

JOB DESCRIPTION: Whole School Literacy

The following job description is for the guidance of candidates as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DCSF.

PURPOSE:	<ul style="list-style-type: none"> • to support the HoF in promoting student learning • to support the HoF in all other aspects of Leading and Managing an English faculty
RESPONSIBLE TO:	Head of Faculty
DISCLOSURE LEVEL:	Enhanced
SALARY/GRADE:	TLR 2b
WORKING TIME:	As set out in the 'Conditions of Service for Teachers' as presented in the 'School Teachers Pay and Conditions' document published by the DCSF.

Overall Accountability for supporting the Head of Faculty in:

- The provision of an appropriate, relevant and differentiated curriculum which allows for progression within and across key stages within the curriculum area
- The schemes of learning, capitation and resources for the curriculum area
- Supporting colleagues to develop effective teaching and learning strategies within the curriculum area
- The quality of the teaching and learning of students within the curriculum area
- The standards of student attainment, achievement and behaviour within the curriculum area
- The successful delivery of the curriculum in a whole school context and to integrate the Jewish ethos of the school where appropriate

MAIN DUTIES

Whole School Literacy Leadership

- Lead and coordinate the development of a whole-school literacy strategy.
- Promote high standards of reading, writing, speaking, and oracy across all subject areas.
- Work with departments to embed effective literacy practices in teaching and learning.
- Design and deliver CPD to support staff in developing students' literacy skills.
- Monitor the impact of literacy initiatives and adapt strategies accordingly.
- Support targeted literacy interventions for students requiring additional support.
- Champion reading for pleasure and oversee literacy-related enrichment activities where appropriate.

Other Specific Duties:

- To play a full part in the life of the school community, to support its mission and ethos and to encourage and ensure staff and students follow this example
- To lead an extra-curricular activity
- Maintain a visible, professional and high profile within the school

Other Specific Duties:

- To continue personal development
- To engage actively in the performance review process
- To undertake any other duty as directed by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification –Whole School Literacy

Essential unless noted as Desirable

Education and Training

- Qualified Teacher Status (QTS)
- Experience of A Level English teaching
- A track record of Good or Outstanding teaching
- Evidence of appropriate in-service training.

Skills/Professional Qualities

- Good knowledge of current curriculum development in the curriculum area
- The ability to use ICT effectively to engage students
- The ability to differentiate materials to meet the needs of learners
- The ability to develop, and lead the development, of an outstanding curriculum in the context of a growing school
- An understanding of how to use assessment to inform planning for good teaching /learning
- An understanding of school, local and national data with the ability to use data to identify underperformance and rectify accordingly

Leadership/Personal Qualities

- Vision for the development of the curriculum area in the context of a growing school
 - Committed to supporting the School's unique Jewish ethos (there is no requirement or need for applicants to be Jewish)
 - Always prepared to put the students' needs first
 - An effective, flexible and enthusiastic leader
 - Confident in sensitively but assertively addressing under-performance
 - Ability to listen and effectively communicate and negotiate with a variety of audiences
 - Diplomatic with the ability to develop and maintain effective relationships
 - Ability to act quickly and sensitively under pressure
 - A team player respected by others
 - Ability to manage own and others' workloads appropriately
 - Able to keep calm in difficult situations, can deal with stress and absorb pressure
 - Open and constructive, accepting of feedback and always willing to learn
 - Energetic and enthusiastic with an excellent sense of humour
 - A 'can do' positive approach
 - Excellent attendance and punctuality record
- Awareness of and commitment to Equal Opportunities issues; a commitment to working in a mu