

# St Bernard's Catholic High School

—Part of the Mater Christi Multi Academy Trust—

## Subject Leader for English Job Description

**Reporting to:**

**Teacher:**

**Department:**

### 1. POST PURPOSE

To discharge the professional duties of teachers as described in the latest Pay and Conditions of Service document for Teachers (STPCD) in relation to: **Teaching, Assessments, Reports, performance Management, Educational Methods, Discipline, Health & safety, Cover, Public Examinations, Administration and Other Activities.**

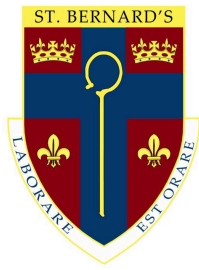
In addition, as a subject leader:

- 1.1. To provide high-quality leadership to your subject area.
- 1.2. To take the strategic lead for the curriculum development within your subject area.
- 1.3. To ensure that the curriculum within your subject area is high quality and designed to ensure our pupils succeed in these subjects.
- 1.4. To ensure that the teaching within your subject area is excellent and leads to students being successful in this subject.

In addition, to discharge those duties in keeping with the Catholic Education Service (CES) contract of employment and the stated Mission of the School.

### 2. TEACHING RESPONSIBILITIES (*Teacher*)

- 2.1. Set high expectations which inspire, motivate and challenge pupil
- 2.2. Teach challenging, well organised lessons across the age and ability range of the school, including opportunities for:
  - 2.2.1. A variety of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
  - 2.2.2 Build on prior knowledge and attainment in order to sustain progress
  - 2.2.3 Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
  - 2.2.4 Relates, where relevant, to the world of work and enterprise.
  - 2.2.5 Contributes to their moral, cultural, spiritual and citizenship development.
  - 2.2.6 Engagement and motivation of all the learners.
  - 2.2.7 Provides Opportunities to develop skills of reading, writing, communication and mathematics.
- 2.3. Regularly review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining approaches as necessary, making use of appropriate CPD opportunities.



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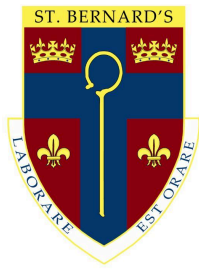
- 2.4. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people.
- 2.5. Identify and use opportunities to personalise and extend the learning of pupils through appropriate out-of-school contexts.
- 2.6. To effectively manage the behaviour of the learners in line with the School's behaviour policy and procedures.
- 2.7. Demonstrate teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. (UPS only)
- 2.8. Share good practice with regard to teaching and learning with colleagues in the school as a whole. (UPS only)

### 3. ASSESSMENT RESPONSIBILITIES *(Teacher)*

- 3.1. Plan, set and assess homework, other out-of-class assignments and coursework for examinations following the school timetable.
- 3.2. Know and use the correct assessment requirements and arrangements for the subjects taught, including those related to public examinations and qualifications.
- 3.3. Use a range of methods of assessment to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- 3.4. Regularly provide learners with accurate and constructive feedback on their attainment and progress in line with school and subject policies.
- 3.5. Attend parents' evenings, academic review and other consultation events to report the progress and attainment of pupils.
- 3.6. Provide assessment and report information in a timely manner, in line with school policies and procedures.

### 4. COLLABORATIVE WORKING *(Teacher)*

- 4.1. To take opportunities to work as a team and to share the development of effective practice.
- 4.2. To ensure that colleagues you work with in the classroom are appropriately involved in supporting learning.
- 4.3. To work with colleagues responsible for learners with special educational needs, disabilities and other individual learning needs for the benefit of the learners.
- 4.4. To refer any issues of safeguarding, special educational needs or other areas of concern to appropriate colleagues with these responsibilities in an appropriate and timely manner.
- 4.5. To contribute to the professional development of colleagues through :
  - 4.5.1 Demonstrating effective practice *(UPS)*
  - 4.5.2 Participating in working parties or similar groups *(UPS)*
  - 4.5.3 Supporting trainees &/or NQTs *(UPS)*
  - 4.5.4 Coaching / mentoring other colleagues *(UPS)*
  - 4.5.5 Contributing (and leading where appropriate) to CPD activities within the department and the wider school *(UPS)*
- 4.6. To take responsibility for own professional development e.g. through leading an action research project, developing a whole school initiative, shadowing senior



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colleagues (and other similar activities) (UPS3)

## 5. SUBJECT KNOWLEDGE (Teacher)

- 5.1. To demonstrate good subject knowledge in order to foster and maintain pupils' interest in the subject area.
- 5.2. To keep up to date with national developments in the subject area(s) and teaching practice and pedagogy.
- 5.3. To develop and skills in reading, writing communication, mathematics And cross-curricular working.
- 5.4. To be fully aware and able to articulate the curriculum intent for the subjects you teach.
- 5.5. To develop skills in reading, writing, communication and mathematics and cross-curricular working. (UPS)

## 6. PASTORAL SYSTEM (Teacher)

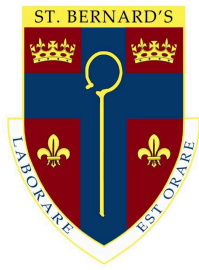
- 6.1. To monitor and support the overall progress and development of pupils within classes assigned.
- 6.2. To act as a form tutor (unless agreed otherwise) and carry out the duties associated with this role, leading on our Literary Canon Programme for students in Y7, Y8 & Y9 or providing study skills, PSHE and careers support in Y10 & Y11.
- 6.3. To attend regular training with regard to safeguarding and follow school and legal procedures when dealing with safeguarding issues, including referral to the DSP.

## 7. JUDGING STANDARDS (Subject Leader)

- 7.1. Analyse and interpret data on pupils' progress and attainment for different audiences: subject teams, SLT, governors.
- 7.2. Regularly review with teachers their assessments of progress for classes, identified groups and individuals.
- 7.3. Sample pupils' work regularly in line with school policies and procedures.
- 7.4. Discuss work, progress and attitudes regularly with samples of pupils.
- 7.5. Construct and monitor strategies to gather views of other stakeholders.

## 8. EVALUATE TEACHING AND LEARNING (Subject Leader)

- 8.1. Evaluate schemes of work to ensure they focus on consistent and effective Learning & Teaching.
- 8.2. Observe teaching and feedback to colleagues as part of both informal monitoring systems and more formal policies of performance management.
- 8.3. Regularly review teacher's planning.
- 8.4. Evaluate assessment methods and purpose on a regular basis.



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## 9. LEAD SUSTAINED IMPROVEMENT *(Subject Leader)*

- 9.1. Lead regular team meetings which include discussion about priorities for development.
- 9.2. Work with other subject staff to agree targets for raising achievement and attainment.
- 9.3. Lead on improvements in learning and teaching within your subject area.
- 9.4. Work with other middle leaders to share and collaborate in approaches that will support success in your subject area and across the school.
- 9.5. Identify and support staff with their training needs where appropriate.

## 10. WHOLE SCHOOL ISSUES *(Subject Leader)*

- 10.1. To attend middle leaders meetings and training as appropriate in order to carry out your role effectively.

## 11. SCHOOL ETHOS

The governors of St. Bernard's would encourage all staff to be involved in enrichment activities in line with the ethos of the school, specifically:

- 11.1. To play a full part in the school community, to support its distinctive Mission and to encourage students to follow this example.
- 11.2. To support the school in meeting its legal requirements for worship and to attend acts of worship as requested.
- 11.3. To develop effective professional relationships with colleagues.
- 11.4. To actively support the corporate policies of the school.
- 11.5. To comply with the school's Health and Safety Policy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## 12. SIGNATURES

This job description is current at the date below but will be reviewed on an annual basis and, following consultation, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed \_\_\_\_\_  
(Teacher)

Signed \_\_\_\_\_  
(Line Manager)

Dated \_\_\_\_\_

Dated \_\_\_\_\_

Signed \_\_\_\_\_  
(Headteacher)

Dated \_\_\_\_\_