



## Twyford Church Of England Academies Trust

"I have come that you might have life and have it to the full" John 10 v10



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### William Perkin Church of England High School

#### Job Description

<b>Job Title:</b>	<b>2ic English (Yr 7-13 Curriculum Lead)</b>
<b>Grade:</b>	<b>TLR 2c (£8,279)</b>
<b>Line Manager:</b>	<b>WSLT English* Lead</b>
<b>Supervisory Responsibility:</b>	<b>Specific Department Post-holders (tbc)</b>

*\*The English Department has responsibility for literacy intervention*

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#### Main purpose of Post

To achieve outstanding outcomes in the curriculum & wider curricular offer within English\*

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#### Outcomes

##### Achievement

- Achievement in yrs 7 -13 and in all courses is effectively monitored and ensure areas of weakness are identified and addressed
- Achievement is outstanding in yrs 7-13

##### Teaching

- Curriculum and assessment frameworks are clear and support outstanding progression
- All staff are confident and consistent in the delivery of good & outstanding lessons
- Learning behaviour within the English faculty is outstanding

##### Behaviour

- Student conduct within the English faculty is uniformly good

##### Leadership

- There is a clear vision for the enjoyment of English

##### Other

- English Wider learning Programme is a model of outstanding practice
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#### Specific responsibilities and tasks

##### Achievement

**Achievement in yrs 7-13 and in all courses is effectively monitored and ensure areas of weakness are identified and addressed**

- Responsibility for English faculty tracking systems across all key stages
- Responsibility for internal system of progress reporting to faculty meetings by post holders /teachers

- Responsibility for system for identification of student cause for concern
- Responsibility for system for identification of more general concerns
- Responsibility for ensuring students' setting arrangements are effectively set up and sustained

**Achievement in yrs 7-13 is outstanding at all key stages**

- Identify areas of underperformance and ensure improvement plans drawn up & delivered
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

**Teaching**

**Curriculum and assessment frameworks are clear and support outstanding progression in yrs 7-11**

- Work in partnership with the WSLT English Lead to review and maintain the curriculum framework for the English faculty at all key stages and for all English pathways
- Provide training and support for staff teams in the context of curriculum change or development
- Ensure all schemes of work are clear and provide an appropriate framework for the design of outstanding lessons
- Work in partnership with the WSLT English lead to there are schemes of work for each of the differentiated pathways within the curriculum
- Agree and lead on the strategy for the development of resources (including use of the VLE/ Copia, additional online resources and text books as appropriate)
- Ensure that the lesson power-points and other teaching and learning resources are available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual cues for AFL etc.)
- Ensure Copia for the English department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour

**All staff are confident and consistent in the delivery of good & outstanding lessons**

- Support the WSLT English lead to ensure that curriculum and teaching & learning policies for the English faculty are well understood by staff teams
- Support the WSLT English lead to ensure that good practice guidance/exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Support the programme of 15:15 coaching observations & ECT lesson observations
- Support the WSLT English lead in auditing the quality of department delivery via lesson looks, work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (Department level & Whole School)

**Learning behaviour within the English faculty is outstanding**

- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks on student planners etc.)
- Support the WSLT English lead to ensure Whole School policy on lesson prep and homework is consistently and effectively used
- Support the WSLT English lead to ensure all members of the English faculty are confident and consistent in their use of formative and summative assessment
- Support the WSLT English lead to ensure self-assessment and review is fully integrated into schemes of work
- Support the WSLT English lead to ensure staff make highly effective use of self-assessment and manage their own learning to the highest standard.

## Behaviour

### Student conduct and learning behaviour within the English faculty is uniformly good

- Support English faculty post-holders to understand the English faculty behaviour policy (in line with whole school policy) and ensure it is consistently used
- Monitor Students' learning conduct & behaviour as a measure of their engagement with the English
- Address issues in behaviour through modification to English Faculty systems & approaches (including to teaching and learning) and staff training

## Leadership

### There is a clear vision for the enjoyment and application of English

- Overall responsibility for implementing curriculum and assessment changes in line with the overall Department development plan
- Responsibility for individual support plans for ECT or staff requiring additional support / development
- Sustain and develop the English faculty wider learning offer
- Support & encourage students to progress to further & higher education or training in English related courses (including organisation of wider learning programmes support of students preparing for additional university tests)

## Other

*All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips & visits or support activities).*

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*Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.*

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## Key measures of success

- Public Examination results - Headline target figures (KS 3, 4 & 5)
- % of students on target in internal /external assessments
- External Evaluation Systems (Alps & Alis at KS5 & Raise-online at KS4)
- Internal VA measures
- Uptake of English at KS5
- Progression of students to English related courses in Training/FE or HE

## Person specification

	Essential	Desirable
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"><li>• University Graduate with a good degree in English</li><li>• Qualified Teacher Status</li><li>• You must be able to teach any specialism up to A-Level</li><li>• At Least 4 years successful experience as an English teacher within a high achieving secondary school</li><li>• A proven record of success in raising standards</li><li>• Experience of curriculum development and monitoring delivery at Middle Leadership and whole school level</li></ul>	<ul style="list-style-type: none"><li>• Evidence of further professional development</li><li>• An understanding of the importance of, and a willingness to participate in, extra-curricular activities.</li></ul>

	<ul style="list-style-type: none"> <li>• Experience of the use of student results analysis outcomes to inform practice and target improvement</li> <li>• Experience of curriculum design</li> <li>• Successful experience of managing whole school change</li> <li>• Successful experience of team leadership &amp; management of staff</li> <li>• Knowledge of the requirements of the National Curriculum and KS3/4/5 courses.</li> <li>• An understanding of recent curriculum and teaching/learning developments</li> <li>• An ability to develop effective curriculum resources in your English to meet the needs of the full ability range.</li> <li>• An understanding of the strategies required to motivate and enthuse all students across the age and ability range to progress in your English as part of a whole school approach to raising achievement.</li> <li>• An understanding of the processes and techniques required to assess record and report students' learning effectively.</li> <li>• A commitment to the principles and practices of Assessment for Learning</li> <li>• A commitment to developing Literacy and ICT in your English</li> <li>• An ability to use ICT programmes and packages to promote learning</li> <li>• An understanding of the role of your English within the wider curriculum.</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• A strong commitment to and ability to articulate &amp; model the values of the Twyford Trust</li> <li>• A firm approach to discipline, and good classroom management skills</li> <li>• An ability to work within, lead and motivate a team</li> <li>• An ability to generate enthusiasm for the English</li> <li>• Is committed to the highest standards in all areas of school life (behaviour, academic, enrichment).</li> <li>• Has a strong grasp of contemporary educational issues</li> <li>• A proven team worker with a very strong commitment to collaboration</li> <li>• Has outstanding communication and interpersonal skills</li> <li>• Able to set challenging and achievable targets and ensure their delivery</li> <li>• Good time management/ able to multi task</li> <li>• Willing to contribute to the rich life of the school, including its extra-curricular offer</li> <li>• Clarity of vision/strategic thinker</li> </ul>	

*The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>.*

*The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.*