

Faculty Leader of English and Literacy across the Academy

PURPOSE OF POST

1. To lead and be responsible for the quality of the English department and literacy across the academy: curriculum, pedagogy, teaching and learning, staff development and performance, pupil progress and outcomes, systems and policies.
2. To lead, support and implement the Academy Behaviour Policy within English, Literature and Literacy.
3. To bring knowledge, expertise and high-order skills to the work of the academy.
4. To actively model and promote the values and ethos of the academy.
5. To be accountable for the line-management of staff within the English department.

Reporting To

Assistant Headteacher

GENERIC RESPONSIBILITIES

Shaping the future: Strategic direction

1. To develop a learning community ethos amongst English, Literature and Literacy staff and students.
2. To keep abreast of local, national and global trends.
3. To contribute actively to building, communicating and implementing a shared vision of the academy's future.
4. To work with new technologies and help develop their use to promote teaching, learning, the experience of students and the effectiveness of the school.
5. To lead and manage a team of colleagues in planning, teaching, meeting and assessing the curriculum for English, Literature and Literacy.
6. To demonstrate commitment to –
 - a. high standards / expectations for all pupils.
 - b. helping to set and achieve challenging and ambitious targets.
 - c. Inclusion
7. To demonstrate the ability to –
 - a. think strategically
 - b. inspire, challenge, motivate and empower others
 - c. model the values and vision of the academy and actively promote ethos
8. To implement the Academy's Performance Management Policy.
9. To organise and coordinate extra-curricular activities to promote English, Literature and Literacy.
10. To provide cross-curricular support in line with Academy policy, e.g. Literacy, SEN support and Development Plan Priorities.

Leading Teaching and Learning

To have knowledge of:

1. Academy accountability measures.
2. Data collection tools and analysis (comparative performance, prior attainment, targets, etc).
3. Strategies for raising achievement and achieving excellence in the personal development of young people.
4. Use of new and emerging technologies to support teaching and learning.
5. Best practice in relation to developing English, Literature and Literacy and overseeing its successful implementation.
6. Assessment / reporting.
7. Models of teaching and learning.
8. Principles of effective lesson observation to focus on learning and progress.
9. Academy self-evaluation (monitoring and evaluation).

10. Strategies for developing effective and inspiring teachers.
11. Effective curriculum design and management.
12. Academy systems (e.g. examinations).

To show commitment to:

1. Raising standards in pursuit of excellence.
2. Equipping students with the necessary mindset for success; building resilience, ambition, determination and problem-solving.
3. The entitlement of all pupils to the best possible teaching and learning.
4. Personalised and cooperative learning.
5. Coaching and mentoring students to ensure maximum commitment and effort.

To demonstrate the ability to:

1. Demonstrate personal enthusiasm for learning.
2. Demonstrate the principles and practice of the best teaching and learning.
3. Challenge poor performance
4. Develop relevant strategies for improved performance.

Whole-Academy

1. To act as a form tutor, and carry out the duties associated with that role as outlined in the generic job description.
2. To play a full part in the life of the academy community, to support and model our ethos of faith, vision and nurture, and to encourage by example, leadership and management, staff and students to follow this example.
3. To contribute actively to the development of whole-academy policy, working groups and initiatives.

Personal and professional

1. To develop links and partnerships with colleagues from other learning communities
2. To take responsibility for one's own personal professional development.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

In your application, please demonstrate how you meet these criteria. Do not include a curriculum vitae.

Faculty Leader of English and Literacy across the Academy	Essential / Desirable	How identified (A/I/LO/R)
Education Qualifications		
Good honours degree (or equiv.) in English, or a related subject	E	A
PGCE or equivalent and Qualified Teacher Status	E	A
Relevant and successful teaching experience	E	A
Higher degree or further professional qualification	D	A
Excellent track record of recent relevant professional development	D	A
Relevant experience in team-leadership / management – e.g. as head of department, 2 i/c, team leader, leadership of the development of curriculum / T & L / assessment etc, which has had an impact on both pupils and teachers	E	A
Teaching and Learning		
Aware and knowledgeable about best practice in English curriculum and pedagogy, and about developing staff.	E	A / LO / R / I
Excellent classroom practitioner	E	A / LO / R
Experience in supporting/mentoring/coaching staff	D	A/R/I
A broad awareness and understanding of educational research on 'what works' in improving curriculum, pedagogy and teaching and learning.	E	A/R/I
Track record of success which has improved provision, progress and outcomes	E	A/R/I
Data-smart – able to use data analysis and ask the right questions to promote thinking and improvement.	E	A/R/I
Track record of effective and successful project input, and contributions to change with some change leadership.	E	A/R/I
Track record of effective and successful project management, and change management, ideally at both department level, and wider, including a cross section of staff whom you do not line manage.	D	A/R/I
Personal and professional qualities		
Strategic, future-orientated, able to balance long and short-term horizons	E	A/R/I
Intellectually and organisationally agile and well-organised: open to new directions, continuously pro-active and thinking ahead, whilst planning and structuring what needs to be done to translate aspiration into reality.	E	A/R/I
Outstanding communicator – persuasive and inspiring at a group level, with high emotional intelligence and influencing skills 1:1 and with smaller groups.	E	I / R
A good networker – flexible, receptive, persuasive	D	A/R/I

Resourceful and creative	E	A/R/I
Excellent time manager	E	A/R/I
Resilient	E	A/R/I
Intuitive	E	I / R
Has Good Negotiation Skills	D	I / R
Tactful	E	I / R
Support the Christian ethos of the Academy	E	A
The ability and willingness to lead Christian worship with integrity. All staff are fully supported in leading worship by the school's Chaplain.	E	A
A = Application I= Interview LO = Lesson Observation R = Reference		

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview