruction tasks and meetings
- Prioritise understanding student learning gaps and closing them through a data-driven approach, particularly for Pupil Premium, SEND, and high-achieving students.
- Make effective use of performance data and target-setting, providing relevant information to the Senior Leadership Team.
- Participate in the school's professional development model to reflect upon and improve individual teaching practice, including participation in Instructional Coaching and other allocated CPD
- Assist in identifying special educational needs and support the SEND Team with individual education plans.

3. To be a Form Tutor and carry out specified pastoral duties

- Deliver the Tutor Time curriculum programme, following allocated sessions, preparing for tutor time in advance and engaging effectively with the provided materials.
- Foster an inclusive and positive tutor group culture, supporting students with academic, extra-curricular and pastoral engagement.
- Carry out duties as directed by the Year Leader, including providing pastoral support and managing tutor group behaviour.
- Monitor, record, and contribute to tasks related to student attendance to tutor time and punctuality in line with school policy and direction of the Year Leader
- Support effective assemblies through punctual attendance to line ups, consistently high behaviour expectations and contribution to assembly content and delivery as required.
- Create supportive contact with tutor group student families through effective and regular dialogue.
- Prepare for and attend all assigned Year Team meetings

General

- Actively contribute to a safe school environment where all students are safe and staff responsibility for safeguarding is paramount.
- Follow all safeguarding expectations and guidelines as set by the school, Trust, KCSIE (Keeping Children Safe in Education), and Government Guidelines.
- Fully engage with the staff induction programme, completing all allocated tasks and seeking clarification and support as needed.
- Read and actively engage with all school and trust policies, seeking guidance if aspects are not understood and adhering to the expectations.
- Participate in the school's Appraisal and Professional Development policy, including any related support plans.
- Contribute to, through team activities and staff voice, the faculty and year group development plans, linking in to the School Development Plan.
- Take personal responsibility for professional delivery and use line management effectively to seek support.
- Undertake specific duties as agreed with the Subject or Faculty Lead or as reasonably required by the Head Teacher.

Person Specification

Qualifications

- Educated to degree level (Essential)
- Qualified teacher in secondary school education (Essential)
- Bachelor's degree in English or a related subject (Essential)
- Relevant recent professional development

Knowledge, Skills and Experience

- Teaching of GCSE level and A Level English Courses (Essential)
- Excellent lesson planning and design
- Effective design of curriculum schemes of work and long-term plans
- A successful track record in raising student attainment in English
- Experience of contribution to department strategies and work
- Running of extra-curricular programs related to English
- Understanding of GCSE and A level course specifications and examination expectations
- Experience of line management and developing others
- Evidence of impact on student provision beyond the current role or sphere.
- Experience of strong student behaviour and culture in the classroom and beyond

Professional Leadership Behaviours

- Ability to lead a team with a genuine passion and an unwavering belief in the potential of every child, regardless of background or personal characteristics
- A clear understanding that all leadership actions and departmental roles must be strategically focused on student achievement and potential.
- A proven commitment to inclusive education, with the ability to lead staff in closing attainment gaps for Pupil Premium students, those from diverse backgrounds, and students with SEND.
- A visible commitment to Equality, Diversity, and Inclusion, ensuring these values are embedded in team culture and curriculum delivery.
- Strong awareness of safeguarding and KCSIE, with the ability to lead a team in taking appropriate, timely action and maintaining a culture of vigilance.
- High levels of honesty and integrity, with the ability to manage sensitive information with total confidentiality and professional discretion.
- A professional, detail-oriented outlook with the ability to lead a team to multitask effectively and meet rigorous deadlines.
- The ability to foster close harmony and effective working relationships across the team and wider school staff.
- Ability to provide clear evidence of, and lead others in, the school values of Working Hard, Care, Curiosity, and Integrity.
- The passion, energy, and optimism to lead a team through day-to-day challenges with resilience and a solution-focused approach.
- A sophisticated understanding of how leadership decisions impact the workload of others, with a commitment to managing the team efficiently and considerately.
- Excellent listening skills and a reflective mindset, with a proven ability to seek, accept, and act upon feedback to improve departmental performance.
- A commitment to leading Continuous Professional Development, including a readiness to self-evaluate and the flexibility to drive change and improvement.
- The ability to manage personal and departmental workloads through effective forward-planning and high-level organisational skills.
- Confidence and self-motivation, with the ability to be decisive and remain calm and professional when under pressure.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- S/he shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- All staff participate in the school's performance management scheme.
- The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.
- The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.
- We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.