

## GLF Schools Job Description

<b>Job Title</b>	Second in Charge of English	<b>TLR</b>	
<b>Location</b>		<b>Travel required</b>	No
<b>Core purpose</b>			
<p>We are looking for a highly motivated and aspirational English teacher to join us during an exciting time at Aureus School.</p> <p>The Second in Charge of English is responsible for working alongside and supporting the Head of English in providing effective leadership to all departmental staff, to enable preservation of the current successful and effective department status, and to lead the way in continuously striving to raise the standards within the department.</p>			
<b>Key Accountabilities</b>			
<b>Strategic Leadership</b>			
<ul style="list-style-type: none"> <li>• Working alongside the Head of English, you will be required to develop a shared ambitious vision and strategic plan, which inspires and motivates students, staff and all other members of the school community.</li> <li>• Contributing to leading and developing colleagues' performance to maximise the progress of all students.</li> <li>• To contribute to the creation and delivery of a robust and coherent department development plan in line with the school's development plan.</li> <li>• To support effective working relationships amongst members of the department, faculty and wider school community.</li> <li>• Take ownership of a Key Stage and set targets, monitor performance, and review the progress of all students in accordance with the school policy.</li> <li>• Support Quality Assurance activities to contribute to the overall school self-evaluation and effectiveness.</li> </ul>			
<b>Learning and Teaching</b>			
<ul style="list-style-type: none"> <li>• Teach students in years 7 – 11.</li> <li>• To deliver lessons which enrich and engage all students taught.</li> <li>• Teach other subjects as required.</li> <li>• Plan lessons carefully, considering schemes of work and common teaching and learning strategies</li> <li>• Work as a full member of the department, working with others to promote good practice in the faculty, to create teaching resources and to develop consistent approaches.</li> <li>• Make effective use of assessment and ensure coverage of programmes of study.</li> <li>• Assess student data and work to monitor and evaluate progress, set targets and advise lesson preparation.</li> <li>• To drive attainment and progress for all students taught, setting targets, tracking progress and intervening where appropriate.</li> <li>• Implement &amp; support department strategies that secure high levels of behaviour and achievement including homework monitoring, book reviews &amp; feedback for learning.</li> <li>• Identifying clear teaching objectives and specifying how they will be taught and assessed.</li> <li>• Setting tasks which challenge students and ensure high levels of interest.</li> <li>• Setting appropriate and demanding expectations.</li> </ul>			

- Setting clear targets, building on prior attainment.
- Identifying SEND or students with high attainment prospects.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Monitor and intervene to ensure sound learning and behaviour management.
- Use effective questioning, listen carefully to students, and give attention to errors and misconceptions.
- Ensure students acquire and consolidate knowledge, skills and understanding appropriately.
- Evaluate your own teaching critically to improve effectiveness.
- Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- To meet and discuss students' performance progress and attainment with parents and or carers.
- Mark and monitor students' work and set targets for progress.
- Assess and record students' progress systematically and keep records to check work is understood. And use these records to monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving.
- Cover for absent colleagues within the 'rarely cover' parameters within which we work.

#### **Other professional requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities.
- To be aware of national developments in education and curriculum area.
- To abide by the teacher's professional standards and carry out duties as required by STPCD.
- Always operate within the stated policies and practices of de Stafford and GLF Schools.
- Establish effective working relationships and act as an exemplary role model.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the 'corporate life' of de Stafford through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take responsibility for your own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents, governors, and external professionals.
- Take on any additional responsibilities which might be determined.
- Participating in INSET to keep abreast of development.

#### **Securing Accountability**

- To build on and develop a school ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To lead by example, demonstrating an enthusiastic approach to the development of a personalised and innovative whole school curriculum.

### **Strengthening Community**

- Alongside the Senior Leadership Team, collaborate with other schools and the wider community in order to share expertise and bring mutual benefits to enhance provision and promote positive relationships.

### **Main responsibilities as a SAM**

- Being aware of the strengths and needs of each student.
- Undertaking regular reviews to monitor and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
- Promoting high standards of student behaviour and attitudes to work.
- Communicating effectively with staff and parents.
- Completing administrative tasks as required.
- Attending SAM meetings.

### **Accountability**

- Accountable to Head of English for department responsibilities and to the Head of Year for SAM duties.
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile, but which is within the remit of the duties and responsibilities.

### **Safeguarding**

- GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

### GLF Schools - Person Specification

<b>Position: 2i/c English</b>		
	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
Qualified Teacher Status	✓	
Degree in relevant subject area	✓	
Evidence of relevant post-graduate training		✓
<b>Experience</b>		
Evidence of successful teaching experience at Key Stage 3 and Key Stage 4	✓	
Experience of effectively using ICT in the classroom to support learning and teaching	✓	
Evidence of successfully using a range of effective learning and teaching styles	✓	
Excellent classroom management skills	✓	
Be an excellent classroom practitioner	✓	
Evidence of active involvement in school-wide provision or initiatives		✓
Evidence of raising student achievement	✓	
Evidence of successful involvement in behaviour improvement initiatives		✓
Experience of involvement in developing and supporting colleagues through coaching, mentoring, etc.		✓
<b>Professional knowledge &amp; understanding</b>		
Knowledge of recent developments on subject	✓	
Ability to use target setting	✓	
Have overall understanding of National Curriculum and recent developments affecting secondary education	✓	
Active involvement in curriculum development initiatives		✓
<b>Students</b>		
Ability to develop and sustain successful relationships with students	✓	
Ability to recognise individual learning needs and ensure adequate curriculum provision	✓	
Commitment to raising the achievement of all students of all ages and abilities	✓	
Evidence of effectively using assessment data to inform teaching and learning	✓	
Evidence of consistent and constructive marking procedures	✓	
Willingness to offer after-school club/activity	✓	
Evidence of involvement in pastoral care and willingness to take a SAM role	✓	
<b>Interpersonal and Communication Skills</b>		
Ability to develop and sustain successful relationships with colleagues at all levels	✓	

Ability to work effectively as part of a team	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Ability to plan, monitor, evaluate and review	✓	
Enthusiasm, energy, resourcefulness, creativity	✓	
Ability to communicate (verbally & in writing) with all members of the school community clearly	✓	
<b>Continuous Professional Development</b>		
Evidence of participating in relevant CPD provided by the employer	✓	
<b>Safeguarding</b>		
GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.		