



KS2 English Leader Job Description

Position: TLR2B Key Stage 2 English Leader

Reports to: Principal and Head of School

Scale: TLR2B

In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Principal and Head of School.

Key Purpose

- To lead staff members to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
- To liaise effectively with senior colleagues to ensure consistency of approach in teaching and learning in your subject across the school.
- To promote the vision, culture and ethos of the school within your subject.
- To deputise for the Principal and/or Head of School as required.

Principal Accountabilities

In addition to your responsibilities outlined in the Class Teacher job description above, within your core curriculum area you will also:-

- keep abreast of curriculum developments and initiatives, ensuring you disseminate, support and monitor best practice across the school; maintain your personal and professional development through reflection, CPD programmes and reading.
- monitor and evaluate the quality of teaching and learning in English across the school, using a variety of methods including tracking, target setting, data analysis, observing lessons, monitoring plans and bookwork, learning walks and speaking to children about their learning.
- establish staff and resource needs and make appropriate recommendations to the Principal, Head of School and School Business Manager for expenditure.
- successfully manage the budget for English, in collaboration with the KS1 English Leader.
- maintain existing resources, ensuring all staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- ensure relevant stakeholders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and the progress against action plans.
- leading, develop and enhance the teaching practice of others.
- provide an excellent role model for pupils and for staff members, by classroom practice that sets a standard for other teachers to emulate.
- coach and mentor staff members through a programme of whole school, phase and individual professional development and modelling as needed, leading high-quality INSET that will inspire colleagues and providing information and advice that supports them in further developing their teaching skills and strategies to ensure children enjoy consistently effective English learning experiences.

- work with teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- lead staff in planning, teaching and evaluation of teaching to raise standards – both formally and informally.
- provide guidance to staff in marking, assessment for learning, and the moderation of age-related expectations.
- moderate use of data through a process of triangulation between planning, observation and children's learning.
- support colleagues to create a stimulating environment for learning.

Additional Accountabilities

- work in partnership effectively with all other TLR postholders, ensuring consistency of approaches in Maths and English from Early Years to Year 6.
- contribute to appraisal.
- fulfil whole-school duties (*e.g. assemblies, late duties*) as required.
- deputise for the Principal and/or Head of School as the named person in charge in school as required, and fulfil any other leadership duties as may reasonably be required.
- support the successful induction of Newly Qualified Teachers, students and trainees, either directly or by supporting NQT mentors.

Person Specification

TLR2B Key Stage 2 English Leader

ASPECT	ESSENTIAL
Leading Teaching and Learning	Qualified teacher status
	Proven ability to make a positive impact on standards for all pupils, including underachieving pupils, in classrooms other than their own, by leading a subject or area beyond own class.
	Ability to implement and lead whole school initiatives and support colleagues to raise standards through effective CPD and increased subject knowledge and skills.
	Recent successful experience of developing staff through leading in service training, coaching and mentoring.
	Understanding of the importance of an engaging, relevant and creative English curriculum that inspires and motivates learners to make progress and achieve high standards.
	The knowledge and understanding of current theory and best practice in learning and teaching, particularly in relation to high attainment and progress.
	Understanding of a diverse range of teaching and learning styles and techniques.
Skills and Experience	Experience of conducting lesson observations.
	Excellent interpersonal, communication and ICT skills.
	The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience.
	Understanding of data analysis and the impact this can have on achievement & attainment.
	Experience of giving effective feedback to colleagues about professional performance: an ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance.
	Evidence of continuing professional development or further professional study.
Professional Attributes	Enthusiasm, innovation, perseverance and flexibility in supporting achievement and attainment
	High expectations and a commitment to an inclusive environment which promotes individual contribution and achievement.
	Ability to develop good personal relationships within and between teams and other stakeholders in the school community.
Ethos and Inclusion	Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards.
	Ability and willingness to promote the school's aims and a positive culture and ethos.
	Ability to support the Principal and Head of School in creating and maintaining an environment which promotes good behaviour and discipline.
	Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion.
Relationship with Parents & Community	Good understanding of the role of parents and the community in school improvement and how this can be practised and developed.
Resourcing	Understanding of the principles and importance of achieving best value in resource purchasing.
Suitability to work with children	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
	Emotional resilience in working with challenging behaviours.
	Appropriate attitudes to use of authority and maintaining discipline.
Other Skills and Abilities	Ability to manage time well and work under pressure to deadlines.
	Resilience, flexibility and ability to retain a sense of perspective; boundless enthusiasm, determination and drive to inspire others to achieve high standards.
	A lively, creative and good-humoured approach to all aspects of teaching, management and leadership.
	A solution-focussed mind-set and determined "no-excuses" approach to raising standards.