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| TITLE OF POST: | Director of English |
| GRADE: | salary commensurate with role |
| LINE MANAGER: | Deputy Headteacher |

JOB DESCRIPTION

CORE PURPOSE: To be responsible for leading English across the curriculum in order to secure high quality outcomes and high quality of provision for all pupils. To ensure effective teaching and learning within the curriculum area of English.

THE SPECIFIC STRATEGIC DIRECTION AND DEVELOPMENT OF THE ENGLISH DEPARTMENT

- To be responsible and accountable for the outcomes of students in all English courses working towards +1 progress.
- To ensure that the faculty culture, policies and practices follow and contribute to those of the school and reflect high aspirations at all times.
- To create an annual department development plan, which contributes to the achievement of the School Improvement Plan, and which involves the curriculum leader of English in its design and evaluation. This will reflect the school's commitment to continuous improvement, high achievement, effective teaching and learning, and inclusion.
- To set expectations and goals for colleagues and pupils in relation to standards of achievement and behaviour.
- To monitor, evaluate, and review standards of leadership, teaching and learning, and pupil achievement against school, local, and national standards, including by regular lesson observation, sampling work, student voice, collating and interpreting data; to report annually on the above.
- To represent the faculty in the wider school community and liaise with the rest of the school, governors, other schools in the trust, further and higher education, industry, outside agencies, examination boards etc.
- To keep up to date with relevant national developments, teaching practice and methodology and regular review the suitability of exam boards, chosen texts.
- To collaborate with leaders in Maths to improve whole school outcomes.

CURRICULUM AND TEACHING AND LEARNING

- To work with key stakeholders to design an inclusive and ambitious curriculum to raise achievement of all.
- To map the substantive and disciplinary concepts from KS3 to KS5 ensuring that each key stage builds in complexity.
- To outline the granular curriculum takeaways for each scheme of learning.
- To work with key departmental stakeholders to design the English department pedagogical approach utilising the Barnhill Learning Cycle as a basis.
- To lead specific faculty staff in the creation, consistent implementation, and improvement of courses/schemes of work which meet school and national requirements, and are accessible to and provide suitable challenges for all students, including key skills
- To lead the development and implementation of effective teaching and learning strategies, including ICT-based developments
- To lead the development and implementation of effective faculty assessment policies, within the framework of those for the whole school

LEADING AND MANAGING AND SUPPORTING STAFF

- To lead and motivate others and generate effective working relationships at all levels
- To promote an ethos in which the highest standards are expected from all members of the school's workforce
- To build a team in which good practice is shared, and meeting time is used effectively to raise achievement, and support pupils' personal development and well-being



• To map and deliver departmental CPD and PCK opportunities to ensure all staff are trained to effectively deliver the intended curriculum

- To support/challenge and professionally develop staff so that they are effective in their role(s) and provide high quality teaching and learning; the above to include participating in and leading the school's programmes of staff training and development.
- To communicate effectively with staff so that they are properly informed of developments across the school and that their views are represented.

PUPIL PROGRESS AND STANDARDS OF ACHIEVEMENT

- Within the framework of whole-school policies, ensure that TLR post holders set and monitor appropriately challenging subject targets for pupils, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise pupil progress
- To work with the achievement team to ensure that all students achieve highly.
- To promote, manage, and be responsible for high standards of pupil behaviour for learning across the English department.
- To implement creatively the school's systems for rewarding good pupil performance and to ensure all staff use them effectively
- To ensure effective communication with parents/carers, so they are kept up-to-date with curriculum developments and their children's progress.

THE EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

- To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down
- To assist in the recruitment of staff
- To ensure that the faculty's accommodation/ area, resources and equipment are maintained in good order, including the management of a) health and safety, and b) security

OTHER SPECIFIC DUTIES

- To play a full role in the extended leadership team of the school
- To provide information, objective advice and support to the Governing Body if required to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement
- To ensure that parents and students are well informed about curriculum attainment and progress and are able to understand targets for improvement
- To communicate clearly and effectively with all members of staff, students, parents and the local community.
- To undertake the above responsibilities in addition to those held by a standard scale teacher at the school.

Due to the evolving nature of the school structure all job descriptions may need to be adjusted, through consultation, to meet the needs of the school.

All job descriptions should be read in conjunction with the operating Pay and Conditions document published by the DfE.

Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



TITLE OF POST: Director of English and Literacy

GRADE: salary commensurate with role

LINE MANAGER: Deputy Headteacher

PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING

1. Qualified teacher status
2. First Degree or equivalent
3. Evidence of continuing professional development

TEACHING AND PASTORAL EXPERIENCE

1. Minimum of three years' in a middle leadership role or senior leadership role, including experience as a Head of English
2. A record of excellent classroom practice
3. Teaching experience in at least two key stages
4. An excellent understanding of the principles and practices of Assessment for Learning
5. Substantial experience as a tutor and of the pastoral system
6. Evidence of a clear interest in the whole curriculum in order to support the achievement of all students, and the critical impact of Literacy
7. Excellent ICT skills and an interest in the application of new technologies particularly in relation to data analysis and learning transformation

LEADERSHIP AND MANAGEMENT

1. Experience of effective curriculum sequencing
2. Evidence of successfully initiating, implementing, monitoring and evaluating developments to improve the quality of teaching and learning, student outcomes and quality of provision in KS3, 4 and 5.
3. Experience of developing high quality staff
4. Successful experience of school self-evaluation to effect improvement
5. Successful record as an educational innovator and leader of change
6. Proven ability to communicate effectively at management level in a school
7. Ability to understand, analyse and make effective use of a wide range of data
8. Champion your staff voice and well being
9. To work collaboratively with the existing curriculum leader.

PERSONAL QUALITIES/ATTRIBUTES

1. A positive, enthusiastic outlook, embracing risk and innovation
2. Commitment and dedication to social justice, equality and excellence
3. Engagement in collaborative partnership working, within and beyond the school
4. Integrity in relation to their own and the school's practice
5. Courage and conviction to achieve the best outcomes
6. Respect and empathy towards others
7. Resilience, perseverance and optimism in the face of difficulties and challenges
8. Decisiveness, consistency and focus on solutions
9. Drive for improvement and challenging underperformance
10. Capacity to be flexible adaptable and creative
11. Capacity to receive and act on feedback to build on strengths and improve personal performance

EQUAL OPPORTUNITIES AND EDUCATIONAL COMMITMENT

1. A proven commitment to inclusion
2. A proven commitment to curriculum access and opportunity
3. A proven commitment to comprehensive education



4. A proven commitment to professional development
5. Support the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.