**WANDSWORTH BOROUGH COUNCIL**

**FRANCIS BARBER PUPIL REFERRAL UNIT**

**ENGLISH AND LITERACY SUBJECT LEADER**

Salary Scale: Inner London Qualified Teacher + T.L.R 2(2) £5638

(Full-time, permanent post)

**JOB DESCRIPTION**

The following responsibilities of the post are in addition to the duties of a teacher as set out in the Teacher’s Pay and Conditions Document

**Purpose of job:**

1. To lead, manage and develop the school’s English and Literacy curriculum, supporting pupils to GCSE level and with Functional Skills to Level 1 and 2. Ensuring that all relevant policies are developed, revised and adhered to through rigorous and robust monitoring and evaluation of teaching and student progress.
2. To secure excellent progress and attainment of students across English and Literacy by providing coherence and direction to the teaching of English and Literacy by other colleagues, if appropriate, through giving support and guidance when requested or necessary to ensure that coordinated team delivery occurs.
3. To provide whole school leadership and management of English and Literacy curriculums, by designing tailored knowledge based and innovative lessons and schemes of work which have a clear progressive and challenging sequence of learning; that can be delivered by teaching staff or for use in online learning.

**Key Accountabilities:**

1. **Leadership and Management:**

* Ensure all staff within the curriculum area promote consistently high expectations of all students and apply whole school policies.
* Provide regular feedback, line management, team meetings for team members in a way which allows for effective communication and dissemination, promotes good practice and, if necessary, addresses under performance.
* To line manage post holders within the English and Literacy team in line with the school’s framework for the appraisal and management of Teachers.
* Lead on and engage all team members in quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which allow for greater consistency in teaching and learning.
* Ensure that English specific classrooms and resources are well organised and maintained, and that an annual stock check of the English inventory occurs.
* Ensure that the organisation and display of all forms of pupils’ work is designed to promote learning and reflect the achievements of all pupils.
* Lead by example and demonstrate passion and ambition for the school, subject and its students.
* Lead on the self evaluation of the curriculum area and show a deep and accurate understanding of the subject’s performance and of staff and students’ skills and attributes (including the forensic use of national and school data).
* Produce, implement, monitor and evaluate a subject development plan in line with the school priorities and the whole school improvement plan.
* Focus relentlessly on improving the quality of teaching and learning and assessment within their curriculum area and ensure that it impacts on learners. Employ highly successful strategies for engaging with parents and carers.
* Ensure the curriculum provides highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the subject area and their spiritual, moral, social and cultural development.
* To work within and promote the schools’ equalities policy and contribute and adhere to policies relevant to the post.
* To be fully aware of and understand the duties and responsibilities arising from the Childrens’ Act 2004 and Keeping Children Safe in Education 2023, in relation to child protection and safeguarding children and young people as this applies to your role within the school.
* Work effectively and positively with the governing body, the leadership team and all other staff.
* Ensure that the Health & Safety Policy with specific regard to English and Literacy is implemented and kept under review.

1. **Teaching, Learning & Assessment**

* Meet the expectations of the professional standards for teachers at the relevant level (MPS/UPS).
* Advise upon and keep under review the full range of syllabuses offered in English, particularly those leading to external accreditation.
* Ensure all teachers within the curriculum area develop students’ literacy, communication and numeracy skills.
* Teach high quality lessons in which students make at least good progress.
* Teach all students and both key stages across the curriculum as required by the timetable.
* Lead and manage all staff within the curriculum area in order that lessons within the curriculum area are consistently good or better and lead to good or outstanding student progress.
* Undertake other such duties as may be required by the LEA in pursuit of its statutory obligations and other reasonable duties as may be delegated by the Heads team.
* Develop and lead all staff within the curriculum area so that they acquire excellent and up to date subject knowledge and are able to assess students’ prior knowledge, skills and understanding accurately.
* Ensure all staff within the curriculum area systematically and effectively check students’ understanding throughout lessons, homework and over time.
* Ensure all staff within the curriculum area use well judged and imaginative teaching strategies to provide support and intervention to meet the needs of individual learners in order that they make at least good progress relative to their starting point.
* Promote and generate high levels of engagement and participation in and commitment to learning amongst all students within the curriculum area.

1. **Attainment and Progress**

* Develop and maintain clear record keeping systems so that pupil progress and achievement is monitored and regularly reviewed. In particular, ensure all baseline assessments in English and Literacy are completed, termly re-testing completed and information fed to the Senior Leadership Team.
* Contribute subject specialised knowledge and practice to inform that PRUs assessment and identification of pupils’ needs.
* Ensure students are given every opportunity to make good or better progress within English and across both key stages as defined by internal and external measures.
* Ensure variations between the progress made by different groups of students or any areas of underachievement including the variation between classes, teachers or groups of students is addressed.
* Ensure attainment within the curriculum area is at least good when compared to similar alternative providers of education.

1. **Personal Development, Behaviour and Welfare**

* Be responsible to a specified member of the PRUs Leadership Team, for Keyworking pupils to promote educational achievement and enhance reintegration, liaising with parents/carers, schools and all support agencies as necessary.
* Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the curriculum area in terms of achievement, teaching and learning, behaviour and safety.
* Take a lead role in establishing a positive learning environment amongst all staff and students within the curriculum area in which students are able to make a positive contribution.
* Support and develop staff within the curriculum areas ability to manage student behaviour and that a systematic, consistent approach to behaviour management, in line with the Francis Barber expectations, is applied within all lessons.
* Ensure all staff within the curriculum area take active steps to prevent all forms of bullying.
* Ensure all staff are aware of what constitutes an unsafe situation and that staff within their curriculum area know how to keep themselves and others safe.

1. **General responsibilities**

* As a leader and manager contribute to the overall leadership and management of the school and to be proactive in supporting an ethos that recognises and celebrates success and promotes high expectations and aspirations.
* Contribute to the effective management of the school through the implementation of school policies and staff professional code of conduct
* Be a visible presence around the school
* Attend meetings and parents’ meetings relevant to the post.
* Other duties as the Headteacher may reasonably require.
* Meet the statutory requirements for safeguarding.

**PERSON SPECIFICATION**

**Essential:**

1. Possession of a DFE recognised teaching qualification and QTS.
2. Degree in English or related subject.
3. Evidence of attending recent and relevant INSET
4. A passion for English and Literacy with a relentless determination that every student develops and succeeds.
5. Evidence of teaching consistently high quality lessons across to pupils of a range of abilities and needs and KS3 and 4, in an urban, multi-cultural environment.
6. Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes.
7. In-depth and up to date knowledge of the curriculum area and experience of having designed, implemented and evaluated effective, imaginative and stimulating lessons and Schemes of Work.
8. The ability to enthuse, inspire and effectively motivate staff to teach English/Literacy lessons by providing professional development that includes planning in partnership and by modelling best practice and effective challenge line with the subjects expectations.
9. Evidence of a clear understanding of the factors at classroom level which promote pupil progress and achievement and proven success of raising student achievement within the subject area.
10. Experience of implementing behaviour management strategies consistently and effectively.
11. Evidence of the knowledge and experience necessary to develop and write subject policies and to implement record keeping systems.
12. Evidence of the ability to establish positive relationships with parents/carers, teachers and colleagues in voluntary and professional agencies concerned with referred children.
13. Evidence of effective online teaching and use of data/ information management systems.
14. Evidence of understanding and effectively dealing with the equal opportunities issues connected with this area of education.
15. Excellent listening skills and high levels of emotional intelligence.
16. Strong organisational and time-management skills and the ability to delegate appropriately.
17. Resilience and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction.
18. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.
19. A commitment to the responsibility to safeguard and promote the welfare of all students.
20. Willingness to participate actively in the wider school community.

**Desirable:**

1. Evidence of teaching and Keyworking pupils who may demonstrate emotional, behavioural and/or social difficulties.
2. Evidence of teaching pupils with special educational needs.
3. Evidence of contributing to the reintegration of pupils with mainstream school, further education and the world of work.
4. Evidence of an ability to respond positively to the demands of a developing service.

Francis Barber PRU is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**EQUALITY AND DIVERSITY**

We are committed to and champion equality and diversity in all aspects of employment. All employees are expected to understand and promote equality and diversity in the course of their work.