

Job Description: Head of English



QUEST is a value-led organisation comprising of Christian, and community Primary Schools, and a Secondary School with UTC provision.

Job Description:	Head of English
Responsible to:	Headteacher
Job Purpose:	Under the direction of the Headteacher, carry out the professional duties of the subject as set out in the current School Teachers' Pay and Conditions Document and in line with the approved career stage expectations. The post holder will work closely with the Headteacher, Senior Leaders and the subject team to provide professional subject leadership and management for the department across the School and Sixth Form College. You will deliver high quality teaching, effectively using the up-to-date facilities and innovative approaches and aiming to raise standards of learning and achievement for all students. As a successful teacher, you will provide a role model to all. You will teach in accordance with the ethos, organisation and policies of the QUEST as a fully committed member of the Trust teaching team and as detailed in the specific duties below. As an employee within QUEST, staff may be required to work at any school within the group where their specialism can add value.
Liaising with:	Headteacher, Senior Leadership Teams, teachers, support staff, parents/carers, LA representatives, external agencies and members of the community
Salary Scale:	L3-7
DBS Disclosure Level	Enhanced

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Leadership Responsibilities

Uphold the vision and aims of the school.

Lead and develop high quality teaching & learning and pedagogy across the department.

Working closely with the Headteacher and the subject team to establish a clear, shared understanding across the Department of the importance of high quality teaching that engages students and enables them to aspire to and achieve stretching goals.

Model to other colleagues what constitutes highly effective teaching & learning.

Develop high quality assessment for learning practice and ensure this is common practice across the department to ensure that assessment of learning is robust and accurate.

Establish innovative working practices across the department, using evidence-based research to support new initiatives and impact on raising standards in teaching & learning across the department.

Ensure curriculum provision is broad, balanced and relevant in support of securing outstanding outcomes in the department.

Work alongside senior leaders and other middle leaders on self-evaluation processes, identifying strengths and areas for improvement in the department

Work alongside senior leaders and other middle leaders on improvement planning for English, identifying and prioritising needs across the department in support of securing whole school improvement.

Lead professional development strategies within the department to secure outstanding outcomes.

Mentor ECTs, support new teachers to the school and provide specific support through within the department as appropriate.

Actively lead and develop a culture of coaching within the department in support of colleagues' development.

Develop effective working relationships within the department and actively share good practice across other areas and at a school wide level where appropriate.

Support other middle leaders and to deputise for senior leaders as appropriate.

Ensure policies determined by the Board of Trustees and Headteacher of the school are reflected in practice across the department.

Actively work alongside senior leaders and other middle leaders to raise standards and secure high levels of achievement in English.

Actively work alongside senior leaders in monitoring and tracking student progress through highly effective systems and data analysis and ensure that the performance of students is in line with national trends and to ensure that all students achieve their full potential.

Ensure high quality extra-curricular provision provides additional opportunities for students of all abilities to extend their learning experiences beyond the classroom.

Work co-operatively with, and in support of, all adults across the school community.

Work with students in a courteous, caring and responsible manner at all times and to model high professional standards.

Work with other professionals and present oneself in an appropriate manner that it upholds the values of and enhances the reputation of the school.

Operational/ Strategic Planning

Lead the development of teaching & learning strategies, appropriate schemes of work, resources and assessment in the department.

Lead the monitoring and tracking student progress, and the provision of appropriate intervention to ensure high outcomes.

Lead the implementation of school policies and procedures to ensure that practice reflects policy across the department and reflect the Trust's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff.

Lead strategic planning across the department, including department SEF and Improvement Plans to ensure the explicit focus on raising standards to secure outstanding outcomes.

Work collaboratively with colleagues across the department to ensure that the needs of pupils are met through focusing on key priorities, which have coherence and relevance in supporting the objectives of the school for school improvement.

Ensure that good standards in student behaviour are maintained and that the school's behaviour system is implemented consistently across the department.

Curriculum Provision and Development

Liaise with the relevant senior leaders to ensure the delivery of an appropriate and highly effective English curriculum, which complements the school's strategic objectives to secure outstanding outcomes, challenges all and prepares learners for their next steps.

Liaise with the senior leaders and other staff to establish a school wide focus on 21st century learning through English.

Actively monitor curriculum development at national, regional and local levels and respond appropriately to new initiatives

Support curriculum development within the department in response to developments nationally, regionally and locally to ensure that provision in English best meets the needs of students at the school

Liaise with senior leaders to ensure that choice of exam specification at KS4 is the most appropriate to secure outstanding outcomes

Liaise with senior leaders to ensure that links between curriculum provision and assessment of student progress are explicit to secure outstanding outcomes

Teaching and Learning

Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.

Ensure teaching and learning is of a consistently high standard and that best practice is shared across the department.

Develop and implement appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups.

Ensure effective development of students' literacy, numeracy and information technology skills using our up-to-date facilities.

Use clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets.

Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.

Provide students with clear direction, expectations, guidance and support, constructive feedback and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs.

Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.

Enable students to become independent learners who challenge themselves to enhance their skills beyond the curriculum and the classroom.

Establish a partnership with parents and carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.

Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

Form Tutor Responsibilities

Complete the register accurately.

Monitor attendance and punctuality, including follow-up.

Monitor standards of dress and personal appearance and address any issues as they arise.

Escort groups to assembly and (normally) attend assembly.

Responsible for the co-ordination reports and other records.

Respond to disciplinary problems as required, referring serious misconduct to the Head of Key Stage as appropriate.

Share information from the Head of Key Stage to the tutor group in a prompt manner.

Encourage inter-form competitions and the participation of the tutor group in other school activities.

Be available to meet parents as appropriate.

Curriculum issues

- activities supporting learning in tutor periods
- knowledge of the tutorial programme
- knowledge of the SEN students and their targets
- target group members in your tutor group

Be an effective coach and mentor to the students, enabling them to develop their life skills and succeed in all that they do within the school.

Professional conduct

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.

Maintaining a secure, healthy and risk free environment for students, staff and visitors.

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date: _____

Unlocking Potential

Person Specification: Head of English



Essential

Qualifications

- Honours degree
- Qualified teacher status
- Willingness to continue to learn and develop
- Commitment to digital delivery of learning

Knowledge and Understanding

- Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards.
- Processes and systems for quality assurance
- An understanding of the principles associated with managing and leading others
- Project planning and change management
- Knowledge of current and potential future developments in relation to the national and local education scene
- Knowledge of the requirements of the National Curriculum at KS3 and KS4

Skills

- Ability to effectively use ICT to enhance the quality of teaching and efficiency of work
- Be committed to continuing professional learning as part of the Apple Teacher Programme.
- High level of communication skill, both written and oral, enabling the post holder to actively listen to and engage with others, overcoming barriers to understanding, dealing effectively with contentious and/or sensitive issues, dealing with difficult conversations with empathy and sensitivity, whilst asserting as appropriate
- High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared
- Horizon scanning to enable a strategic view to be taken of potential future changes
- Emotional Intelligence to ensure staff and students perform at their best and thrive.
- Ability to teach GCSE level
- Ability to teach A'level desirable
- Ability to maintain good order and discipline
- The ability to accurately assess the quality of pupil's work against national standards
- To be an excellent classroom practitioner
- To have the experience of using a range of tools and evidence, including data, to evaluation the effectiveness of learning and teaching and challenging underperformance

Experience

- Proven track record for improving standards of achievement and the quality of teaching and learning
- Outstanding teaching and learning practitioner
- Experience of coaching and mentoring other staff
- Experience of change management

Competencies and Personal Qualities

- Leading and supervising (e.g. provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and models these behaviours; motivates and empowers others; encourages innovation and agrees challenging goals)
- Ability to work as and effectively lead a team
- Believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do so
- Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values)
- Clarity for personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self)
- Emotional intelligence
- Flexible and adaptable
- Able to rigorously implement an idea to a sustainable conclusion
- To have integrity, passion, energy, presence, resilience and patience
- To be able to have a corporate responsibility for all decisions made at senior level/middle management level

Performance Management and Professional Development

- Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the QUEST expectations.
- To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.
- Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
- To show your passion for life-long learning as the lead learner in your team
- Be an advocate for excellence and embrace positive change
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities.
- Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance.
- Use the Trust's digital approach to capture and share your expertise and that of your team, for the benefit of your subject across all the Trust's schools.
- To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff.

- Be the embodiment of our values in action and stay true to our core moral purpose, to unlock the potential of all.

Legally entitled to work in the UK

DESIRABLE SKILLS/QUALIFICATIONS

- Leadership qualification(s)
- Management Qualifications
- Membership of appropriate professional bodies

Learning, Innovation, Opportunity