

Job Description



Second in English

School:	East Bergholt High School
Reports to:	Headteacher through Head of Faculty
Salary/Grade:	MPR – UPR + TLR 2a £3,017
Hours/Weeks	Full time
Job Purpose:	<p>Responsible for KS3 and to deputise for the Faculty Leader of English</p> <p>To work with the Faculty Leader to develop the Faculty's strategic direction and have responsibility and accountability for securing high standards of Learning and Teaching within the Key Stage.</p> <p>To fulfil the requirement of all aspects of the Job Description for a teacher at EBHS.</p>

KEY ACCOUNTABILITIES AND RESPONSIBILITIES:

Leadership and Management

- Deputise in the absence of the Faculty Leader as directed by the Headteacher or SLT Link.
- Implement Faculty policies, procedures and working practices.
- Lead and manage developments in Key Stage 3 and to support the development of Key Stage 4.
- Together with the Faculty Leader, support, guide and motivate staff working in the key stage so that colleagues have the highest expectations of themselves and others and that teachers set and expect high standards of performance, achievement and behaviour from all the students they teach and work with.
- Working with and through the Head of Faculty, monitor and evaluate the work of colleagues teaching in the key stage, ensuring effective and high standards of learning and teaching.
- Working with and through the Head of Faculty, identify needs for development and improvement in Key Stage 3.
- Working with and through the Head of Faculty, identify the professional development and training needs of colleagues working in the key stage.
- Provide subject based training and professional development as necessary and appropriate and as directed by the Faculty Leader.
- Provide subject related coaching and mentoring for colleagues working in the key stage (including trainee teachers and NQTs) as necessary and appropriate and as directed by the Faculty Leader.
- Be responsible for the performance management and review of designated members of staff commensurate with the role.
- Ensure the curriculum in the subject is properly delivered in both Key Stage 3 in line with statutory and School requirements.
- Working with and through the Faculty Leader, use data effectively to identify under-performance and, where necessary, create and implement effective plans of action to both challenge under-performance and support improvement in the key stage.
- Working with and through the Faculty Leader, analyse and interpret relevant national, local and school data to inform practices, expectations, targets and learning and teaching methods in the key stage.

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- Support the work of the Faculty Leader in ensuring the effective management of student behaviour in the key stage.
- Contribute to the Faculty Improvement and Budget Plans as requested by the Faculty Leader to ensure that work in the key stage continually improves and develops in line with identified School priorities.
- Advise the Faculty Leader about the resource needs of the key stage and ensure resources allocated to the key stage are used effectively and efficiently.
- In order to fulfil this leadership and management role, Key Stage 3 Leaders:
 - a) Have a clear and informed understanding of the importance of Key Stage 3 to developments in their Faculty and the School as a whole.
 - b) Take advantage of all appropriate opportunities for personal professional development, keeping informed of developments in the key stage.

Learning and Teaching

- Have responsibility and accountability for the performance and achievement of all students, across the age and ability range, following programmes of study in the key stage.
- Working with and through the Head of Faculty, set expectations and targets for staff and students in relation to standards of student achievement, student behaviour and the quality of learning and teaching.
- Working with and through the Head of Faculty, establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs and those who are very able.
- Working with and through the Faculty Leader, ensure that School policies and procedures and statutory requirements relating to learning and teaching and assessment, recording and reporting are implemented by all staff working in the key stage.
- Ensure effective development of students' literacy, numeracy and information technology skills through learning and teaching activities in the key stage.
- Working with and through the Faculty Leader, monitor and evaluate the work of individual teachers in the key stage by observing lessons, evaluating planning, scrutinizing students' classwork and homework etc in accordance with School policies and procedures.
- Working with and through the Faculty Leader, review, evaluate and develop teaching and learning strategies in the key stage to ensure that they are underpinned by the highest possible expectations of both teachers and students and to ensure the needs of individual students are met.
- Provide specialist Key Stage 3 subject knowledge and expertise to the Faculty Leader to inform the decision making processes within the Faculty with regards effective learning and teaching.
- Provide specialist Key Stage 3 subject knowledge and expertise for staff working in the key stage to further develop effective learning and teaching.
- Working with and through the Faculty Leader, review, evaluate and develop teaching resources in the key stage to ensure the needs of the individual are met.
- Working with and through the Faculty Leader, develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.
- Working with and through the Faculty Leader, ensure additional, out of class, study opportunities are provided for students to support their learning and provide extra-curricular activities to enrich students' learning in the key stage.

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- Working with and through the Faculty Leader, ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Working with and through the Faculty Leader, set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching in the key stage.
- Working with and through the Faculty Leader, support the work of the SEN team in drawing up individual education plans to ensure subject specific targets are set that are well matched to students learning needs and ensure that all staff working in the Faculty implement the IEPs and monitor progress accordingly.
- Working with and through the Faculty Leader, support the work of the SEN team and Student Development Faculty in drawing up Behaviour Support Plans and ensure that all staff working in the Faculty implement the IBPs and monitor progress accordingly.

Curriculum

- Have responsibility and accountability for developing the curriculum in the key stage (including alternative curricula and vocational courses) in line with School policies and statutory requirements and implementing changes accordingly.
- Working with and through the Faculty Leader, ensure progression and continuity in the curriculum as students move from KS2 to KS3 and KS3 to KS4.
- Working with and through the Faculty Leader, be pro-active in ensuring the on-going improvement of work in the key stage in line with whole school policies and priorities.
- Support the Faculty Leader in implementing cross-curricular developments and whole school initiatives in the key stage in line with School policies and statutory requirements.
- Have responsibility for the review, evaluation and development of schemes of work in the key stage.
- Organise visits, extra-curricular activities and study support sessions that help to extend and build on work done in the classroom, where appropriate

Communication and Liaison with Staff Colleagues

- Work closely with the Faculty Leader having regular meetings to ensure shared understanding about the work and effectiveness of the key stage. These meetings should focus on effective learning and teaching and include:
 - a) monitoring and evaluation of learning and teaching;
 - b) target setting for students and staff;
 - c) the performance and achievement of students following programmes of study in the key stage;
 - d) the performance of staff working in the key stage;
- Take a lead at Faculty meeting with regards Key Stage 3 issues at the direction of the Head of Faculty.
- Ensure that written records are kept of all meetings, including meetings with individual colleagues.
- Attend Faculty meetings and contribute accordingly to the work, practice and policies of the Faculty.
- Attend other meetings and working groups as appropriate.
- Liaise with appropriate colleagues regarding the progress and achievement of students

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The Management of Student Behaviour

- Actively promote high standards of student behaviour in accordance with the School Code of Behaviour School expectations to ensure a consistent approach from all staff.
- Implement the School Code of Behaviour (including expectations in terms of School uniform)
- To be on the rota for 'on call duty' for specified periods.
- Ensure that staff, working in the key stage, implement the School Code of Behaviour (including expectations in terms of School uniform).
- Help colleagues working in the key stage to achieve positive, constructive and effective working relationships with **all** students, providing mentoring and/or coaching as necessary and appropriate (including mentoring and/or coaching on the effective management of student behaviour both within the learning and teaching environment and around the School).
- In challenging inappropriate student behaviour, work with other appropriate staff and outside agencies to support students in modifying their behaviour.
- Keep records of student behaviour in line with School policies and procedures.
- Meet with parents to discuss student behaviour.

Communication and Liaison with Parents

- Working with and through the Faculty Leader, ensure that all staff working in the key stage are familiar with and carry out school procedures for communication with parents.
- Working with and through the Faculty Leader, ensure that all staff working in the key stage are familiar with and carry out reporting procedures in line with school policy and statutory requirements.

Record keeping

- Ensure that written records are kept of communications with colleagues, students, parents and outside agencies in line with School policies and procedures and taking account of the Data Protection Act and Freedom of Information Act.
- Provide the Faculty Leader with information as requested so that the Team Self Evaluation Form is kept updated and the Team Self Evaluation Portfolio of supporting evidence is maintained in line with School expectations.

Professional Behaviour

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels.
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate.
- To be friendly, helpful and welcoming to parents/carers and others visiting or making contact with the Trust.
- To provide a good role model for students and staff.
- To support and uphold the aims, values and ethos of the Trust.
- To maintain an appropriate and professional distance with students in more informal situations.
- To celebrate and praise the achievements of staff and students.
- To deal with everyone in the Trust community in a manner which conveys mutual respect.

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- Not to behave towards anyone in the Trust community in a manner which is aggressive, intimidating or demeaning in any way.
- Be smartly and professionally dressed.

Miscellaneous

- To continue personal development as agreed at performance review meetings.
- To engage actively in the performance review process.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To comply with the Trust's Health & Safety policy and undertake risk assessments as appropriate.
- To comply with safeguarding policies at all times.
- To show a record of excellent attendance and punctuality.
- The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. Appropriate training will be given to enable the post holder to undertake this new/varied work.

South Suffolk Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.