



Chessington School

2nd in Charge of English Faculty

Job Description

March 2026

2nd In Charge of English Faculty

Development of Staff to Achieve Excellent T&L

- Support members of their team with appropriate, targeted opportunities for professional development, including ECTs & trainees
- Support the Head of Subject to deliver subject specific CPD that enhances classroom practice
- Support the team to build and sustain relationships which develop and share good practice and improve performance

Development of Curriculum

- Continual refinement of curriculum to reflect the needs of the cohort whilst still keeping in line with NC (or going beyond). Possibly at one particular key stage
- Keeping up to date with subject changes and being responsive to these

Holding to Account by Monitoring & Challenging Performance

- Useful & productive regular line management
- Timely completion of appraisal documentation with high quality targets for improvement
- Tracking and supporting teachers in their subject
- Evaluate performance accurately & effectively

Student Engagement in Subject

- Supporting the Head of Subject with the monitoring behaviour for learning in your subject
- High attendance to extra curricular clubs

Success Rate

- Alongside the Head of Subject ensure monitoring, QFT and precise interventions to increase chances of our young people performing at or above the rates of their peers nationally
- Alongside the Head of Subject ensure monitoring, QFT and precise interventions to increase the chances of specific groups (SEN, SEN and EAL) performing at or above the rates of their peers nationally

Effective Data Analysis & Actions to Improve Progress

- Uses data from 4Matrix and subject analysis trackers to understand performance for cohorts beyond their own classes
- They draw insightful conclusions at curriculum level and act on these to improve progress

Assessment Process that Supports Progress

- Has a detailed understanding of formal assessment within the subject
- Ensures that grade criteria is shared with teachers & therefore students for any relevant assessments they have oversight of
- Accurate & reflective grade boundaries are in place
- Support in the leadership of a rigorous moderation of assessments with colleagues
- Clear feedback from assessments is given and time allocated for students to respond to it

Effective Management of Resources

- Be aware of the effective management of department capitation throughout the year
- Suggest and plan ahead for future curriculum needs where appropriate

Working Collaboratively

- Realise the benefits of collaborating with others, including teachers, teaching assistants and non teaching staff, other schools within the Trust, parents/ carers and other organisations

Teacher

Managing the Environment / Behaviour / Routines

- As practitioners we understand that behaviour is a communication, so although the teacher is responsible for behaviour in the class they will communicate on CPOMS where needed to ensure that tutors and pastoral staff have a holistic view of students
- Positive, purposeful classroom climate is well- established and consistent for all groups. Students develop confidence as learners because there is a strong culture of error.
- Classroom displays are stimulating for learners, strike an appropriate balance for a variety of learners & kept up to date
- The teacher develops student's belief in themselves and their relationship with the subject. They consistently role model the behaviours they expect of students.
- Student's books demonstrate pride in the quality and quantity of work.
- Incidents of disruption are rare because the teacher manages behaviour proactively. They are consistent in their responses to student's behaviour. The teacher intervenes early and effectively to prevent escalation.
- The teacher has consistently high expectations for behaviour and applies consequences and rewards consistently in all classes and groups, so students feel safe and secure. They link consequence and reward to learning so that students understand the impact of behaviour on learning. They attend RAs. They support their colleagues in upholding policies and systems.
- Routines are embedded to maximise learning time, and used to create a comfortable and safe learning environment to minimise stress. Students are very responsive to teachers' instructions and cues.

Sequencing and Modelling

- Set tasks with clear goals that stretch and challenge pupils of all backgrounds, that have clear outputs and timescales
- Present new material using small steps
- Provide models and scaffolds, including for pupil talk
- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Know when and how to differentiate appropriately, understanding the needs of all pupils, employing strategies that are specified in individual's Passports using approaches which enable pupils to be taught effectively, such as visual prompts or writing frames
- The teacher contributes their curriculum and subject knowledge to create effective lessons which are rigorously planned and sequenced with a challenging objective. The content, which includes homework, is differentiated to take account of different starting points, and rates of progress
- They ensure that student's thinking is focused on key ideas and they make explicit links between new content and core concepts. Ideas are interleaved
- Key vocabulary is explicitly taught, pre taught, displayed, defined and revisited often. Lists of appropriate level key terminology are provided to students in advance and shared with other colleagues (TA's) where necessary

Stages of Practice

- Guide student practice, possibly using 'I do, We do, You do'
- Obtain high success rate when checking on learning during the lesson (80%)
- Build towards independent practice in lessons

Questioning , Feedback and Assessment

- The teacher uses a wide range of strategies, including questioning, to check for understanding during lessons against a model of success to gain insight into whole class understanding.
- The teacher diagnoses gaps in student's knowledge accurately during lessons and adapts their teaching in response.
- The teacher prepares and executes opportunities to check knowledge retention over time and are able to make changes to ongoing lesson and unit design
- Feedback to students is focused and precise and they are given time to improve
- The teacher makes consistently accurate and robust judgements about student's performance in assessments. In KS4, the teacher knows where students are performing against national expectations
- The teacher uses data to quickly identify patterns and issues. They rapidly respond with appropriate strategies
- Promote good progress and be accountable for student outcomes
- Make accurate and productive use of both formative and summative assessment
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback as per the marking policy

Reviewing Material

- Daily review - use of starter to check prior learning, Weekly and Monthly review used to interleave
- Demonstrate good subject and curriculum knowledge
- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Being an Effective Form Tutor

- Follow the tutor rota and be a positive example for the pupils
- Set the 'tone' everyday, by creating a positive ethos, establishing good pupil/teacher and pupil/pupil relationships, encouraging a good form group spirit and identity aligned to the schools own values and based on success, aspiration and learning together
- Encourage high standards of work, behaviour and uniform and liaise with the Heads of Year over concerns
- Monitor attendance, rewards and sanctions, making contact with home when necessary
- Celebrate success and sanction when needed
- Provide notices, complete welfare check-ins and ensure that students are kept abreast of what is happening in the world through The Week
- Encourage students to live the 'GREAT' values by communicating regularly the examples and evidence needed to demonstrate them. Monitor the evidence and reward success
- Tutors have access to tutor group CPOMS and should be proactive and reactive to the needs of their group to ensure wellbeing is high
- As a tutor, we will encourage debate and competitions through the activities in the week. Older students will be used as mentors to support younger students and GREAT values will be encouraged
- Deliver a high quality PDW curriculum, ensuring that students understand its importance and value

CPD and Professional Development

- Attends at least 1 CPD Wednesday per half term and 1 subject specific CPD

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

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

The Governing Body are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the DBS

Signed: _____

Date: _____