



Post: Head of English	Line Manager: designated SLT member
Scale: TLR 1	Responsible for: English team
Purpose of Post <ul style="list-style-type: none"> Ensuring students follow a curriculum which is agreed with RET advisers and prepares them for external examination demands Promoting outstanding outcomes and a love of learning, driven by consistently effective teaching The job profile below draws on National Standards for Subject Leaders. For further clarification of any point, please refer to that document 	
Key Tasks <ol style="list-style-type: none"> Strategic Leadership <ol style="list-style-type: none"> Developing and implementing department policy and practice in line with whole-school and Trust expectations Using data to inform policies, practices, expectations, targets and teaching methods Formulating the department development plan in line with whole-school SDP Monitoring and evaluating progress in achieving the department's plans and targets. Ensuring the curriculum for each year group: <ol style="list-style-type: none"> Is in line with national and Trust developments (see RET Subject Network Meetings and HOD Handbook) Systematically develops skills, knowledge, concepts and attitudes demanded by external examinations Promotes progression and continuity Develops numeracy and literacy, including SPAG, and the technical language of the subject Is informed by close liaison with the SENDCO, to ensure all students can access learning Develops students' broader understanding of the subject Promotes learning outside the school and classroom contexts, as appropriate to the subject Promotes school and Trust values, particularly in respect of diversity and equalities Is recorded in the required school and Trust format Is regularly and systematically evaluated, in light of national changes and assessment/exam data Is systematically amended, where required, in light of the above evaluation Target-Setting, Tracking, and Intervention – ensuring: <ol style="list-style-type: none"> Staff and students know school and Trust expectations of: progress; what constitutes hard work in lessons and homework; what student behaviour is and is not acceptable Staff know how and when current attainment (therefore progress over time) is assessed and recorded Current attainment data are systematically analysed, with underachievement identified by student 'group' and teaching group, using question-level analysis to identify common weaknesses Adjustments to teaching schedules and pedagogy are made in the light of the above analyses, supplemented (particularly in KS4) by out-of-hours underachiever interventions Securing and sustaining effective teaching, ensuring: <ol style="list-style-type: none"> All teachers know national, school and Trust expectations for teaching (including marking and assessment) All teachers are trained in effective lesson planning, pedagogy, classroom management, and marking approaches, in line with school and Trust expectations Teaching is planned and delivered, and learning assessed, in line with the above expectations 	



5. **Leading and managing staff** by:

- a. Inducting new staff into school and Trust systems and expectations, and school/department priorities
- b. Working effectively with the designated SLT line manager, and other key post-holders
- c. Making effective use of departmental time for activities including planning, moderation, and training
- d. Evaluating staff effectiveness as required by school/Trust policy, and using this to inform collective and individual professional development plans, the latter being planned with the SLT professional development lead
- e. Ensuring the effective planning and organisation of resources, and efficient deployment of staff, particularly in respect of deployment of teachers to key teaching groups
- f. Ensuring departmental areas are safe, and attractive places for learning
- g. Keeping the senior team informed in respect of departmental needs and outcomes

6. **General**

- a. Assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies
- b. Perform duties and attend meetings as reasonably required
- c. Assess and record pupils' achievements, to prepare reports and take part in parental consultations.
- d. Participate in the School's performance management scheme
- e. Undertake training, and professional development activities
- f. Contribute to the school's pastoral system
- g. Implement school and Trust policies
- h. Carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987

Person Specification

Experience and Leadership

- a. Development of good and outstanding teaching
- b. Leading the achievement of outstanding outcomes across the full range of student abilities
- c. Successfully leading change
- d. Managing, motivating and developing staff
- e. Using data and benchmarks to ensure the progress of every student

Professional knowledge

- a. How to effectively support students' pastoral and emotional needs and care for the "whole child".
- b. Current educational issues and developments within the subject area
- c. Ofsted criteria for outstanding quality of education.

Skills

- a. An excellent classroom practitioner who leads by example – able to consistently deliver good and outstanding lessons.
- b. Develops, articulates and maintains a clear vision and leads others to plan and deliver it.
- c. Communicates in a way that inspires and motivates children and adults.
- d. Improves and maintains a level of attainment and success.
- e. Reviews, monitors and evaluates progress and results.
- f. Leads, coordinates and delegates.
- g. Thinks both strategically and operationally, according to the situation.
- h. Analyses, evaluates and uses data to support decision making.
- i. Manages change and works well under pressure.
- j. Manages the performance of others effectively.



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Greek Orthodox School



Attributes

- a. Supportive of the ethos of the school.
- b. Creates robust, trusting, honest, and supportive relationships.
- c. Flexible and resourceful.
- d. Displays moral, intellectual and personal integrity and authority.
- e. Shows determination, optimism and resilience in the face of challenges and set-backs.
- f. Committed to equality of opportunity, community cohesion and student social mobility.

Qualifications

- a. Qualified to degree level.
- b. Qualified teacher status.
- c. Recent, relevant professional development.