



St Andrew the Apostle

Greek Orthodox School

Post: Second in English	Line Manager: Head of English
Scale: TLR 2a	
<p>Purpose of Post</p> <ul style="list-style-type: none"> Supporting the Head of English in all aspects of the role. Ensuring students follow a curriculum which is agreed with RET advisers where applicable and prepares them for external examination demands Promoting outstanding outcomes and a love of learning, driven by consistently effective teaching 	
<p>Key Tasks</p> <p>1. Strategic Leadership</p> <ol style="list-style-type: none"> Implementing department policy and practice in line with whole-school and Trust expectations Using data to inform policies, practices, expectations, targets and teaching methods Leading specific areas of the department development plan, in line with whole-school SDP Monitoring and evaluating progress in achieving the department's plans and targets. <p>2. Supporting the <i>curriculum</i> to ensure that for a named key stage it:</p> <ol style="list-style-type: none"> Is in line with national and Trust developments Systematically develops skills, knowledge, concepts and attitudes demanded by external examinations Promotes progression and continuity Develops numeracy and literacy, including SPAG, and the technical language of the subject Is informed by close liaison with the SENDCO, to ensure all students can access learning Develops students' broader understanding of the subject Promotes learning outside the school and classroom contexts, as appropriate to the subject Promotes school and Trust values, particularly in respect of diversity and equalities Is recorded in the required school and Trust format Is regularly and systematically evaluated, in light of national changes and assessment/exam data Is systematically amended, where required, in light of the above evaluation <p>3. Target-Setting, Tracking, and Intervention – ensuring:</p> <ol style="list-style-type: none"> Staff and students know school and Trust expectations of: progress; what constitutes hard work in lessons and homework; what student behaviour is and is not acceptable Staff know how and when current attainment (therefore progress over time) is assessed and recorded Current attainment data are systematically analysed, with underachievement identified by student 'group' and teaching group, using question-level analysis to identify common weaknesses Adjustments to teaching schedules and pedagogy are made in the light of the above analyses, supplemented (particularly in KS4) by out-of-hours underachiever interventions <p>4. Securing and sustaining <i>effective teaching</i>, ensuring:</p> <ol style="list-style-type: none"> All teachers know national, school and Trust expectations for teaching (including marking and assessment) All teachers are trained in effective lesson planning, pedagogy, classroom management, and marking approaches, in line with school and Trust expectations Teaching is planned and delivered, and learning assessed, in line with the above expectations Supporting the development of those new to the profession 	



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Person Specification

Experience and Leadership- the post holder will have experience of:

- Development of good and outstanding teaching
- Leading the achievement of outstanding outcomes across the full range of student abilities
- Successfully leading change
- Managing, motivating and developing staff
- Using data and benchmarks to ensure the progress of every student

Professional knowledge- the post holder will know:

- How to effectively support students' pastoral and emotional needs and care for the "whole child"
- Current educational issues and developments within the subject area
- Ofsted criteria for good and outstanding teaching and learning and progress
- The relationship of the subject to the curriculum as a whole.
- Statutory curriculum requirements for the subject, the requirements for assessment recording and reporting and the use of assessment for learning in developing student understanding
- How to develop students' literacy, numeracy and ICT skills
- How to use of ICT to improve learning
- The implications of the Special Educational Needs Code of Practice and Health and Safety requirements for teaching and learning in the subject

Skills and attributes- the post holder will be:

- An excellent classroom practitioner who leads by example
- Able to review, monitor and evaluate progress and results
- Supportive of the Christian ethos of the school
- Flexible and resourceful
- An effective team member
- Able to display moral, intellectual and personal integrity and authority
- Able to demonstrate determination, optimism and resilience in the face of challenges and set-backs
- Committed to equality of opportunity, community cohesion and student social mobility

Qualifications- the post holder will:

- Be qualified to degree level
- Have qualified teacher status (QTS)
- Have undertaken recent, relevant professional development