



Job and Person Description

Post Title: Senior Leader, Leader of Literacy and class teacher

Pay Scale: MPS/UPS + TLR2B

STATUS OF THE POST

This is a senior leadership post. The job description may be amended at any time following discussion between the Headteacher and member of staff. It will be reviewed annually. The postholder will deliver a strategic direction and development in Language and Literacy to ensure that our provision and achievement are outstanding. The postholder will work closely with the wider senior leadership team.

MAIN PURPOSE OF THE POST

The subject leader will take lead responsibility for providing leadership and management for English/literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced curriculum in English
- Improved standards of learning and achievement for all
- Consistent assessment and accurate teacher judgements within the subject
- Effective use of resources

Duties and responsibilities

Strategic direction

Set high expectations which inspire, motivate and challenge pupils

Develop effective teaching and learning strategies

Promote and monitor the use of school policies within the subject

Contribute to school improvement planning, including creating subject action plans and evaluating the effectiveness of the subject

Subject knowledge and curriculum development

Use extensive, up-to-date subject knowledge to lead English/literacy across the school, and keep up to date with developments in pedagogy and the curriculum

Oversee the planning of curriculum content, ensuring it is well sequenced to promote pupil progress

Ensure the planned curriculum is effectively and consistently implemented across the school

Work with teachers and other subject leads to build links between the English curriculum/literacy skills and the wider curriculum

Promote a high standard of speaking, listening, writing and reading of English among colleagues

Demonstrate a clear understanding of systematic synthetic phonics and share this practice with colleagues

Professional development

Provide training, practice and coaching so all staff become experts in teaching reading, spelling and writing

Attend relevant training courses and share new knowledge with colleagues

Monitoring and assessment

Quality assure data within the subject to ensure it is accurate, reliable and valid

Analyse internal and external assessment data to track pupil progress and attainment

Identify where pupils have learning gaps or are not making the expected progress, and make sure interventions target these

Monitor the quality of teaching and learning across the subject, including book scrutinies, teacher planning scrutinies, lesson observations and learning walks

Moderate assessment to make sure teachers are making accurate judgements of pupils' progress

Leading and managing colleagues

Establish positive working relationships among colleagues, modelling effective teamworking and support

Help colleagues develop positive communication with pupils and parents

Support the school in sharing effective teaching practice and interventions as part of Camden Learning's CPD package;

Engage with ongoing CPD and participate actively in Camden literacy networks.

Managing resources

Audit, check and manage English/literacy resources termly, to ensure they are available, up to date, varied and diverse, and match pupil and curriculum needs

Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils

Class teaching responsibility

- Be responsible for the teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.
- Ensure that own teaching provides a model of outstanding teaching, learning, and progress.

SENIOR LEADER WITH RESPONSIBILITY FOR LITERACY AND A CLASS

PERSON SPECIFICATION

| | | Essential/Desirable |
|--|--|----------------------------|
| | General Background | |
| | Qualified Teacher Status | E |
| | A proven track record as a consistently good or outstanding teacher in a primary school | E |
| | Proven expertise in monitoring standards of teaching and learning | D |
| | Leadership Experience | |
| | Experience of leading by example, providing inspiration and motivation for pupils, staff, parents, governors and the wider community | E |
| | Experience of successfully initiating and managing change | E |
| | Experience of dealing sensitively with people and resolving conflict | E |
| | Experience of holding others to account and having a positive long-term impact | D |
| | Ability to win the confidence and respect of staff through professional exchange | E |
| | Experience of coaching and mentoring | D |
| | Knowledge and Understanding | |
| | Understanding of principles of successful curriculum organisation and of ways to improve quality of teaching and learning at whole-school and classroom level | E |
| | Experience of organising, promoting and evaluating curriculum development across a range of subjects and aspects with regard to methodology as well as content | D |
| | Excellent knowledge of the National Curriculum for children in the 3-11 age-range and a strong awareness of, and interest in, changes at national level. | E |

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| | Excellent knowledge of the most effective approaches to raising standards of achievement across the curriculum for pupils learning EAL | E |
| | Ability to maintain appropriate data and monitor data so that there is reliable information about attainment and progress. | E |
| | Knowledge and understanding of the particular needs of multicultural, urban communities and how inter-agency partnerships can support these | E |
| | Skills | |
| | Outstanding communication skills, with a range of audiences both orally and in writing | E |
| | Able to prioritise, work under pressure and meet deadlines | E |
| | Effective problem-solving skills | E |
| | Effective administration and organisational skills | E |
| | Personal Qualities | |
| | A 'can do' solution-focused approach | E |
| | Highly organised, literate and articulate | E |
| | Highest levels of professional and personal integrity | E |
| | A strong commitment to inclusion and a determination to overcome barriers to learning and achievement | E |
| | Ability to relate well with people and contribute to high staff morale | E |
| | Ability to see the 'big picture' and think analytically | E |
| | Ability to work as an effective member of teams | E |
| | Ability to establish an instant rapport with children, show warmth and empathy and inspire their trust and confidence | E |
| | Energy, enthusiasm, resilience and determination | E |