

## JOB DESCRIPTION

<b>JOB TITLE:</b>	Subject Leader for English
<b>GRADE:</b>	MPS/UPS + TLR 2 + SEN
<b>DATE PREPARED:</b>	May 2026
<b>REPORTS TO:</b>	Headteacher
<b>JOB PURPOSE:</b>	<ul style="list-style-type: none"> <li>• To take responsibility for leading, managing and developing the English Department across Greys.</li> <li>• Liaise with Leaders for English across BILTT to share good practice and support one another.</li> <li>• To provide appropriate teaching and learning for pupils who are out of school due to permanent exclusion or referred to the Alternative Provision Academy for support, and to support their re-integration to school.</li> <li>• To teach English and to evaluate the standard of pupils' achievements and set targets for improvement.</li> <li>• To set up pupils with personalised on-line work, appropriate to their needs.</li> <li>• As a senior member of the Alternative Provision Academy staff, to assist the Headteacher and Deputy Headteachers with developing policy, practice and targets for the curriculum and the school.</li> <li>• As a Key Co-ordinator, to take responsibility for a year group and ensure provision packages meet statutory requirements and pupil's social, moral, spiritual and cultural needs are met.</li> <li>• To liaise with appropriate outside agencies on order to keep them informed where appropriate and provide effective support for pupils.</li> <li>• As a senior member of staff, to work with all colleagues to develop provision, good working practices and high standards within the Alternative Provision Academy.</li> <li>• To teach other pupils (individually and in small groups) within the Alternative Provision Academy and manage and support their reintegration to school as required.</li> </ul>

## **PRINCIPAL ACCOUNTANCIES / MAIN DUTIES AND RESPONSIBILITIES**

The duties in this job description will be carried out in accordance with the School Teachers' Pay and Conditions Document (September 2010), or any subsequent document which may succeed the 2010 document.

### **A. As a Curriculum Manager and Key Co-ordinator, assist the Headteacher with developing curriculum policy and practice**

1. By taking responsibility for developing and implementing policy and practice for English as a specific subject and also across the curriculum, reflecting the school's commitment to high achievement and effective teaching and learning.
2. By taking responsibility for using a range of assessments and other data effectively to identify pupils who are underachieving in English and, where necessary, create and implement effective plans for action to support those pupils.
3. By analysing and interpreting relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods in the English department.
4. By supporting and monitoring the progress made in achieving subject plans and targets; by evaluating the effects on teaching and learning, and by using this analysis to guide further improvement in English.
5. By working collaboratively with colleagues to develop on-line English resources so that pupils whose teaching and learning lies within Greys virtual learning environment experience a similar quality of provision, in terms of resources, appropriateness of tasks and opportunities for accreditation, as pupils taught in more conventional settings.
6. By working in partnership with parents, carers, pupils and outside agencies to ensure appropriate education is delivered and behaviour management issues are addressed.
7. By ensuring that the Headteacher is aware of any statutory requirements and any that are not being met.
8. By managing, with support from the appropriate Deputy Headteacher, admissions to a year group and ensuring all transition documents are in place and appropriate.
9. By liaising with schools and managing, with support from the appropriate Deputy Headteacher, reintegration back to designated school setting.

### **B. As holder of an SEN Allowance**

1. Co-ordinate the curriculum and pastoral care of a small number of designated pupils.
2. Undertake pupil assessments as appropriate for his/her individual needs.
3. Actively seek and collate baseline information from files and other available sources; record information for pupil files; gather information for review/reintegration meetings and reports to parents, schools and/or other professionals.

4. Make a significant contribution towards the IEPs/PSPs/PEPs, Annual Reviews and requests for Statutory Assessment of all pupils taught
5. Work closely with any other agencies which may be involved with pupils or their families, as required

### **C. Pastoral and behavioural management responsibilities**

1. Leading pastoral and tutorial responsibilities for a group of pupils or for individual pupils, lead with a Year group on managing challenging and disruptive behaviour
2. Ensure that support for the behaviour management of pupils and/or the medical needs of the pupil is consistent with the school's policies and programmes
3. Contribute to activities which will provide opportunities for pupils' social and cultural development
4. Set a good example to pupils and staff you lead, through presentation, personal and professional conduct. Explore and implementing alternative provision to re-engage and improve student outcomes
5. As commensurate with the responsibilities of Key Co-ordinator.

### **D. Teaching and Learning**

1. To plan and teach lessons and sequences of lessons to the classes you are assigned to teach within the Alternative Provision Academy, ensuring curriculum coverage, continuity, challenge and progression for all pupils, including those of high ability and those with special educational or medical needs
2. To teach other subjects within Greys, if required, with support from relevant subject specialists
3. To have a secure knowledge and understanding of the subject contents as specified in the relevant National Curriculum programmes of study, level descriptions or end of key stage descriptions
4. To be familiar with subject specific health and safety requirements, where relevant, and to plan lessons to avoid potential hazards
5. To ensure effective and innovative teaching of groups and individuals, so that teaching objectives are met, and best use is made of teaching time and resources
6. To establish and maintain a purposeful working atmosphere and set high expectations for pupils' behaviour and achievement
7. To ensure effective development of pupils' literacy, numeracy and information technology skills through the subject
8. To provide teaching and learning experiences which aim to enhance pupils' self esteem and confidence
9. To ensure that information about pupils' achievements in their current or previous school is used effectively to secure good progress in the subject
10. To establish clear targets for pupil achievement and evaluate progress and achievement in the subject by all pupils, including those with special educational, medical or linguistic needs. This will include preparing targets for reintegration

11. To work with staff in the Units and curriculum areas to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs.
12. To establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
13. To work collaboratively, supporting pupils and mainstream teachers to achieve successful reintegration of pupils.
14. To contribute to a partnership with parents/carers to involve them in their child's learning of the subject, as well as providing information about the curriculum, attainment, progress and targets.
15. To promote opportunities which will contribute to the quality of pupils' wider educational development including their spiritual, moral, social and cultural development.
16. To prepare pupils for external examinations and accreditations as appropriate.

#### **E. Lead and manage support staff**

1. Help support staff to achieve positive, constructive working relationships with pupils and colleagues.
2. Establish clear expectations and constructive working relationships with support staff involved with the subject, including team working and mutual support; developing responsibilities and delegating tasks as appropriate and evaluating practice.
3. If required, contribute to the recruitment, selection, appointment and professional development of support staff.

#### **F. Efficient and effective deployment of resources**

1. Evaluate the resource needs for teaching and learning and advise the Headteacher of any changes or additions needed.
2. Ensure the effective and efficient management and organisation of learning resources for teaching and learning, including information and communications technology.

#### **G. Professional development**

1. Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
2. Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.
3. Undertake training and professional development to ensure progression in the development of the work within the responsibility of this job description.

## **H. Contribute to the general policies and practices of the school**

1. Plan curriculum provision and support, and the monitoring and evaluation of learning, achievement and pupils' progress.
2. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
3. Promote the health, safety and well-being of pupils and colleagues
4. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
5. Ensure the development and progression of equality within the sphere of responsibility of this job description and the fair and equal treatment of all pupils, parents/carers, staff, other personnel in the school or working with the school.
6. Support the Headteacher in upholding corporate Bedford Borough Council and departmental policies and practices as they relate to the work of the Alternative Provision Academy.
7. Undertake any other duties and responsibilities which are consistent with the grade and expertise required of the post holder as may be required from time to time .

The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after discussion, to meet the changing needs of the school/Trust.

The Trust will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of any of the protected characteristics (as defined by the Equality Act 2010). The Trust will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The Trust provides an open, welcoming and safe environment for all its students, employees and visitors.

BILTT is committed to Safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, social media checks, enhanced DBS, probationary period & health clearance.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended).

## Personnel Specification – Subject Lead - English

Candidates should write Section G on their application form based on the Personnel Specification.

		<b>Essential Attributes</b>	<b>Preferred Attributes</b>
<b>1</b>	<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Willingness to undertake further studies and/or training, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification in Special Education (Initial or Post-graduate)</li> <li>• Qualifications or experience working with pupils with SEND, additional/medical needs</li> </ul>
<b>2</b>	<b>Work Related Experience, Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Experience of delivering the National Curriculum</li> <li>• Preparing and implementing IEP's (or the like) to meet individual needs</li> <li>• Preparing and presenting detailed reports</li> <li>• Working in partnership with parents/carers and professionals</li> <li>• Developing curriculum</li> <li>• Effective classroom manager.</li> <li>• Experience of supporting and directing class staff</li> <li>• Computer literacy (or a strong commitment to develop further ICT skills)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with pupils who present challenging behaviour</li> </ul>
<b>3</b>	<b>Personal Skills and attitudes</b>	<ul style="list-style-type: none"> <li>• Strong organisational skills</li> <li>• Strong communication and interpersonal skills</li> <li>• Effective team player and team leader</li> <li>• Positive attitude shared with pupils and colleagues</li> <li>• Ability to use own initiative and work independently</li> <li>• Reliable and excellent punctuality and attendance record</li> <li>• Keenness to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to drive a minibus</li> <li>• Willingness to take part in extracurricular activities and school community events</li> <li>• Commitment to continued professional development</li> </ul>
<b>4</b>	<b>Other</b>	Undertake any other duties and responsibilities which are consistent with the grade and expertise required of the post holder as may be required from time to time	

