



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

LEAD PRACTITIONER - ENGLISH AND BOOK CULTURE

JOB DESCRIPTION

JOB SUMMARY:

Contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence through teaching students and coaching staff, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

Lead on developing an inspiring book culture in school where the whole-school community understands the value and importance of learning to read and reading to learn.

Provide a robust programme of support for struggling readers that enables all students to unlock the curriculum and achieve academic success and personal happiness.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

Please note 'faculty' or 'subject' relates to any faculties/subjects of responsibility.

1. Strategic Direction and Development of the School

- 1.1. Provide inspiring and purposeful leadership for the students within a caring and secure Islamic environment.
- 1.2. Work in partnership with the Principal, Senior Leadership Team, Local Accountability Board, Star Academies, staff, students and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.3. Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, consistently and persistently implementing agreed policies and initiatives and adhering to the school's ethos within and beyond the school.
- 1.4. Contribute to appropriate sections of the school self-evaluation framework.
- 1.5. Lead on the development of student key skills in literacy across the curriculum, their use of new technology and maximising their ability to access all areas of the English curriculum.
- 1.6. Lead on the effective use of the Star Readers Programme and STAR vocabulary development to improve levels of student literacy across all subjects, particularly across Key Stage 3.
- 1.7. Develop and implement an effective literacy strategy and ensure this is embedded in practice across the school, assisting colleagues to develop lesson plans and schemes of work.
- 1.8. Ensure all students are fluent and enthusiastic readers.
- 1.9. Lead on developing a world-class book culture in school ensuring a vibrant universal offer for all students.

- 1.10. Administer reading assessments and use the information to classify all readers in school to ensure support meets their specific needs.
- 1.11. Track reading data to monitor the impact of reading support and interventions.
- 1.12. Monitor the implementation of the reading programme (universal and targeted) and swiftly address any shortfalls.

2. Leadership

- 2.1. Be a dynamic and supportive member of the faculty, supporting the faculty leadership in its drive to become a leading edge, innovative and high performing team.
- 2.2. Plan, develop, resource and lead a comprehensive and effective primary transition curriculum for Year 6/7 within the subject area; liaising with primary colleagues in key feeder schools and Year 7 subject teachers.
- 2.3. Engage with a wide variety of evidence, including student attainment data, to assess colleagues' performance and devise tailored support.
- 2.4. Support the Director of Learning to strategically plan and implement regular meetings to support, mentor, coach and challenge subject staff to ensure they are working in unison to produce the highest quality of teaching and learning within their lessons.
- 2.5. Assist colleagues in the planning and delivery of the schemes of work, and provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject, and of different students.
- 2.6. Liaise with SLT on present and future programmes for CPD, new staff induction, NQT induction and initial teacher training.
- 2.7. Provide appraisal and line management to selected staff, including through the setting and evaluation of challenging objectives and comprehensive reviews of performance.
- 2.8. Lead the whole-school initiative on book culture ensuring the Standard Operating Procedure (SOP) and toolkit are implemented consistently and successfully.
- 2.9. Provide a powerful and impactful intervention programme for struggling readers to read fluently.

3. Management of Students

- 3.1 Provide differentiated schemes of work that ensure continuity and progression in the subject for all students, including those of high ability and those with learning support needs.
- 3.2 Provide programmed opportunities for students to develop the skills required for effective learning; setting appropriate and challenging expectations for learning, motivation, and presentation of work.
- 3.3 Coach and mentor colleagues to set high expectation for students' behaviour, establishing a good standard of discipline through effective planning, well focused teaching and through positive and productive relationships.
- 3.4 Promote personalised learning by encouraging the use of teaching and learning strategies which develop the competence and confidence of every student to become independent and lifelong learners.
- 3.5 Identify, after consultation with colleagues, more able students and those with learning support needs, and arrange appropriate action and intervention.

- 3.6 Develop and lead a programme of enrichment activities which engage and stretch students in own area of responsibility.
- 3.7 Initiate and foster extra-curricular activities which widen students' appreciation of the subject and contribute to the general life of the school.
- 3.8 Promote and incentivise all students to access the vocabulary programme to encourage fluent reading and good understanding.
- 3.9 Initiate and foster extra-curricular activities which widen students' appreciation of reading.
- 3.10 Bring to life the Star Readers programme in form time through the Read-Aloud programme.
- 3.11 Encourage the use of reading to help acquire rich knowledge within each subject domain through Star Subject Readers.
- 3.12 Encourage and support the habit of reading widely and often, for information retrieval and pleasure.

4. Management of Resources

- 4.1. Work with staff in the faculty to ensure that all faculty rooms and areas present stimulating environments which help to influence students' attitudes positively towards the subject and towards reading.
- 4.2. Support the SLT in estimating and managing identified whole school budgets.
- 4.3. Plan and administer the development and storage of relevant equipment, books and other resources.
- 4.4. Develop displays to support literacy and reading, to encourage students' participation, both within the library and across the school.
- 4.5. Promote wider reading in all subjects of the curriculum (subject specific sections in departments and the library, supplementary reading lists and challenges).
- 4.6. Display inspirational quotes from renowned authors throughout the school.
- 4.7. Develop the library as the beating heart of the school, well-stocked with books of different genres and readily accessible to students.
- 4.8. Utilise the library to its full potential to provide reading enrichment opportunities.
- 4.9. Incentivise students to read through a robust rewards programme.

5. Planning and Development

- 5.1 Keep abreast of current developments in generic and subject specific pedagogy, ensuring the latest methods and innovations within the teaching and curriculum within the subject area are adopted as appropriate.
- 5.2 Play an active part in the Teaching and Learning Team, developing a clear and well thought out understanding of current educational issues, theory and practice; disseminating through training and coaching opportunities, to achieve consistent high quality pedagogy across the school.
- 5.3 Research and lead the implementation of pedagogy and practice proven to improve the attainment of those students who are disadvantaged (PP/SEN/D) through the dissemination and quality assurance of differentiated learning strategies in the faculty and across the wider school.
- 5.4 Ensure effective teaching of whole classroom, groups and individuals so that learning objectives are met, momentum, pace and challenge are maintained and the best use is made of learning time.

- 5.5 Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
- 5.6 Work in collaboration with associate staff attached to any teaching group and their teaching colleagues to ensure joint planning and delivery of support to the student.
- 5.7 Assist in setting expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching and learning.
- 5.8 Assist the Director of Learning to; plan, implement and review specifications, medium term learning plans, assessment and reporting procedures, in accordance with school aims, policies and practices.
- 5.9 Maintain a detailed knowledge of new GCSE specification and assessment criteria, liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- 5.10 Develop and sustain high quality teaching and learning of Literacy within the faculty and throughout the school.
- 5.11 Contribute to the coaching and mentoring of staff, and where necessary the development of staff through personal support plans.

6. Monitoring and Evaluation

- 6.1. Analyse and interpret relevant national and school performance data to contribute to the updating of the Star Teaching Framework and the school teaching profile.
- 6.2. Monitor teaching standards in the faculty and across the school as appropriate and use this analysis to identify both effective practice and areas for improvement.
- 6.3. Assist in the quality assurance of teaching, learning and assessment within the faculty and across the wider school; engaging positively in the school's programme of learning walks and faculty reviews.
- 6.4. Monitor and evaluate the teaching of literacy on outcomes within the English curriculum.
- 6.5. Seek out the views of students and their parents on the quality of teaching and learning; listening to the views of students about their preferred methods and styles of learning.
- 6.6. Use data analysis to identify areas where individuals or groups of colleagues may need support to improve outcomes for students in English.
- 6.7. Administer National Group Reading Test (NGRT) assessments to students.
- 6.8. Triangulate all available data to ensure that students are placed in the correct category. For example, the NGRT, CATs verbal score and SATs reading score.
- 6.9. Use the information to classify students into 4 categories: fluent readers; struggling readers; early readers and new to English. These categories inform the support and interventions.
- 6.10. Use data analysis to identify areas where individuals or groups of colleagues may need support to improve reading outcomes for students.
- 6.11. Work alongside the SENCo to provide more targeted follow-up testing for those with SEN.
- 6.12. Track the progress of students receiving reading intervention through NGRT reassessment at different points throughout the year in order to check the impact of the intervention programmes and determine best next steps.
- 6.13. Ensure students receive rewards that promote the school's book culture.

7. Communication and Liaison with Other Colleagues

- 7.1. Forge effective links with a range of educational partners, internal and external, to underpin the raising of student attainment. e.g. Primary colleagues, Transition Coordinator, SENCo, Universities, Trust Consultants, and Teaching Schools.
- 7.2. Take a lead role in the provision of high quality CPD within the faculty and, where required, across the school.
- 7.3. Encourage the sharing of best practice by delivering model lessons and having an open policy of peer observations.
- 7.4. Ensure the highest standards in teaching and learning are continually modelled to all staff to help improve their personal classroom performance; assisting the SLT in charge of Learning and Teaching in coaching staff within the English faculty and across school.
- 7.5. Represent the subject, faculty or school in relevant internal or external meetings, training or events.
- 7.6. Maintain effective relationships with other middle and senior leaders in the school.
- 7.7. Maintain appropriate links with teaching colleagues in all sections of Star schools.
- 7.8. Liaise with other schools, post 18 education providers and local employers where appropriate.
- 7.9. Maintain appropriate links with all feeder schools, particularly during the phase of KS2 to KS3 transition.
- 7.10. Ensure a skilled reading workforce is in place, through a high-quality professional development programme ensuring staff are well equipped to meet students' needs.
- 7.11. Arrange appropriate activities to engage students in reading and literature such as author visits, writing competitions, spelling bee etc.
- 7.12. Encourage the sharing of best practice by delivering practice clinics and instructional coaching.

8. Communication with Parents and the Wider Community

- 8.1. Establish a partnership with parents to involve them in their child's learning of the subject.
- 8.2. Develop effective links with the wider community, including business and industry, to extend the subject and enhance teaching and learning.
- 8.3. Promote the recognition that learning takes place outside the classroom context and provide opportunities to develop students' understanding by relating their understanding to real and work related examples.
- 8.4. Establish a partnership with parents to involve them in their child's reading.
- 8.5. Promote the recognition that learning takes place outside the classroom context and provide opportunities to develop students' understanding by promoting events such as World Book Day, National Poetry Day etc.
- 8.6. Timetable the Read-Aloud programme for the whole-school community.
- 8.7. Participate in local and national competitions and initiatives, such as the summer library challenge.
- 8.8. Implement social action projects within the community linked to reading.

9. Other Responsibilities

- 9.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 9.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 9.3 Contribute to the wider life of the Trust and the Star community.
- 9.4 Carry out any such duties as may be reasonably required by the Trust.

10. Records Management

- 10.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
QUALIFICATIONS				
1.	Qualified Teacher Status.	E	✓	✓
2.	A degree (2ii or above) in relevant or related subject.	E	✓	✓
3.	Evidence of continuous professional development.	E	✓	✓
4.	Recent relevant in-service training in the subject area.	E	✓	✓
5.	Evidence of successful coaching at classroom level.	D	✓	✓
6.	Designated SLE.	D	✓	✓
EXPERIENCE				
7.	Proven track record of outstanding teaching.	E	✓	✓
8.	Successful and sustained delivery of outstanding attainment and progress.	E	✓	✓
9.	Innovation and creativity to engage, enthuse and progress learners'.	E	✓	✓
10.	Making effective use of Assessment for Learning to engage Students as partners in their learning.	E	✓	✓
11.	Developing and leading strategies to sustain whole school improvement.	D	✓	✓
12.	Evidence of successful leading of reading within a department or school.	D	✓	✓
13.	Evidence of implementation of effective and accurate reading assessment across a school.	D	✓	✓
14.	Leading the delivery of coaching and INSET sessions to support the professional development of others.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
15.	Use of data to plan and implement intervention strategies to raise academic performance.	E	✓	✓
16.	An understanding of improving Numeracy / Literacy Strategies.	E	✓	✓
17.	Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes.	D	✓	✓
18.	Use of strategies to promote good student relationships and high attainment in an inclusive environment.	E	✓	✓
19.	Vision for the teaching of the subject.	E	✓	✓
20.	An understanding of Health and Safety regulations affecting the curriculum area.	E	✓	✓
21.	Emotional resilience in working with challenging behaviours and attitudes.	E	✓	✓
22.	Partnership working and collaboration within a school or local authority context.	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
23.	Ability to teach to GCSE standard.	E	✓	✓
24.	Ability to teach to A Level standard.	D	✓	✓
25.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	✓
26.	Ability to develop and disseminate effective learning and teaching and classroom management strategies.	E	✓	✓
27.	Ability to assess the performance of others and respond appropriately.	D	✓	✓
28.	Ability to devise effective support packages for colleagues, based on accurate identification of need.	D	✓	✓
29.	Ability to form and promote positive relationships with staff, students, parents, the local community and outside agencies.	E	✓	✓
30.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
31.	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.	E	✓	✓
32.	Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant faculty.	E	✓	✓
33.	Ability to use and promote a wide range of teaching methodologies.	E	✓	✓
34.	Ability to communicate, verbally and written, with a range of people and groups.	E	✓	✓
35.	ICT skills to develop, manage and report on performance data.	E	✓	✓
PERSONAL QUALITIES				
36.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
37.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
38.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
39.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
40.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
41.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	E	✓	✓
42.	A strong belief in the value of education in developing citizens.	E	✓	✓
43.	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	E	✓	✓
44.	Highly organised, literate and articulate.	E	✓	✓
45.	Highest levels of professional and personal integrity.	E	✓	✓
46.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
47.	Personal resilience, persistence and perseverance.	E	✓	✓
48.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
49.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
50.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓