



Job Description

Post: Second in Department in English

Grade: MPS/UPS + TLR 2b (£5,953)

Purpose

To support the ongoing improvement of the English curriculum intent and implementation, including supporting transition from KS3 into KS4. You will ensure the most up to date and relevant research informs the improvement of teaching and learning for all of our students of all backgrounds. The role will have ad reduced teaching allocation to support the successful candidate in achieving these aims.

Responsible to: Head of Communications Faculty

1 Catholic Ethos

- ❖ To actively promote, and act as a role model of, the Catholic ethos of the school, in accordance with the school mission statement.

2 Particular Activities

- ❖ To role model excellent standards of teaching and learning.
- ❖ To remain up to date with research and latest developments in the subject area, using this to improve the curriculum and drive up the standards of teaching and learning in the department.
- ❖ To support subject leader to continue to develop the curriculum intent for KS4, including sequencing, schemes of learning and wider school links.
- ❖ Responsibility for development of a challenging and engaging SoL for KS4.
- ❖ Monitoring and tracking of student progress AT KS4 including homework.
- ❖ Develop strategies to help improve the independent learning skills of GCSE students.
- ❖ To support the effective monitoring of and making improvements to the department curriculum implementation, including teaching and learning pedagogy and assessment practice.
- ❖ To contribute to the department and whole school CPD based on the most relevant research.
- ❖ To collaborate with external partners.
- ❖ Responsibility for development, standardisation, and moderation of curriculum assessments.

3 Professional Attributes

- ❖ Ensure the education of students is of paramount importance.
- ❖ Maintain a positive commitment to the education process.
- ❖ Forge positive professional relationships with all relevant stakeholders.

4 Teaching

- 1 Set high expectations which inspire, motivate and challenge students.
 - 1.1. Establish a safe and stimulating environment for pupils, rooted in mutual respect.
 - 1.2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
 - 1.3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.





- 2 Promote good progress and outcomes for students in line with college targets, by making full use of data and setting appropriate targets and monitoring progress through effective record keeping.
 - 2.1. Be accountable for pupils' attainment, progress and outcomes.
 - 2.2. Plan teaching to build on pupils' capabilities and prior knowledge.
 - 2.3. Guide pupils to reflect on the progress they have made and their emerging needs.
 - 2.4. Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching.
 - 2.5. Encourage pupils to take responsibility and have a conscientious attitude to their own work and study.

- 3 Demonstrate excellent subject knowledge.
 - 3.1. Have a secure knowledge of the relevant subject and curriculum areas and foster and maintain pupils' interest in the subject.
 - 3.2. Demonstrate an understanding of developments in the subject.
 - 3.3. Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

- 4 Plan and teach well-structured lessons in accordance with the school learning policy.
 - 4.1. Impart knowledge and develop understanding through effective use of lesson time
 - 4.2. Promote a love of learning and students' intellectual curiosity.
 - 4.3. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding that students have acquired.
 - 4.4. Reflect systematically on the effectiveness of lessons and approaches to teaching
 - 4.5. Contribute to the design and provision of an engaging curriculum within the relevant subject area.

- 5 Adapt teaching to respond to the strengths and needs of all students. Ensure the effective and efficient deployment of classroom support where appropriate.
 - 5.1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - 5.2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - 5.3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
 - 5.4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language, those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.





- 6 Make accurate and productive use of assessment, in line with the school and department assessment policy.
 - 6.1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - 6.2. Make use of formative and summative assessment to secure pupils' progress.
 - 6.3. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
 - 6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- 7 Manage behaviour effectively to ensure a good and safe learning environment in line with the school behaviour policy.
 - 7.1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - 7.2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - 7.3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - 7.4. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- 8 Fulfil wider professional responsibilities including active and effective performance management. Engage in self-evaluation strategies to support a continuous strive for improvement, including coaching, work scrutiny and observation etc.
 - 8.1. Make a positive contribution to the wider life and ethos of the school.
 - 8.2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - 8.3. Deploy support staff effectively.
 - 8.4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - 8.5. Communicate effectively with parents with regard to pupils' achievement and well-being.

6 School Structure

- ❖ Work as a member of a designated team and contribute positively to effective working relations within the school.
- ❖ Participate in appropriate meetings with colleagues and parents related to the responsibilities of a teacher.
- ❖ Represent the department on any working parties and attend appropriate meetings.





7 Communication

- ❖ Liaise with relevant stakeholders as appropriate.

8 Duties

- ❖ Carry out a share of supervisory duties in accordance with published schedules.

9 Health and Safety

- ❖ Be familiar with any health and safety regulations so as to ensure a safe environment.

10 Personal and Professional conduct

- ❖ Uphold high standards of ethics and behaviour within and outside college. Maintain high standards in punctuality and attendance and work within statutory frameworks in line with school policy and practice.
- ❖ Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position.
- ❖ Have regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
- ❖ Show tolerance of and respect for the rights of others.

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). All appointments made are also subject to satisfactory references, medical clearance and Right to Work in the UK.

STM Catholic Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment in line with Keeping Children Safe in Education and the Prevent Duty

