



## SUBJECT INFORMATION PACK

## SECOND IN DEPARTMENT: ENGLISH

(known as  
Assistant  
Progress Leader)

### Team English: Unlocking Potential and Inspiring Excellence

#### Our Team

Our English Team are passionate, committed and driven by a desire to deliver a top class education for our students: a team who share and support one another, thriving in a culture of teamwork and collaboration.

The department is a very busy and forward thinking place to be: somewhere with plenty of pace, opportunity to develop and to contribute to improving teaching and learning. If an activity is original and engaging for the students and helps them to learn, you will find it happening in **all** English lessons.

#### The Post

We are looking for a new leader: in essence, we are looking for an outstanding English teacher and outstanding leader!

We are seeking a Second in Department with the vision, passion and energy to deliver excellence for our students; someone who will share our passion for English; and also someone who will bring a clear vision, new ideas and embrace the culture of sharing that we foster.

We would be interested in an application from a colleague who would be excited about leading on our KS3 curriculum, forging links with our primary partners so that we can deliver a curriculum that offers continuity and progression for our students, and helping to nurture and develop an enrichment programme that helps students experience the values of our subject outside of the curriculum.

This post provides an exciting opportunity to work with the other two leaders in the department to play a significant part in shaping the future of the subject. It will also provide a great stepping stone for someone who aspires to senior leadership in the future.

#### Our Facilities

The department is well-resourced: we are housed in our own learning centre, that has recently been refurbished: it is clean, bright and vibrant.

All rooms have whiteboards and projectors and all staff have their own laptop. All rooms have a visualizer as we strive to support our students to make outstanding progress with the support of modelling and the high profile recognition of success. We also have access to College i-pads.

We have our own staffroom (a welcome cup of tea is on-hand!) and staff work area.

#### Our Curriculum

We have implemented an exciting curriculum and a culture of recognition and reward in the department in order to promote high engagement.

English is currently taught in mixed ability groups in Years 7 and 8. Students in Years 7 and 8 follow the Accelerated Reader and Bedrock programmes. This has resulted in some amazing improvements in reading ages and we are excited about this being even more successful in the future. Some of our KS3 texts include *A Monster Calls*, *Animal Farm*, *The Woman in Black*, and *Twelfth Night*.

Year 9 provides a foundation year to prepare for GCSEs and this is largely delivered in mixed ability groups.

At GCSE, the department offers AQA English Language and English Literature.

At A Level the department currently offers AQA English Literature.

There are very well-resourced modules of work and assessments, which form the basis of all teaching at Key Stages 3 and 4. These, along with embedded AfL techniques deployed throughout the curriculum, have seen a real consistency in delivery and high expectations across the department.

## Job Description—Second in English (TLR2b)

Role: Second in English (known as Assistant Progress Leader)

Line Manager: Head of English (known as Progress Leader)

Direct Reports: None

Scale: TMS plus TLR2b

### General Responsibilities

- To be Assistant Progress Leader of the English Team;
- As a teacher, to carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document;
- To be a form tutor and to carry out the specific responsibilities of the role.

### Specific Responsibilities

#### **Leadership**

- Understanding and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- To model high standards of professional conduct;
- To undertake a range of departmental leadership responsibilities, to be shared and agreed with other leaders in the department, allocated from:
- To lead on delivering outstanding student outcomes by:
  - Ensuring that the curriculum for English and the associated schemes of work are relevant and up to date;
  - Implementing systems to share the latest subject developments for English across the team;
  - Ensuring that all assessments, moderation and administration of examinations for English are completed accurately and on time;
- Leading on co-ordinating the sharing of best practice in Quality First Teaching across the English department;
- Monitoring and tracking student performance and implementing necessary intervention strategies to ensure students make excellent progress, including those students who are able, disadvantaged or have special educational needs or disabilities;
- Supporting the Progress Leader with department self-evaluation and implementing subsequent improvements arising from the College's Standards Process and the College Improvement Plan;
- Leading relevant sections of Department Improvement Meetings;
- Contributing to the appraisal process for the department and supporting relevant staff with their professional development;
- Deputising for the Progress Leader in their absence.

## Job Description continued

### Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Understanding and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make excellent progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the College's meeting cycle.

### Form Tutor

- To lead a tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the House Leader;
- To encourage tutees to comply with the College's core purpose and values;
- To encourage the student voice and develop a Form and House ethos that is in harmony with College values;
- To monitor student progress, following the College's tracking processes, mentoring tutees and intervening when progress is not as expected;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

### Other

- To undertake any other reasonable duties as directed by the Principal.

## Person Specification—Second in English (TLR2b)

SELECTION CRITERIA (no priority order)			
Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status / Degree relevant to the subject	X		Application form/Verified at interview
Evidence of further study in preparation for leadership		X	Application form
High standard of literacy	X		Application form/Interview
Commitment to Safeguarding	Essential	Desirable	Method of Assessment
Motivation to work with children and young people	X		Application form/Interview
Commitment to, and belief in, the equal value of all students	X		Application form/Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Application form/Interview/Reference
Ability to raise the self-esteem and expectations of children and young people	X		Application form/Interview
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	X		Application form/Interview
Teaching and Learning Experience	Essential	Desirable	Method of Assessment
Proven track record of outstanding outcomes	X		Application form/Interview
Proven track record of strong and effective behaviour management strategies	X		Application form/Interview
Experience of teaching English at KS3 and 4	X		Application form/Interview
Experience of teaching English Literature at KS5		X	Application form/Interview
Excellent ability to use ICT in varied and innovative ways	X		Interview
Leadership and Interpersonal Skills	Essential	Desirable	Method of Assessment
Excellent ability to analyse and interpret data and use it to secure high student outcomes	X		Interview
Prior experience of leadership within English		X	Application form/Interview
Proven experience of leading a successful improvement project with measurable impact		X	Application form/Interview
Ability to communicate effectively and relate well to all stakeholders	X		Application form/Interview
Ability to motivate and inspire others to work collaboratively as part of a team	X		Application form/Interview
Creativity, energy and enthusiasm, with an added good sense of humour!	X		Application form/Interview
Evidence of resilience and working effectively under pressure	X		Application form/Interview
Effective time management and organisational skills	X		Application form/Interview
Additional Qualities	Essential	Desirable	Method of Assessment
Aspirations of future leadership of a department / team	X		Application form/Interview
Willingness to contribute to extra-curricular activities	X		Application form/Interview