



## Job Description & Person Specification

### Key Stage 5 English Lead

Permanent

TPS Plus TLR2A

#### PURPOSE OF POST

1. To support the Director of English and lead on curriculum, assessment and pupil progress at Key Stage 5.
2. To review the current curriculum and assessment procedures at Key Stage 5 and make appropriate adaptations that will improve the experience of the pupils' learning and their outcomes.
3. With the Director of English, to monitor the quality of teaching and learning across Key Stage 5 and work with individual teachers to develop strategies to improve students' progress and achievement.
4. To keep up to date with changes in specifications and assessment at Key Stage 5 and adapt schemes of work/resources/assessment systems as a result.
5. To support staff in the delivery of the Key Stage 5 curriculum and encourage/develop the culture of shared resources.
6. To ensure that all staff know what data is to be provided for each assessment point at Key Stage 5, and to use this data to identify and target underperforming pupils.
7. To monitor the quality of marking and feedback at Key Stage 5, and to ensure that assessment grades provided reflect the standard the pupils are working at.
8. With the Director of English, to be responsible for pupil outcomes and progress at Key Stage 5.
9. To support staff in their development so that they feel confident teaching at Key Stage 5, and so that the pupils get a positive experience and achieve positive outcomes.
10. As part of the leadership team within the department, to support the other departmental leaders where appropriate.
11. To develop and shape the standards, ethos and culture of our Key Stage 5 provision and expectations within the department.

#### Reporting To

Director of English.

#### GENERIC RESPONSIBILITIES

##### *Teaching and Learning*

1. To maintain a thorough and up-to-date knowledge of the teaching of one's subject(s) and the wider curriculum developments which are relevant to the teacher's work.



## Job Description & Person Specification

2. To consistently and effectively plan lessons to meet pupils' individual learning needs, using a range of appropriate strategies for teaching and classroom management.
3. To consistently and effectively use information about the prior attainment of students to set well-grounded expectations for pupils, and monitor progress to give clear and constructive feedback.
4. To ensure that the learning environment is organised, attractive and stimulating.
5. To maintain high standards of behaviour, attendance and punctuality, in accordance with school policy and procedures.
6. To prepare and update subject materials.
7. To set and mark homework according to school policy.
8. To comply with Health and Safety policy and undertake risk assessments as appropriate.

### *Marking, assessment and reporting*

1. To make and assess students' progress according to whole-school policies and as requested by external examination bodies.
2. To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of students' progress according to school policy.
3. To complete accurately reports on pupils' progress for parents according to school policy and the school calendar. To communicate with parents of students about their progress as appropriate and according to school policy.
4. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.

### *Departmental*

1. To assist in the development of curriculum, schemes of work, assessment policies and teaching and learning strategies in the department.
2. To support the department's effective organisation and management.
3. To contribute to the department's improvement planning.
4. To liaise professionally with other colleagues across the school, and external agencies as necessary.
5. To contribute to the department's enrichment of extra-curricular opportunities for students.

### *Pastoral*

1. To be a form tutor to an assigned group of students.
2. To uphold the Christian ethos the school and ensure that all pupils experience a meaningful daily act of worship. Tutors should attend year, school and chaplaincy assemblies and sit with pupils as a community worshipping together. To contribute to Year assemblies. On the days



## Job Description & Person Specification

when pupils are not involved in a school, Year or chaplaincy assembly, tutors should ensure that time is set aside with the tutor group for reflection and quiet prayer, following school worship policy.

3. To conduct a termly / annual review with each individual student according to school policy.
4. To monitor the progress against targets of students in the tutor groups.
5. To monitor homework by checking and signing homework diaries.
6. To monitor the event log, information slips and use of the merit system to maintain a profile of form members, and plan interventions as necessary if a student appears to be underachieving, referring any concerns to the Director of Learning as pastoral line manager
7. To help collate and act on any information passed on which concerns students within the tutor group.
8. To contribute to induction days as required.
9. To help prepare students for transition as required.
10. To prepare UCAS references and help students with personal statements (6th Form personal tutors).
11. To oversee the welfare and discipline of every form member and report any concerns which might need parental / external agency involvement to the Director of Learning. Any issues of Child Protection must be reported immediately to the Social Inclusion Officer and / or Deputy Headteacher responsible for student welfare. Tutors should never promise absolute confidentiality.
12. To register pupils accurately using the school systems, follow up punctuality and chase up absence notes in the first instance.
13. To uphold the school's rules on uniform, checking students' appearance daily and issuing sanctions if students are in default, according to school policy.
14. To develop a sense of community and active citizenship within the form group and year, and taking active responsibility with the students for the appearance of the form room.
15. To organise the election of form captains.
16. To ensure that time is created for students to discuss social, moral and environmental issues, that pupils are encouraged to support and take part in activities which involve them working with the wider community and with charitable activities, and that such activities are understood by the pupils to be active citizenship.
17. To ensure that home-school communications are efficient, and encourage good and positive relationships with parents, guardians and carers.
18. To attend Year meetings and contribute positively to the team.
19. To fulfil supervision duties in school in line with published duty rotas.
20. To contribute to the pastoral team's enrichment programme for students.



## Job Description & Person Specification

### *Personal and Professional*

1. To participate professionally in the school's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the school.
4. To make an active contribution to the policies and aspirations of the school.
5. To mentor ITT candidates/ECTs as part of whole-school policy.
6. To contribute to whole-school activities and enrichment for students.
7. To undertake any other duty as specified by STPCB not mentioned.
8. To actively promote and comply with safeguarding and child protection legislation in all areas of responsibility and in line with school protocols.
9. To support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.

### *Specific Responsibilities*

1. Your timetable and details of students are to be found via the school's MIS system (SIMS).
2. Your form register and pupil details are to be found via SIMS.
3. Duty rotas are published by the pastoral line-manager. Assembly rotas published by the School Chaplain.
4. Departmental priorities for this year to which you will be asked to contribute.
5. Pastoral priorities for this year to which you will be asked to contribute.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**



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Key Stage 5 English Lead Person Specification	How identified (A/L/I/LO)
<b>ESSENTIAL</b>	
<b>Educational Qualifications</b>	
Good subject related honours degree	A
<b>Experience</b>	
Relevant experience of teaching English in a secondary school (as teacher or as student teacher) across Key Stage 3, 4 and 5.	A/L
<b>Professional Knowledge and Skills</b>	
Passionate commitment to English and the ability to enthuse and inspire young people across the full ability range	L/I
Sound understanding of the effective pedagogy in English	L/I/R/LO
Sound knowledge & understanding of English	L/I/LO
Good working knowledge of National Curriculum in English and recent developments in GCSE courses	L/I
Positive, confident and forward-looking approach to the teaching of English including provision of opportunities for students to learn in a practical way	A/L/I/LO
Lively, engaging and inspiring classroom practitioner who can build positive relationships with students.	L/I
Able to support actively with the Christian ethos of the school	L/I
Good interpersonal skills, the ability to empathise with young people and build positive relationships with students and colleagues	L/I
A team player with a can-do approach	L/I
Willingness to contribute to enrichment and extension activities	L/I/LO
Professional reliability re attendance, punctuality and deadlines	L/I
A commitment to personal, professional development and becoming the best that you can be	L/I
Energy	L/I/LO
Perseverance	L/I/LO
Displays commitment to the protection and safeguarding of children and young people	A/I

**A: Application I: Interview LO: Lesson Observation**

**N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview**