

TEACHER JOB DESCRIPTION

Job Title:	Head of English	
Location:	North East Essex Co-operative Academy	
Grade / Allowances:	Teacher main or Upper Pay Scale	MPS 1-6 UPS 1-3
	Special Educational Needs allowance Teaching & Learning Responsibility	SEN-2 (£4,479) TLR2b (£4,943)

SUMMARY OF MAIN DUTIES / RESPONSIBILITIES

In addition to the Conditions of Employment as laid down in the School Teachers' Pay and Conditions Document, the post holder will lead the English Department, ensuring the teaching and learning in English is of a consistently high quality, resulting in high levels of attainment and progress for students at all stages and levels of ability. The post holder will provide the staff they manage and lead with clear direction and support, resulting in a high performing team, whilst also working collaboratively as a member of the extended leadership team across North East Essex Co-operative Academy and Keys Co-operative Academy Trust.

To teach GCSE and iGCSE English and functional skills at Key Stage 3 and Key Stage 4

ORGANISATION

- In consultation with the head of school to plan, design, produce and deliver an appropriate academic curriculum based on individual needs and entitlement including the creation of teaching materials and resources which are appropriate to age and ability and are in accordance with the Academy's Development Plan and the Department Development Plan
- In accordance with scheme of work, plan, deliver and review lessons which are appropriate to the age and ability of the students so as to facilitate progression in students' learning
- Plan and deliver an appropriate social curriculum focusing on the development of social skills, self-awareness, self-esteem, increasing motivation and the management of behaviour
- Teach pupils within groups or individually - either on site and off site to meet student needs
- Support colleagues with the management of behaviour
- Assess, record and report on the development, progress and attainment of pupils; and within the Academy guidelines record on the progress of individual pupils, including IEP's and pastoral support plans.
- Prepare reports and participate in reviews where necessary
- Ensure that all pupils make good progress from their point of entry to the school
- Liaise with a range of agencies including Schools, Educational Psychologists, Education Welfare Officers, Social Services, Child and Family Services, Health Services, Careers and Post 16 provision, etc

- Provide and facilitate the general progress and well-being of any individual student within any group of students assigned to him or her, providing guidance and advice to students on educational and social matters
- Manage the classroom and teaching equipment so as to create a positive learning environment which makes effective use of available resources.
- Ensure health and safety is secured throughout the working environment
- Maintain contact with pupils' schools and assist in any planning for a return and take part in home/school and community liaison
- To liaise with other teachers within the school and from referring schools on a whole range of issues including curriculum development and pupil casework
- Supervise Teaching Assistants and ensure that they play a full part in the meeting of pupil needs
- Participate in full staff and departmental meetings and to contribute to Academy decision making and consultation procedures
- Contribute to the development and implementation of the academy's policy, procedures and practice
- Implement the Academy policy with regard to registration, student absence, dress code and enforce Academy rules relating to behaviour and health and safety
- Contribute to the development of the Academy. This will involve the development of curriculum and pastoral initiatives and the building of a bank of resources and knowledge relating to the teaching and learning requirements of pupils.
- Undertake training either to improve professional skills and expertise or contribute to whole school development.
- Be involved in the Academy Performance Management process, to engage in professional development activities so as to enhance personal performance, fulfil personal potential and be able to participate effectively in the implementation of the Academies goals and Development Plan
- Any other duties commensurate to the level of the post that may be allocated by the Head of School after consultation with the post holder.
- Required to be mobile throughout Mid Essex and therefore a valid driving licence and use of car is required with appropriate insurance, unless the role can be undertaken effectively by alternative transport arrangements.

ADDITIONAL SPECIFIC RESPONSIBILITY

- to be a Tutor to an assigned Tutor Group if required, and to carry out related duties in accordance with the general job description of Tutor

GENERAL DUTIES

- To carry out a share of supervisory duties in accordance with published rotas
- To participate in appropriate meetings with colleagues and parents relative to the above duties

RESOURCES

- Operate relevant equipment/ICT packages (e.g. MS Office, internet, intranet, SIMS, E-mail)
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students
- Support Learning Support Assistants with day to day issues
- Ensure effective communication with all colleagues (teaching and support staff)

KNOWLEDGE, SKILLS AND EXPERIENCE

- Q.T.S. (Qualified Teacher Status)
- Relevant and significant experience of working with vulnerable and challenging learners;
- Further training or a qualification relating to SEN;
- An understanding and knowledge of the law, policies and procedures relative to vulnerable learners;
- Up to date knowledge in the field of improving behaviour and attendance through quality first teaching and learning.
- Knowledge of motivational teaching, which engages vulnerable learners. .
- Demonstrate high quality learning experiences for all learners,
- Competent in the field of the use of ICT.
- Demonstrate a reflective approach towards everyday practice,
- Have experience of working within an holistic assessment framework.
- Have experience of working in a multi agency environment.
- Be committed to working proactively with parents, carers and the under community to support the learning process.
- Demonstrate a clear focus on achieving improved education outcomes and experience of evaluating work with vulnerable learners.
- Demonstrable commitment to the vision, values and strategy of Keys Co-operative Academy Trust for improving outcomes for vulnerable groups.
- Participate in Performance Management and staff development.
- Able to reflect on their practice and follow agreed policy guidelines.
- Able to form, develop and maintain effective working relationships and communicate effectively.
- High level people skills which include the ability to motivate, inspire, and .enable pupils to achieve their potential

SAFEGUARDING

Keys Co-operative Academy Trust (KCAT) is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment.

Keys Co-operative Academy Trust is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation. The information below provides pre-employment screening guidance for candidates applying to this job at Keys Co-operative Academy Trust.

Pre-Employment Checks appropriate to this Job Profile

- Identity
- Medical Screening
- References
- Qualifications
- Prohibition from Teaching
- Self Disclosure
- Enhanced DBS Check
- DBS Barred List Check
- Keys Co-operative Academy Trust LADO Safeguarding Checks
- Right to work in the UK
- Individuals who have lived outside the UK
- Childcare disqualification check
- S128 Direction Check

PERSON SPECIFICATION

Category	Essential	Desirable
Qualifications	QTS	Evidence of further study
Experience	<p>NQT obtained in mainstream or a special school setting</p> <p>Up to date knowledge of child protection procedures</p> <p>Experience of parental liaison</p> <p>Experience of meeting the needs of students with challenging behaviour</p>	<p>An experienced teacher</p> <p>Pastoral experience in mainstream or special school</p> <p>Experience of managing difficult or challenging behaviour through a variety of strategies</p> <p>Knowledge and understanding of partnership working within the community</p>
Professional Development	Evidence of continuing professional development	<p>Experience of working with other schools/organisations/agencies</p> <p>Ability to identify own learning needs and to support others in identifying their learning needs</p>
Leadership	<p>Ability to analyse data, set targets and monitor/evaluate progress towards these</p> <p>Understanding of and commitment to promoting and safeguarding the welfare of students</p>	<p>Evidence of successful strategies for planning implementing, monitoring and evaluating classroom practice</p> <p>Management qualification</p> <p>Leadership qualification</p> <p>Knowledge of what constitutes quality in education provision, and strategies for raising standards and achievement of all students</p>
Teaching and Learning	<p>A secure understanding of the requirements of the National Curriculum</p> <p>Relates well to children understanding their individual needs</p> <p>An understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</p>	<p>Understanding of successful teaching and learning in education across the key stages</p> <p>Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students</p> <p>An understanding of assessment strategies and the use of assessment to inform the next stages of learning</p> <p>A knowledge of statutory requirements relating to the curriculum and assessment</p>

	<p>Evidence of consistently high quality teaching and learning</p> <p>Able to liaise with a range of professionals and parents</p>	<p>Sensitive to individual needs of the pupil</p> <p>Understanding of SEN and ability to differentiate effectively</p>
Leading and Managing Staff	<p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Analysing – Analyses numerical data</p> <p>Emotional intelligence</p> <p>Flexibility</p>	<p>Experience of working in staff teams</p> <p>Experience of supporting the continuing professional development of colleagues.</p>
Accountability	<p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>Ability to provide clear information and advice to staff and management committee</p>	<p>Experience of presenting reports</p> <p>Experience of offering support to improve performance</p>
Skills Qualities and Abilities	<p>High quality teaching skills</p> <p>Able to work independently and manage time effectively</p> <p>Able to work effectively in a team</p> <p>High expectations of students' learning and attainment</p> <p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Ability to remain positive and enthusiastic when working under pressure</p>	<p>Evidence of motivating others</p>

