

**Job Description / Person Specification**

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| Role Profile |
| The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties. |

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| Job Title: | **Teacher of English** |
| Salary Grade: | **TMS or UPS + SEN Allowance** |
| School: | **Exhall Grange Specialist School** |
| Primary Location: | **Secondary / Post 16** |
| Responsible to: | **Assistant Headteacher/Lead Teacher of English** |
| Responsible for: | **Teaching English** |
| Purpose of Role | The school is seeking to appoint someone to teach the English curriculum for Key Stage 3, 4 and 5 at Exhall Grange Specialist School to ensure the highest quality learning, teaching, progress and achievement. |
|  | Specifically this post requires the post holder to:-  A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL  1. Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum which suits their needs;  2. Analyse and interpret relevant school, local and national data relating to the classes they teach;  3. Liaise with staff, parents/carers and external agencies;  4. Consider the views of both pupils and parents/carers and to respond appropriately.  B. TEACHING AND LEARNING  1. Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline;  2. Support the identification of, and provision for, our SEND pupils in accessing the curriculum to enable pupil progress within the classes they teach;  3. Regularly monitor progress of pupils within the classes they teach which is then reflected in teaching plans;  4. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;  5. Ensure setting of realistic and challenging expectations of pupils in the classes they teach;  6. Liaise effectively with staff to ensure the successful transition of pupils through the school;  7. Contribute fully to meetings, discussions and management systems necessary to coordinate the work of the school as a whole.  C. RELATIONSHIPS WITH STAFF  1. Achieve constructive working relationships with all staff;  2. Direct, organise and manage the work of support staff within the classes they teach;  D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES  1. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;  2. Participate in the performance management system and agree objectives based on the school improvement plan.  E. GENERAL  1. Promote the school’s aims, values, ethos, behaviour policy, and other policies;  2. Perform the role of form tutor and carry out its attendant responsibilities;  3. Participate in the designated guidance and direction of pupils, including EHCP progress reviews and target setting meetings;  4. Contribute to the delivery of the Personal and Social and Health Education (PSHE) programme where required;  5. Attend assemblies, designated school functions (such as parents’ evenings);  6. Provide cover according to the terms of the nationally agreed framework;  7. Contribute to the school’s complementary enrichment curriculum;  8. Be willing to acquire skills and knowledge necessary to work effectively with SEND pupils;  9. Take on any additional responsibilities which might, from time to time, be determined. |

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| Notes :   * This job description is subject to periodic review and may be changed in accordance with the developing needs of the school, the curriculum area, the students or the post-holder, with whom any change will be discussed in detail * This job description is agreed in the parameters of the Schoolteachers’ Pay and Conditions document and also local agreements between WCC, Teaching Associations and the Governors of Exhall Grange Specialist School * This job description should not be taken as comprehensive and exclusive of any other tasks. By negotiation and agreement between the post-holder and the Head Teacher other tasks which are relevant and reasonable for the post-holder may be allocated * This job description is in addition to that of a TMS or UPS teacher * Adults employed to work at Exhall Grange Specialist School are vetted for their suitability to work with children in accordance with the Protection of Children Act and the DFE requirements |

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| Person Specification |
| **The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.** Each of the criteria listed below will be measured through; the application form (A), teaching a lesson (T), an interview (I), a presentation (P) or documentation (D), References (R) |

| Essential Criteria | Assessed By; |
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| DfE recognised teaching qualification  Graduate or equivalent | **A, D** |
| Successful teaching experience across the full 11-18 range  Outstanding teacher  Experience of working effectively with parents/carers and other organisations  Works effectively with Teaching Assistants/Support Staff  Evidence of the ability to work effectively and supportively in a team  Ability to analyse data to inform planning  Works successfully with pupil with a range of abilities and SEND | **A, T, R, I** |
| **Knows about:**  Strategies for raising achievement for pupils  Ensuring effective pupil learning through challenging, high quality and exciting teaching  Strategies to promote individual and team development  The work of other agencies and opportunities for collaboration  Strategies which encourage parents/carers to support their children’s learning  Policy creation through consultation and review  The positive role of Appraisal within one’s own professional development and that of others  How quality assurance and self evaluation can lead to improvements in outcomes for pupils | **A, R, I** |

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| **Is able to:**  Meet the Preamble and Teacher Standards  Establish and maintain an ethos in keeping with the school’s Core Purpose Model the values and vision of the school  Have awareness of current issues and a sense of vision concerning the future development of the subject/area of responsibility  Inspire, challenge, motivate and empower pupils  Communicate effectively, orally and in writing, with a range of audiences  Access, analyse and interpret information, including data, to inform evaluation  Make accurate self evaluation  Acknowledge excellence and challenge under performance in pupils  Foster an open, fair, equitable culture and manage conflict  Demonstrate that mutual respect, challenge and praise are key to managing teacher/pupil relationships in the classroom  Challenge, influence and motivate others to attain high goals  Maintain a sense of perspective  Prioritise, plan and organise oneself  Make professional, managerial and organisational decisions based on informed judgements  Develop and maintain effective relationships with parents/carers  Develop and maintain effective working relationship with governors  Enthuse pupils to enhance learning  Use ICT effectively in a range of ways  Share our belief that Every Child Does Matter  Contribute creatively and knowledgeably to develop/evaluate schemes for learning  Understand the importance of meeting deadlines  Contribute positively and appropriately if they see a need for change in any aspect of school life | **A, T, R, I** |
| **Is committed to:**  The protection and safeguarding of children and young people  The raising of standards for all in the pursuit of excellence  The continuing learning of all members of the school community  The developing and sustaining of a safe, secure and healthy school environment | **A, I** |
| **Qualities:**  Flexible, committed and enthusiastic in their approach to the dynamics at the heart of an innovative school environment/culture  A strong commitment to pursuing their own professional development  Evidence of appropriate personal qualities and skills, particularly enthusiasm, creativity and the ability to communicate effectively | **A, I** |
| In addition to the candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including :  Motivation to work with children and young people  Ability to form and maintain appropriate relationships and personal boundaries with children and young people  Emotional resilience in working with challenging behaviours | **A, I** |

| Desirable Criteria | Assessed By; |
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| Experience of employment within SEN | **A, D** |
| Successful collaboration with other professionals  Working successfully with key staff to implement new initiatives and improve outcomes  Experience of English curriculum development | **A, R, I** |
| Evidence of a commitment to promoting and developing active teaching and learning styles across the full range and ability range of the school (11-18) | **A, I** |

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| We are committed to Safeguarding and promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children or Vulnerable Adults, an enhanced DBS Disclosure will be required as part of the pre-employment checking process, and rechecking will be required as and when determined by the relevant policy. |

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| Working Conditions |
| The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced. |
| Health & Safety at Work |
| To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role. |
| Potential Hazards & Risks |
| The potential significant hazard(s) and risk(s) for this job are identified below. The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the ‘other’ section. |
| * **Significant use of computers (display screen equipment)** * **Working with challenging behaviours** * **Work with vulnerable children or vulnerable adults** |