**“We will work it out” Ofsted “Supportive relationships and high expectations lie at the heart of this inspirational school”**

**Job Description**

**Post: Lead Practitioner of English**

**Reporting to: Headteacher**

The role of a Lead Practitioner is a key role in the school.

Our core purpose is to teach in ways which ensure that our vulnerable students learn successfully and enjoy their learning. This involves far more than the transmission of knowledge and skills. It is predicated on the quality of the teacher-student relationship. It assumes that the teacher is able to create the conditions in which learning can flourish. It requires the teacher to “know” each of their students so as to be able to lead them to new levels of understanding and achievement.

English should be a vibrantly taught, engaging subject with a teacher who fully utilises interactive teaching methods in addition to the more formal approaches to engage a wide variety of learning needs. Our teachers are bold, compassionate and totally committed to social change and improving the life chances of our pupils. If this sounds like you-come and join our team. You won’t be disappointed.

This job description sets out the general expectations which our school has of its teaching staff. It is recognised that many colleagues will seek to contribute in ways which exceed the requirements of this document. Such contributions will always be welcomed and encouraged and it is school policy to enable all staff to participate as fully as possible in the development and improvement of the school.

Our staff need to be resilient, morally committed and have a deep rooted conviction that our pupil’s future is fundamentally important to the success of the surrounding community and beyond.

**Responsibility and Accountability**

Lead Practitioners are directly responsible to the Headteacher. They are also accountable to parents, the line manager, and Senior Leadership Team.

Responsibility and accountability relate both to quality of teaching, the quality of learning and to student outcomes.

**As our English Lead and a vital part of our extended leadershipteam, we require you to work closely with the Senior Leadership Team, and whole staff to help create, teach and quality assure our school curriculum that inspires students to become effective lifelong learners by:**

1. Provide inspiring and purposeful leadership for the students within a caring and secure Islamic environment.

2. Developing a curriculum vision and plan.

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.

4. 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.

5. Producing a strategic three-year plan to deliver the Department vision which is supported by an annual action plan.

6. Take part in the school development planning process to review and plan for year on year improvement.

7. Contributing to discussions on course selection and implementation.

8. 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.

9. Collaborating effectively with partner schools to ensure a smooth transition for new students.

10. Being an advocate and enthusiastic user of the Academy’s information technology systems.

11. To meet all of the required Teaching Standards.

**To provide a secure and safe learning environment for all students so that they develop into self-confident and self-motivated learners by:**

1. Contributing to the delivery of the ContinU Plus Academy vision.

2. Contributing to assemblies and enrichment in a way which supports the Academy ethos.

3. Maintaining the highest standards of student behaviour so that all students are able to learn effectively.

4. 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.

5. Ensuring productive communication with parents so that they remain well informed about their children’s progress and achievements as well as any incidents of poor behaviour.

6. To uphold and actively support the Academy’s policies and procedures on the safeguarding of young people.

7. Identify, after consultation with colleagues, more able students and those with learning support needs, and arrange appropriate action and intervention.

**To set challenging targets for all students and staff, and provide the support, guidance and accountability framework necessary to achieve these targets by:**

1. Implementing whole school and departmental student assessment systems which enable student underachievement to be identified and acted upon at an early stage.

2. Coordinating effective intervention strategies which support students so that they make the progress that is expected of them.

3. Identifying excellent practice within the department and coordinating the sharing of practice through a planned and systematic timetable of observations, collaborative planning and team teaching.

4. Analyse and interpret relevant national and school performance data to contribute to the updating of the Star Teaching Framework and the school teaching profile.

5. 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. 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.

7. Monitor and evaluate the teaching of literacy on outcomes within the English curriculum.

8. 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.

9. Use data analysis to identify areas where individuals or groups of colleagues may need support to improve outcomes for students in English.

10. 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.

11. Develop and sustain high quality teaching and learning of Literacy within the faculty and throughout the school.

12. Contribute to the coaching and mentoring of staff, and where necessary the development of staff through personal support plans

Signed (issued by) .......................................................... Date .........................................

Signed (received by) ....................................................... Date .........................................

**Notes:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the most recent statement of conditions of employment.
2. The Governing Body reserves the right to alter the content of this Job Description after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility
3. The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Council’s Equal Opportunities Policy.