



We are His body, living and learning as one.

Job Description

Lead Practitioner of English & Oracy Co-ordinator

Main purpose of the post

To support the work of the Head of Department in raising the standards of teaching, learning and achievement in the department, with responsibility for curricular content

Principal Responsibilities

As an employee of Saint Paul's Catholic High School you must be seen as a role model to our pupils and demonstrate a personal enthusiasm and commitment to making a positive difference to young people in order to drive forward our commitment and vision that Saint Paul's Catholic High School is outstanding in every area.

Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as defined in the school teachers pay and conditions of service and national professional standards

In addition to carrying out the professional duties of a school teacher, including those duties particularly assigned by the Head Teacher, the post holder shall:

- Maintain and develop the Catholic character of the school in accordance with the directions given by the Governors, and subject thereto, the directions given by the Head Teacher
- Have high expectations, lead by example and ensure high levels of professionalism at all times
- Be proactive in ensuring a commitment to your own continuing professional development and that of other professionals so that professional skills are kept up to date and developed
- Keep under review the school's improvement plan taking due note of SEF evaluation
- Be a proactive team member bringing creative and forward thinking ideas
- Demonstrate impact and presence in all areas of your responsibility
- Demonstrate resilience and optimism and have a good sense of humour
- Assist in the implementation of aims and objectives of the school
- Attend staff meetings and Governors' meetings as directed by the Head Teacher

- Provide written reports as to your role demonstrating impact as directed by the Head Teacher
- Attend key events such as the GCSE examinations results days in August
- Monitor and support the overall progress and development of students as a form tutor

Overall purpose of the job

To ensure pupils required progress in levels of education to a high standard. Acting at all times with the highest possible standards in work and behaviour.

You are required to work with and under the direction of the Head of Department and undertake the following responsibilities which are assigned to you:

As a Subject Teacher:

- To plan and prepare well-structured differentiated lessons for pupils according to their age and aptitude including the setting and marking of work, according to the school's teaching and learning policy.
- To Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students.
- To assess, monitor, record and report on the learning needs, development progress and attainment of pupils in accordance with school policies.
- Facilitate and encourage a learning experience which provides students with the opportunity to realise their full potential and secure good progress and attainment.
- To demonstrate good subject and curriculum knowledge and follow the syllabus of the department.
- To participate in arrangements for preparing pupils for both internal and external examinations and in assessing pupils for the purpose of the examination.
- To teach the pupils assigned to you and ensure exceptional progress.
- To attend meetings and participate in discussions to develop the department and its work.
- To set and mark work (including homework) appropriate to the needs and abilities of pupils, preparing and delivering effective lessons and keeping records thereof.
- To liaise with the Assistant Headteacher SENDCO in appropriate cases.
- To co-operate in school and departmental testing/assessment of pupils and to contribute to pupil's records and reports.
- To be responsible for supervising the careful use of any teaching areas, equipment and teaching materials allocated to you.
- To keep and make available for inspection whatever records are required by current departmental or school policies.
- To keep attendance/absence records for all pupils in each class and for each lesson.
- To encourage high standards of behaviour within the classroom and to manage behaviour effectively to ensure a good and safe learning environment.

- To undertake such duties as constitute a reasonable share of overall departmental workload(s).

As a Lead Practitioner:

- To exhibit exemplary teaching skills, lead the improvement of teaching skills in school and carry out the professional responsibilities of a teacher other than a Headteacher
- To develop, implement and evaluate policies and practice in school that contribute to school improvement. These might include:
 - coaching, mentoring and induction of teachers, including trainees and NQTs
 - disseminating materials and advising on practice, research and continuing professional development provision
 - assessment and impact evaluation, including through demonstration lessons and classroom observation
 - supporting the school or groups of schools in provision of high quality schemes of work to reduce workload, as recommended in the independent report on eliminating unnecessary workload related to planning and resources
 - helping teachers who are experiencing difficulties.
- To have a sustained track record of successful performance as a teacher on the upper pay range, have demonstrated excellence in teaching and have contributed to leading the improvement of teaching skills.
- Additional duties relevant to their role in modelling and leading improvement of teaching skills may be included in the individual job descriptions of such teachers.

As a Form Tutor:

- To assist the Progress Leaders and be responsible for overseeing and promoting the academic progress and general welfare of a particular group of pupils as directed by the Head Teacher usually on an annual basis.
- To assist the Progress Leaders in developing and maintaining a good spirit within the year, ensuring effective execution of school policies and insisting on the highest standards of work and conduct from pupils at all times.
- To be responsible for such matters as: registration, records, reports, checking pupil's homework diaries and ensuring so far as is possible regular attendance, punctuality, high standards of uniform and general appearance in respect of each pupil in your form.
- To communicate/liaise with parents through the Progress Leaders where appropriate both routinely and in relation to any specific matter arising from the academic work, social behaviour or general welfare of each child.
- To organise a form of prayer or reading each morning, which actively supports the distinctive Catholic nature of the School and promotes a caring and supportive ethos.
- To assist in the delivering of the pastoral curriculum and other statutory curricular requirements.

Oracy Co-ordinator

Key responsibilities

As a member of the Middle Leadership Team responsible for Oracy, your role is essential in promoting the highest standards of speaking and listening across the school, both within and outside of lessons, to create a culture of respect, inclusivity and aspiration for all. You must be seen to demonstrate a personal enthusiasm and commitment to leading the school's vision of instilling in pupils and staff an appreciation in the power of the voice as the key to unlocking potential across multiple disciplines. You should be passionate about language, keen to learn and specialise in a core pedagogy and be part of a wider movement in changing education as we know it.

The person in this post will be expected:

- To establish a strong understanding of Oracy and its value across the school community and model excellent standards in the art of communication
- To work collaboratively with Voice 21 and SLT to develop and implement a whole-school Action Plan for Oracy
- To attend CPD training with Voice 21 and conduct wider networking and personal research to enhance your understanding and delivery of Oracy as a tool for pupil development, ensuring an awareness of local and national initiatives
- To be accountable for the standards of teaching and learning and student progress in Oracy throughout the school
- To assist in the management of a pioneering staff team of 'Oracy Champions' to promote a talk-rich community within and beyond lessons
- To work closely with SLT, MLT and Heads of Departments to lead, manage and develop the design and implementation of a talk-rich curriculum across all subjects, ensuring this is planned with the strengths and needs of students in mind to aid progression
- To collaborate with staff on short, medium and long-term planning to develop Oracy in relation to:
 - resources
 - CPD
 - aims of the school including its policies and practices
 - identifying challenging targets for improvement
- To lead and contribute to the development of teacher expertise in Oracy pedagogy and practice. This could include but is not limited to: running whole-school or targeted CPD; coaching conversations; co-planning and team-teaching; developing and sharing resources and strategies; attending planning and curriculum design meetings; participating in Open Teach to model best practice in Oracy; developing an Oracy working party; running lesson studies (including liaison with staff in our internal provisions New Horizons and the Resource Provision)

- To devise, contribute to and oversee meaningful opportunities for extra-curricular activities linked to the promotion of Oracy and pupil competition/collaboration both within and across school sites including holding assemblies
- To develop the use of technologies to support and enhance opportunities to create a culture of engagement, respectful communication and collaboration amongst pupils
- To monitor and evaluate the effectiveness of Oracy across the school and its impact on teaching and learning and pupil behaviour, relationships and aspirations. This could include but is not limited to: learning walks; lesson observations; student feedback; use of technology; informal discussions; analysis of assessment data; attending planning meetings.
- To manage strategic developments and interventions across identified areas of the curriculum in relation to the infusion of Oracy as a basis for teaching, learning and progress
- To communicate and liaise effectively with both parents and WCAT primary schools
to build positive partnerships and share best practice in the intent, implementation and impact of a talk-rich curriculum
- To organise opportunities for collation of pupil voice and staff voice in evaluating engagement with and delivery of Oracy across the school
- To liaise with the Literacy Co-Ordinator on shared initiatives to promote pupils' development of Tier 2 and 3 vocabulary and an appreciation of register and tone as well as a love of reading and learning through talk

Specific Leadership Responsibilities:

- To take responsibility for the development and implementation of the whole school policy for Oracy
- To use internal, local and national data to monitor standards of achievement and progress towards set targets across the school and use this to inform future planning
- To participate in the school's quality assurance processes to ensure high expectations are consistently applied and evaluate the teaching and learning of Oracy and its impacts in the school through monitoring activities including:
 - learning walks
 - book scrutiny
 - student, staff and parent voice
 - analysis of results and assessment data
 - leading CPD
 - attending planning meetings
- To use this analysis to identify effective practice and areas for improvement and take action to further improve the quality of Oracy across the school in conjunction with the leadership team

- To present regular reports to SLT and Governors on the impact of Oracy on pupils' personal and academic progress
- To work with SLT to lead CPD of teaching staff and support staff coaching colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of all students
- To ensure trainees, ECTs and staff new to the school receive appropriate support for the teaching and learning of Oracy
- To lead a team of staff 'Oracy Champions', raising the profile across the school

Efficient and effective deployment of staff and resources:

- To establish resource and staff requirements for Oracy and inform head teacher of costs and priorities and distribute resources to meet the objectives of the school ensuring effective and efficient management
- To lead the deployment of specific interventions to 'close gaps' in the learning of identified cohorts of students

Other professional requirements:

- To establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross-curricular links and creative approaches to learning
- To establish effective relationships with parents and inform them of developments and practices relating to the teaching and learning of Oracy (including vocabulary and reading)
- To participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post
- To be aware of the need to take responsibility for your own CPD
- To play a full part in the the school community, supporting its ethos of Belong, Believe and Achieve and to encourage staff and students to follow this example
- To acknowledge your role as a whole school 'leader' and contribute to the wider leadership priorities of the school
- To undertake any other duty as specified by the head teacher not mentioned above
- To safeguard and promote the welfare of students

General

- To undertake all duties with full regard to the Health and Safety at Work Act
- To attend training and administer basic first aid as and when required
- To maintain confidentiality relating to the staff and students of the school at all times

- To be flexible and motivated and able to follow instructions and remain calm in difficult circumstances
- To contribute to the overall ethos, work and aims of the school and Trust
- To participate in training and other learning activities and performance development as required
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- To be aware of and support difference and to ensure equal opportunities for all

General Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

These standards are to be upheld in their truest form by all members of the profession at all levels.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times, observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- To undertake all duties with full regard to the Health and Safety at Work Act
- To contribute to the overall ethos, work and aims of the school and Trust
- To participate in training and other learning activities and performance development as required

- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- To be aware of and support difference and to ensure equal opportunities for all
- To attend training and administer basic first aid as and when required

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.

Person Specification

Lead Practitioner of English L1 – L6

QUALIFICATIONS	ESSENTIAL OR DESIRABLE	HOW AND WHEN MEASURED *A/I/R/SP
A good Honours Degree	E	A/I/R
Qualified Teacher Status	E	A/I/R
Evidence of relevant CPD appropriate to the post	D	A/I/R
EXPERIENCE		
Experience of leading and implementing a teaching and learning initiative in English or at whole school level	E	A/I/R
Be an excellent class practitioner who is committed to developing the verbal communication of pupils	E	A/I/R A/I/R
A proven track record of obtaining results at KS3 and KS4 for pupils of all needs and ability levels	E	A/I/R A/I/R
Be a strategic thinker with an ambitious vision for Oracy	E	A/I/R
Experience of leading and managing staff	E	A/I/R
Proven skills in working with a wide range of pupils	E	A/I/R
Experience of participation in /leading on whole school policies	E	A/I/R
Evidence of an excellent track record for pupil outcomes.	D	A/I/R
Experience of data tracking and analysis	D	A/I/R
Leadership of a Key Stage or other area		
Experience of support packages for teaching staff, either NQTs or teachers	D D	A/I/R A/I/R
Experience of delivering in service training for staff		
Evidence of good results in the area of leadership and management	D D D	A/I/R A/I/R A/I/R
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Understanding of emotional intelligence and motivational skills in team leadership and development	E	A/I/R
Knowledge and understanding of current developments in the subject area.	E	A/I/R
Understanding of monitoring, review and evaluation to inform strategic planning and development	E	A/I/R/SP
Awareness and understanding of the political agenda and how this impacts on the subject area.	E	A/I/R
Excellent interpersonal and communication skills displaying a high level of Emotional Intelligence.	E	A/I/R
Good level of personal organisation skills	E	A/I/R
Good ICT Skills	E	A/I/R
Ability to deliver training sessions to staff	E	A/I/R
Evidence of positive leadership style	D	A/I/R

PERSONAL AND PROFESSIONAL SKILLS, ATTRIBUTES AND ABILITIES		
To act with the utmost integrity and all times.	E	A/I/R
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	A/I/R
Ability to work as part of a team and maintain effective professional relationships.	E	A/I/R
To be supportive of the Christian Ethos of the School and believe in comprehensive education	E	A/I/R
Willingness to be involved in the wider life of the school/extra-curricular activities	E	A/I/R
A commitment to involving parents, governors and the local community in the education of our pupils	E	A/I/R
Be committed to equal opportunities	E	A/I/R
To uphold all aspects of safeguarding	E	A/I/R
Be willing to consent to apply for an enhanced disclosure and barring service check	E	

***Application/Interview/References/Selection Process**

The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The supporting statement should be typed in Arial 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview**