

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Head of English (Extended Leadership Team)
CONTRACTED HOURS	Full Time
LOCATION	Romford, London Borough of Havering
GRADE / SCALE POINT – SALARY	Leadership 12-15
REPORTING TO	Senior Leadership Team

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

VISION AND ETHOS – THE ST EDWARD'S WAY

Life in all its Fullness

Aims

At St Edward's Church of England Academy, it is our primary aim that every member of our community feels valued and respected, and that each person is treated fairly and well within a climate of mutual trust and respect. St Edward's Academy is founded on Christian values and we exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

Our mission:

To ensure that every student leaves St Edward's as the best that they can be: confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them on the pathway from childhood to self-realisation as a young adult. Students feel safe, valued and accepted.

Our Four Pillars of HOPE describe our vision of a great school:

Humanity: students flourish in a calm, purposeful and orderly environment which is established through consistent high expectations and explicit teaching of self-discipline, resilience and kindness. They develop character and become knowledgeable, thoughtful and articulate citizens of the world. St Edward's students make a positive contribution to society.

Optimism: students understand the opportunities that a school and university education will afford and engage with enthusiasm in their learning. They develop a growth mindset and believe that they can be successful. They develop their passions, creativity and interests through the wider curriculum (enrichment). Students believe that everybody has the right to equal opportunities in a safe, inclusive school community where everyone can flourish.

Perseverance: our ethos and curriculum enables students to develop a framework of knowledge and understanding in each subject area and our wider curriculum motivates students to persevere and understand that grit underpins success and long-term happiness. Students understand that self-development and social development require self-reflection and effort over time.

Excellence: teachers are subject experts with an excellent understanding of the intellectual journey they are taking their students on. High standards are set and students are able to achieve excellent progress and outcomes in their academic work. All members of staff see themselves as leaders within an aligned community of professionals and create high performing teams to drive school improvement.

The school values – underpinning the way we work together

Humanity: we are honest and take responsibility for our actions; we are open, straightforward and transparent to build trust; we treat others as we would want to be treated ourselves; respect for ourselves and each other lie at the heart of our professional community. We know that we will achieve more together than we can alone. We will, on every occasion, oppose all forms of prejudice and support positive attitudes towards a fair and equal community.

Optimism: we believe that through an unwavering positivity, commitment to improvement and hard work we can all develop our abilities to be great. We act on feedback because we know that we can be better tomorrow than we were today.

Perseverance: we work hard and we are reliable. We reflect on our practice; address our weaknesses and celebrate our strengths. We work hard to master the knowledge of each subject and build the habits of learning.

Excellence: we do the right thing even when no-one is watching; We plan ahead with depth and detail and meet deadlines; we do all we can to be the best that we can be.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

Overall Responsibility

- To provide clear, cohesive leadership and direction in teaching and learning in the subject area, and manage and motivate teaching, and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
- To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.

- To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes through the School Improvement Plan.
- To take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils' learning needs.

Specific Responsibilities

Extended Leadership Team:

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the school.
2. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
3. Play a major role in the school's middle management structure, assisting the headteacher in creating a vision, sense of purpose and pride about the department and its work.
4. Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the school, including its policies and their implementation.
5. Implement, monitor and evaluate all school and department policies and documentation.
6. Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
7. Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
8. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
9. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch breaks or a club, etc.
10. Use Leadership and Management time effectively for these purposes.

Class / Subject Teacher:

1. Teach the designated class / subject group(s), implementing agreed planning, assessment and target setting; work with others to provide Curriculum Enrichment for students.
2. Plan students' work to provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Needs and those who are Able, Gifted and Talented;
3. Carry out regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the school's marking policy;
4. Develop home-school links with parents/guardians of students in the class / subject group(s);
5. Complete assessment records for the class / subject group(s), using the school's systems,

including preparation of Student Progress Reports for presentation to the Headteacher, Senior Leadership Team and Governing Body, as appropriate;

6. Complete student reports for presentation to parents (academic report and the achievement, effort and social report); meet students' parents at parent evenings.
7. Manage and monitor the work of other adults in the classroom (including volunteers);
8. Liaise closely with the SENDCo regarding the learning needs of students;
9. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.

HEAD OF DEPARTMENT

The post of Head of Department carries significant leadership responsibility for the curriculum area and the staff working therein. The post has a broad responsibility, as a Middle Leader within the school, to promote and support the wider educational progress of all students.

Line Management responsibility

1. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
2. Monitor the effectiveness and impact of Appraisal arrangements within the Department;
2. Provide input to Appraisal of individual staff within the Department in terms of setting objectives, monitoring and assessing work performance;
3. Provide interventions as necessary with staff colleagues to improve the implementation of the curriculum, teaching and learning and assessment practice, in line with school policies and the 'St Edward's Teaching Essentials'.
4. Celebrate areas of success for individual teachers and the department.
5. Deploy all department staff effectively in order to give department members a good work/life balance.
6. Chair and produce the agenda for effective department meetings. Ensure minutes are taken, kept secure and others informed as appropriate.
7. Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the improvement plan and produce resources as a team.

Curriculum and Assessment

1. Develop and evaluate schemes of work (Medium and Long Term plans) as required, ensuring that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;
2. Keep up to date with subject and curriculum developments in your area, sharing and learning from good practice across the Trust and through local and national subject associations/communities.
3. Provide input as required on the curriculum content and the choice of appropriate teaching and learning methods, including ICT, to meet the needs of the subject and of different students, including development of disciplinary literacy;

4. Implement and monitor policies and practices for assessing, recording and reporting student achievement, and for using this information to recognise achievement and assist students in setting targets for further improvement, consistent with school policy;
5. Support teachers and support staff in maintaining a strong culture of behaviour for learning within the Department, ensuring that systems of reward and sanctions are consistently applied, and their effectiveness regularly evaluated by the team;
6. Work with teachers and support staff in the Department to help 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;
7. Help teachers in the Department to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
8. Actively assist and be pro-active in developing effective links with the local community, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding;
9. Seek and implement ways of developing and promoting out of hours learning for students in relation to the subject area.
10. Work collaboratively with other curriculum leaders and heads of subject, to develop links across the curriculum which support and enhance student knowledge in English and other subjects.

Monitoring and evaluation

1. Monitor the quality of work throughout the Department through regular book scrutiny, student voice and curriculum observations in accordance with the relevant school's policy;
2. Identify appropriate attainment and/or achievement targets;
3. Monitor student standards and achievement against annual targets;
4. Monitor planning, curriculum coverage and learning outcomes;
5. Monitor standards of student behaviour;
6. Plan and work with staff colleagues to implement strategies where improvement needs are identified;
7. Ensure that relevant attainment / achievement targets are met;
8. Monitor the quality of marking and reports;
9. Monitor implementation of the Department's Improvement Plan;
10. Lead evaluation strategies to contribute to overall school self-evaluation.

Leading staff development

1. Identify relevant curriculum area improvement priorities;

2. Contribute to the professional development of colleagues using a range of strategies including coaching and mentoring;
3. Evaluate the impact of all improvement activities on the quality of the curriculum teaching and learning;
4. Provide staff in the Department with relevant subject, curriculum area or student performance information;
5. Support staff to maintain the highest standards of behaviour for learning;
6. Keep up-to-date with new developments and initiatives in the relevant areas of curriculum and assessment and work to continuously improve knowledge and best practice amongst all teachers and support staff
7. Maintain and develop personal professional expertise and share this with other teachers;
8. Act as a role model of good classroom practice for other teachers, modelling effective strategies with them.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher in relevant subject area. • Relevant Teaching Qualification • English and Mathematics at GCSE/'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL) 	<ul style="list-style-type: none"> • Knowledge of School / Trust Computer systems • Evidence of CPD in in the relevant subject area.
Experience and Knowledge	<ul style="list-style-type: none"> • High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on student outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working. 	<ul style="list-style-type: none"> • Experience of successfully leading a subject area. • Evidence of effective team leadership.
Key Skills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's secondary schools to secure high attainment for all children in the relevant Year / Subject Group(s) Key Stage(s). 	
Leadership	<ul style="list-style-type: none"> • Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on student achievement • Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year / Subject group(s) Key Stage(s) student outcomes. 	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students • Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and student support system • Ability to work as a team player and supportive of team working 	

	<ul style="list-style-type: none">• Ability and willingness to develop own understanding and capability through advice and training• Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency• Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes	
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