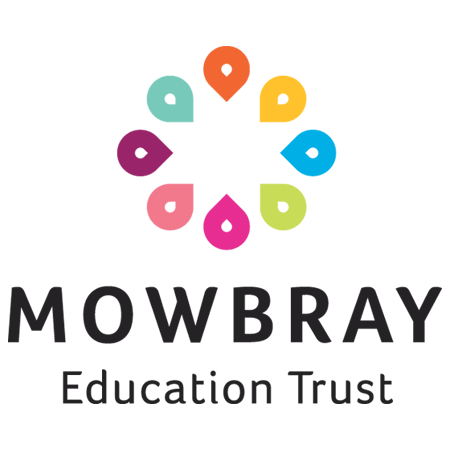
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**Head of English Job Description & Person Specification**

Based at John Ferneley College, Melton Mowbray, Leicestershire

**Role Overview:**

This is an exciting opportunity for an outstanding English teacher to join our successful English department at John Ferneley College as Head of Department. The successful candidate will inspire students and be an excellent role model for other staff. They will also have some proven experience of leadership and management within an English department. The role will provides excellent professional development opportunities for an ambitious English specialist.

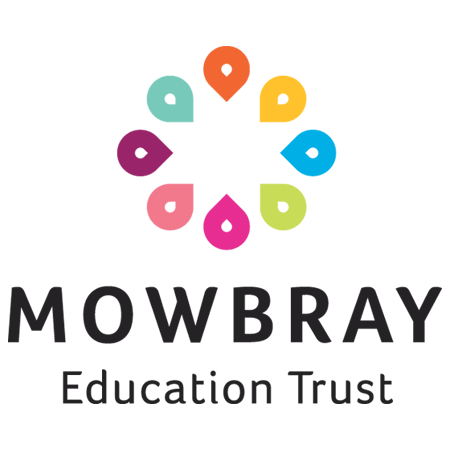
The right candidate will have the ambition and desire to play a significant role to lead the development of the Department including monitoring and evaluating the quality of teaching and learning. The ability to teach across Key stage 3 and 4 is essential.

**Key Accountabilities:**

* To take a lead role developing and leading a rigorous and evidence-based curriculum which enables the highest level of progress and attainment at KS3 and within GCSE English.
* To ensure the English curriculum provides a coherent KS3-4 pathway that is an example of best practice for others.
* To model what it takes to be an outstanding teacher and subject leader and thus act as an example to all middle leaders.
* To demonstrate the highest standards of professionalism at all times.
* Lead and manage a professional community of subject teachers to ensure the highest attainment and progress.
* Monitoring and accountability for the progress and attainment of all students in English.
* To undertake procedures for inducting and mentoring ECTs and trainees in the department where applicable.
* To act as a coach or mentor for other teachers as required.
* Modelling for all staff exemplary practice and establishing a culture of high expectations within your department.
* Uphold all school policies and procedures.
* Maintain and develop strong links with external organisations and other Mowbray Education Trust schools.

**Leadership of English**

* Design a broad, engaging and challenging curriculum that enables all scholars to enjoy and achieve at the highest level, supported by detailed schemes of work, to ensure consistency and coherence across all English lessons.
* Establish a clear department development plan and monitor and evaluate its delivery and effectiveness.
* Analyse ongoing progress data and act accordingly to refine plans in order to close any gaps and address misconceptions.
* Facilitate rigorous and ongoing assessment as set out in the school assessment policy
* Welcome stakeholders into your lessons and be prepared to discuss current and best practice in your areas of responsibility.
* Promote an open door policy.
* Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve attainment.
* Monitor the effectiveness of teaching and learning and planning processes within your department.
* Support the professional development of teachers and their training where appropriate.
* Manage the deployment of department resources effectively and efficiently.
* Monitor the progress of all students and sub-groups of students with staff and plan appropriate support / interventions to remedy slow progress.
* Produce, in line with the school self-evaluation cycle, Department Improvement Plans and Data Analyses to the highest possible standard, and ensure all members of your department engage with these where applicable.
* Liaise with all appropriate personnel regarding support for student progress.

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**Head of English**

Person Specification

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| --- | --- | --- |
| **Qualifications** | Essential | Desirable |
| Educated to degree level | ü |  |
| Holds Qualified Teacher Status | ü |  |
| Qualified to National Professional Qualification for Senior Leadership (NPQLT) or equivalent or willingness to undertake the qualification |  | ✓ |
| **Experience** | | |
| Teaching experience in Key Stages 3 and 4 | ü |  |
| Experience of designing and delivering specialist intervention strategies and plans | ü |  |
| Experience of planning, designing, implementing and evaluating schemes of work | ü |  |
| Experience of teaching English across Key Stage 3 and 4 | ü |  |
| Experience of successful English leadership and curriculum development | ü |  |
| **Professional Knowledge and Understanding** | | |
| Demonstrates exceptional understanding of the skills and attributes involved in effective teaching and can evidence where they have secured good progress of students | ü |  |
| Understands external measures such as the current Ofsted framework and national progress measures | ü |  |
| Demonstrates up-to-date knowledge of effective strategies to secure progress and improvement in a secondary setting | ü |  |
| Can demonstrate a thorough understanding of issues related to attainment and progress of different groups of students across key stages | ü |  |
| Understands and implements positive and effective behaviour strategies which improve whole class, and individual behaviour, creating a climate for learning | ü |  |
| Experience of working with students with SEND/ EAL and is able to demonstrate how their teaching has secured good progress for these students | ü |  |
| Demonstrates knowledge and understanding of safeguarding and child protection issues and procedures, including both statutory requirements and best practice | ü |  |
| Knowledge and understanding of the English specification and assessment | ü |  |
| Knowledge of Eduqas English specification |  | ü |
| **Professional Skills and Abilities** | | |
| Plan lessons effectively for all students in a class, setting clear learning intentions/ questions and differentiated tasks | ü |  |
| Demonstrates a creative and original approach to planning and teaching in a cross curricular way | ü |  |
| Has a thorough knowledge of the features of good / outstanding lessons and has the ability to implement assessment for learning strategies | ü |  |
| Must be able to analyse and use comparative data effectively to assess class, individual and school performance and progress | ü |  |
| Is able to use technologies effectively and appropriately to improve learning outcomes | ü |  |
| Must be able to work collaboratively and effectively in a team | ü |  |
| Can interpret and communicate data effectively and accurately and can use data to inform where interventions or specialised teaching strategies may be required | ü |  |
| Highly skilled in assessing, recording and reporting on the development, progress and attainment of pupils against targets | ü |  |
| Engages students with their learning, creating an enjoyable and positive learning experience | ü |  |
| Develops each child as an individual and works collaboratively with others to support the none academic aspects of each student’s learning. | ü |  |
| **Personal Qualities** | | |
| Can successfully engage parents and carers in order to encourage their close involvement in the education of their children | ü |  |
| Demonstrates passion and enthusiasm for driving improvements to maximise students’ life chances | ü |  |
| Must have a high level of communication skills both orally and in writing | ü |  |
| Must be able to manage own work load effectively and respond swiftly to tight dead lines | ü |  |
| Demonstrates excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ü |  |
| Demonstrates personal commitment to professional development linked to the competencies necessary to deliver the requirements of this role | ü |  |
| **Other** | | |
| Understands and actively promotes the benefits of diversity within the Trust | ü |  |
| Is fluent in the use of the English language | ü |  |