

Academy	St Peter's Collegiate Academy
Position	Head of English
Salary	TMS/UPS with TLR 1b £9,985
Contract	Full time, Permanent
Responsible to	SLT Line manager

Job Description

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

Key Duties

A. Accountability to the Principal

- To demonstrate and promote effective leadership within the subject area
- Via their Line Manager, to keep the Principal fully informed of all issues and concerns regarding the effective management and performance of the subject area

B. Accountability for the Leadership and Management of Staff

- To maximise the potential of staff, giving guidance and support within the subject area
- To implement and monitor the performance management of staff, so staff can be evaluated on an individual basis against agreed targets
- To work in consultation with their Line Manager in arranging school based in service support and induction for NQTs and staff new to the subject area
- To work with the Assistant Head to ensure that staff CPD needs are identified and that appropriate programmes are designed to meet such needs
- To allocate duties and responsibilities necessary to ensure the smooth and effective functioning of the subject area
- To convene regular formal subject area meetings, setting agendas, minuting the meetings and circulating copies to appropriate parties' including the Headteacher
- To ensure staff have the highest of expectations of students
- To establish common standards of practice within the subject area
- To contribute to the school quality assurance procedures
- To ensure the subject area practice and procedures meet the requirements of the Strategic Plan and Annual Development Improvement Plan
- To promote teamwork and to motivate staff to ensure effective working relations and to monitor the well-being of all staff

C. Accountability for Leadership of Learning and Teaching

- To strategically develop a rich and varied curriculum. To ensure the intent is clearly understood and implemented amongst all team members, and to evaluate its impact on students
- To monitor and evaluate the curriculum area in line with agreed School procedures, benchmarking provision against the national curriculum

- To ensure curriculum maps are developed to identify key knowledge, skills and understanding for each topic
- To ensure that curriculum maps are well developed, up to date, stimulating and are implemented by all staff through engaging in team planning
- To maximise student achievement by sequencing the specification in conjunction with the line manager
- To ensure whole School priorities are developed within curriculum areas, such as literacy, British values, SMSC
- To monitor, track and evaluate the performance of the subject area in terms of the School philosophy, internal and external assessments
- To ensure that the educational experience offered to each student is of the highest quality to promote equality of opportunity
- To ensure the moderation and standardisation of assessments across the subject area is tightly coordinated, including taking a leading role in the Internal Verification (IV) of relevant documents
- To ensure that the organisation of subject area revision classes, intervention and subject area trips/visits are coordinated
- To manage cover work for absent members of the Department and to oversee that the students continue to achieve during periods of short, medium or long term absence of Department members.
- To participate fully in the annual achievement and improvement cycle, subject reviews and QA process with the Headteacher and members of the Senior Leadership Team and Line Manager
- To lead on the development of outstanding practice during curriculum and subject area meetings
- To keep up to date with national developments in the subject area, including teaching practice and methodology.
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within the Department
- To ensure the subject area plays a major part in supporting whole School Issues

D. Accountability for the Management of Financial and Physical Resources within the Department

- To manage the financial planning of the Department and to ensure that its planning activities reflect the needs of students within the subject area, School Development Plan and the aims and objectives of the school
- To ensure that finances and resources are used to create a stimulating and successful learning environment which celebrates student achievement
- To ensure the resources are well maintained, stored securely and used safely, paying due regard to Health and Safety Regulations
- To manage the facilities in the initial accommodation and prepare for the transition to permanent new accommodation to ensure maximum effectiveness of subject delivery
- In conjunction with the SLT lead on ICT and the ICT Manager foster and oversee the application of ICT in the Department, including the development of materials
- Where appropriate, ensure that Health and Safety policies and practices, including risk assessments, are in line with national requirements and are updated where necessary, including liaising with the SENCO

E. Accountability for the Welfare of Students

- To have direct responsibility for the behaviour of staff and students in their subject area
- To ensure that the subject area encourages students to develop the highest expectations of themselves with the Trust ethos
- To ensure students are kept fully informed about their progress
- To ensure effective sanctions and rewards are in place for their subject area
- To liaise with the pastoral team for more serious behavioural issues or persistent poor behaviour

F. Accountability for Monitoring, Assessment and Reporting Student Progress and Achievement across the Department

- To be accountable for pupil progress and development within the subject area
- To assess academic performance in the light of previous achievement to enhance the progress made by all students

- To identify and take appropriate action on issues arising from data. Setting deadlines where necessary and reviewing progress on action taken
- To assess how well learning outcomes of key sub-groups (such as Disadvantaged students, SEND, boys etc) have been achieved and use them to improve specific aspects of learning and teaching
- To assess students' work in accordance with academy assessment policy and awarding body assessment objectives and mark criteria
- To assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the grade/level at which the student is achieving
- To undertake regular formalised reviews of student progress, in line with the EWA academic monitoring process
- To set sufficient work for formal assessment such that students' understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework
- To ensure the marking, monitoring and returning of work across the department is done within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade/level
- To complete formal reports on students according to the academy reporting systems and the reporting calendar
- To attend parents' evenings according to the School calendar to keep students' families and/or their carers informed about their progress

G. Operational/Strategic Planning

- Develop a strategic vision for literacy development
- Devise a whole school literacy policy in consultation with a range of stakeholders
- Ensure that schemes of learning and resources support the development of literacy in subject areas
- Lead, develop and enhance the literacy teaching practice of others
- Co-ordinate literacy and reading interventions for students
- Liaise and collaborate with subject leaders and SENCO regarding student literacy difficulties. Create appropriate action plans
- Support colleagues with selecting appropriate resources and techniques to support students with literacy difficulties. Provide training as needed
- Evaluate the effectiveness of the Whole School Literacy Policy
- Lead the creation of a structured transition from KS2 to KS3, ensuring all KS3 teaching responds to the Literacy needs of the pupils on entry.

Post holder signature	
Principal signature	
Date	

Person Specification

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Honours degree from a recognised university • Qualified teacher status 	<ul style="list-style-type: none"> • NPQML or equivalent qualification
Experience	<ul style="list-style-type: none"> • Experience of Teaching in a secondary school • Evidence of raising standards of student attainment and achievement within a subject area 	<ul style="list-style-type: none"> • Teaching experience across the maintained sector
Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to subject area 	<ul style="list-style-type: none"> • Experience of working with other agencies • Ability to identify own learning needs and to support others in identifying their learning needs
Strategic awareness	<ul style="list-style-type: none"> • Ability to articulate and develop the school's vision • Ability to inspire and motivate students and staff • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets • Knowledge of what constitutes quality educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students 	<ul style="list-style-type: none"> • Evidence of having successfully translated a vision into reality
Teaching and Learning	<ul style="list-style-type: none"> • Ability to articulate the departmental intent, ensure the effective implementation and evaluate its impact on students • Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all students at Edgar Wood Academy • A secure understanding of assessment strategies • Experience of effective monitoring / evaluation of, and intervention in, teaching and learning • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Experience of successful school improvement and increasing attainment • Membership of a professional body
Accountability	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities • Ability to communicate on school performance effectively, orally and in writing to a range of audiences • Experience of whole-school self-evaluation and improvement strategies • Ability to provide clear information and advice to staff and governors/trustees • Awareness of performance measures applicable to the school 	<ul style="list-style-type: none"> • Experience of offering challenge and support to improve performance • Experience of working with governors/trustees to enable them to fulfil their responsibilities
Skills, Qualities & Abilities: professional and personal attributes	<ul style="list-style-type: none"> • High quality teaching skills • Ability to diagnose and intervene wisely when solving problems 	<ul style="list-style-type: none"> • Experience of organisational change or new school set up

	<ul style="list-style-type: none"> • Strong commitment to the vision and ethos of the academy and Trust • Commitment to developing the subject area for which responsible • To work closely with the pastoral and SEND team • Ability to build and maintain good relationships with a range of stakeholders • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others • Ability to accept delegated duties appropriately • Empathy with children • Excellent communication and negotiation skills • Excellent presentational skills • Excellent problem-solving skills • Stamina and resilience • Self-confidence 	
References	<ul style="list-style-type: none"> • Positive recommendation(s) in professional references • DBS clearance • Satisfactory outcomes from due diligence 	