

Aylsham High School

(part of Aylsham Learning Federation)



Job Description and Person Specification

Job Title	Lead Practitioner (English)
Department	English
Location	Aylsham High School
Grade	Lead Practitioner, points 10 to 14
Responsible to	Executive Headteacher and Deputy Headteacher

Role and Context

General Requirements and Functions: *(all staff are expected to be familiar with the mission statement, intended student outcomes and objectives of the school and federation).*

1. To carry out the general and specific professional duties as set out in the School Teachers' Pay and Conditions Document.
2. To maintain the highest quality possible of teaching and learning in accordance with Federation policies and the statutory requirements of the national curriculum.
3. To accept responsibility for promoting and safeguarding the welfare of children and young persons whom you are responsible for and come into contact with.
4. To ensure that you are aware of the Federation's health and safety policy and the requirement to produce risk assessments for certain activities.
5. To act as a teacher and to carry out duties in accordance with Aylsham High School's policies and procedures



Principle Accountabilities

1. Main Purpose of the Role

To provide strategic leadership for the English department and drive a whole-school culture of literacy and reading. This role combines the expertise of an accomplished classroom practitioner with the leadership capacity to manage the senior English department staff and key support staff to improve student outcomes in English and reading across all Key Stages.

2. Strategic Leadership and Line Management

- **Departmental Leadership:** Act as the direct line manager for the Head of English and the Second in English, providing mentorship, professional development, and accountability for standards.
- **Reading and Literacy Team:** Line manage the Reading Intervention Lead and the School Librarian to ensure a cohesive, high-impact approach to the school's reading strategy.
- **SLT Partnership:** To work as part of the Senior Leadership Team (SLT), and meeting regularly with the Deputy Headteacher to align goals linked to English with the School Improvement Plan (SIP).
- **Performance Development:** Lead the annual performance cycle for direct reports, setting ambitious targets and fostering a strong team dynamic through clear communication and "critical friendship".

3. Whole-School Literacy and Reading Strategy

- **Strategic Lead for Reading:** Take full accountability for the reading culture across the school, ensuring reading for pleasure and academic reading are embedded in all subject areas.
- **Library Oversight:** Ensure the library is a vibrant hub that supports both the academic curriculum and a love of reading.
- **Year 8 Assessment Strategy:** Specifically lead the preparation, coordination, and analysis of Year 8 Reading Assessments. This includes:
 - Selecting diagnostic tools to measure reading age and comprehension.
 - Training staff on delivery and the interpretation of results.
 - Developing a tiered intervention programme to close literacy gaps before students begin Key Stage 4.
- **Intervention Management:** Work with the Intervention Officer to ensure diagnostic testing accurately targets support for disadvantaged or vulnerable students.

4. Curriculum Excellence and Research-Led Innovation

- **Curriculum Architecture:** Act as the lead 'architect' for the English curriculum, ensuring schemes of work are knowledge-rich and rooted in cognitive science and robust educational research.
- **Key Stage Progression:** Ensure the curriculum is carefully sequenced to build on Key Stage 2 learning by working with feeder schools, maintaining this progression through to Key Stage 4.
- **Assessment Models:** Design and 'sense-check' assessment models to ensure they provide valid data while reducing teacher workload. This includes the development of AI tools to support assessment and meaningful feedback.

5. Quality of Teaching and Professional Development

- **Exemplary Practice:** Maintain a teaching timetable that models the highest standards, specifically focusing on driving outcomes at Key Stage 4.
- **Evidence-Informed Pedagogy:** Evaluate teaching methods to ensure alignment with evidence-based practices, such as Rosenshine's Principles, adaptive teaching, scaffolding, modelling, dual coding, and spaced retrieval.
- **Coaching and CPD:** Lead high-quality professional development and research-based working groups. Support colleagues in implementing consistent good practice through modelling and coaching.



6. Data, Reporting, and Strategy

- **Data Analysis:** Support the Head of Department with the analysis of progress data for English and reading, reporting findings to the SLT and governing body.
- **Strategic Response:** Oversee the analysis and response to data trends by implementing refinements to maintain student progress and outcomes.

7. Professional Conduct and Safeguarding

- **Safeguarding:** Maintain a relentless focus on the safety and welfare of children, following all school policies and reporting concerns to the DSL. To become part of the wider alternate DSL team.
- **Ethos:** Role model professional conduct, actively supporting the school's ethos of learning together for excellence.

Leadership specific responsibilities:

1. To take on a leadership role with the potential to deputise for senior colleagues and to contribute to school improvement in line with available capacity.
2. To specifically learn from and provide additional capacity to the deputy headteacher/(s) responsible for curriculum and assessment.
3. To drive forward student achievement across the school and work with school leaders to implement school improvement strategies.
4. To be a model of excellent practice, maintaining a clear focus on outstanding delivery to all students.
5. To support the leadership team with whole school responsibility for discipline and behaviour, along with strategic planning and line management, including performance development.
6. To research and evaluate new practices and other sources of external evidence to inform own practice and that of colleagues in curriculum and assessment.
7. To be a coach and mentor to colleagues.
8. To be alert to national changes and the impact it will have on whole school and subject specific delivery.
9. To be prepared to undertake training and complete all relevant accreditations to underpin knowledge and understanding.
10. To support the delivery of CPD and middle manager meetings throughout the year.
11. To deputise for the deputy headteacher/(s) at relevant meetings where necessary (e.g. reintegration)
12. To support new colleagues, developing their knowledge and acting as a mentor.
13. To attend senior leadership meetings.
14. Maintaining effective partnership relationships with other schools and outside agencies.

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Person Specification

This describes the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

Key Areas of Role	Specifications for this Job	Essential/Desirable
Qualifications	<ul style="list-style-type: none"> ● Graduate with Qualified Teacher Status ● Good honours degree in a relevant subject discipline 	Essential
Skills, Knowledge	Interest in <ul style="list-style-type: none"> ○ Curriculum ○ Assessment ○ Pedagogy ● Experience in middle management ● Good classroom management skills ● Good administrative skills ● Good ICT capability and a willingness to embrace new technologies including AI if they enhance learning ● Excellent communicator ● Ability to make links with colleagues across the school, federation and external agencies 	All essential
Attitudes	<ul style="list-style-type: none"> ● Reliable ● Possesses humility, emotional intelligence, and empathy ● Committed to maintaining high levels of professional trust and maintaining confidentiality ● Shares our co-operative values ● Willingness to use a variety of strategies and approaches when working with all stakeholders ● Fair but firm discipline with an emphasis on understanding and being an emotionally consistent adult ● Willingness to lead through example ● Commitment towards personal professional development 	All essential

This person specification outlines the essential qualities, experience, and values required for the Lead Practitioner (English) at Aylsham High School. The successful candidate will be a committed and hard working leader and an accomplished teacher who embodies our ethos of "learning together for excellence."



General Information

The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job

All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve

Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Ethos

"Learning Together for Excellence"

We believe that every child is capable of achieving success and excellence through hard work, focused concentration and regular deliberate practice.

We are a safe, warm and welcoming community that always looks to treat each other with respect.

Our code of conduct of respect for yourself, respect for others, and respect for the environment help our community to thrive.

Values

We are a member of The Aylsham Cluster Trust - TACT a co-operative trust. We uphold the co-operative values:

Self – help- we help people to help themselves

Self – responsibility- we take responsibility for, and answer to our actions

Democracy- we give our members a say in the way we run our organisation

Equality- we are genuinely inclusive and pursue success for everyone

Equity- we carry out our work in a way that is fair and unbiased

Solidarity- we share interests and common purposes with our members and other co-operatives

Our Ethical Values are:

Openness- nobody's perfect, and we won't hide it when we're not

Honesty- we are honest about what we do and the way we do it

Social responsibility- we encourage people to take responsibility for their own community, and work together to improve it

Caring for others- we are a nurturing community that takes care of each other and we regularly support charities and local community groups