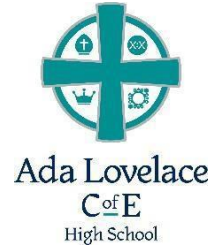




## Twyford Church Of England Academies Trust

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



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## Ada Lovelace Church of England High School

### Job Description

<b>Job Title:</b>	<b>2 i/c English Department</b>
<b>Grade:</b>	<b>Main professional grade plus TLR 2c (£8,611)</b>
<b>Line Manager:</b>	<b>Head of department</b>
<b>Supervisory Responsibility:</b>	<b>Subject to candidate experience</b>

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### Main purpose of Post

To achieve outstanding outcomes in the curriculum and wider curricular offer within the English Department

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### Outcomes

#### Achievement

- Achievement at specific key stage, and in all courses, is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding at specific key stage

#### Teaching

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

#### Behaviour

- Student conduct within the department is uniformly good

#### Leadership

- There is a clear vision for the enjoyment and enrichment of English
- Post-holders within the department are well supported to carry out their roles

#### Other

- The English Wider Learning Programme is a model of outstanding practice

### Specific responsibilities and tasks

#### Achievement

**Achievement at specific key stage, and in all courses, is effectively monitored and areas of weakness**

**are identified and addressed**

- Support Head of Department in managing department tracking systems across specific key stage
- Support Head of Department in managing internal system of progress reporting to department meetings by post holders / teachers

- Support Head of Department in managing system for identification of student cause for concern
- Support Head of Department in managing system for identification of more general concerns
- Support Head of Department in evaluating prior attainment of students on entry (with additional 'setting' test if required)
- Support Head of Department in ensuring students setting arrangements are effectively set up and sustained

#### **Achievement is outstanding at specific key stage**

- Identify areas of underperformance and ensure improvement plans drawn up and 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**

- Review and maintain the curriculum framework for the department at specific key stage and for all English pathways
- Liaise with Head of Department over proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development
- Provide training and support for staff teams in lesson and curriculum planning
- Ensure all unit overviews are clear and use the consistent Copia formats to provide an appropriate framework for the design of outstanding lessons
- Ensure that there are schemes of work for each of the three differentiated pathways within the curriculum
- Agree the strategy for the development of resources (including use of 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 clues for AFL etc.)
- Ensure Copia for the 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 and outstanding lessons**

- Support the Head of Department to ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure 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 Head of Department in the programme of lesson observations (including department lesson looks /paired observations and performance management observations)
- Support the Head of Department in auditing the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

#### **Learning behaviour within the department is outstanding**

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

## **Behaviour**

### **Student conduct and learning behaviour within the department is uniformly good**

- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used
- Support department post-holders in enforcing behaviour rules
- Monitor students' learning conduct and behaviour as a measure of their engagement with English
- Support the Head of Department in addressing issues in behaviour through modification to department systems and approaches (including to teaching and learning) and staff training

## **Leadership**

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

- Support the Head of Department in departmental development planning (including post holders development plans)
- Development and management of the department wider learning offer
- Support and encourage students to progress to further and higher education or training in English related courses (including organisation of wider learning programmes)

### **Post-holders within the department are well supported to carry out their roles**

- Support the Head of Department in the performance management of staff
- Undertake regular coaching and mentoring of teachers at this department
- Ensure all teachers at this department are confident and consistent in their use of department systems
- Effective management of support staff (Teaching Assistants /technicians)
- Responsibility for all Health and Safety procedures
- Mentoring of ECT's

## **Other**

- Responsibility for leading and coordinating KS3 enrichment opportunities including a trip for each year group, book clubs and competitions.
- All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

*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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This job description will be reviewed in 2023 when a decision will be made regarding the implantation of A Level English

## **Key measures of success**

- Public Examination results - Headline target figures
- % of students on target in internal /external assessments
- External Evaluation Systems (Raise-online at KS4)
- Internal VA measures
- Lesson Observations

## 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 English up to GCSE</li> <li>• Successful experience as a 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> <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 change</li> <li>• Successful experience of team leadership and 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 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 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 English</li> <li>• An ability to use ICT programmes and packages to promote learning</li> <li>• An understanding of the role of English within the wider curriculum</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> <li>• Successful leadership departmental raising achievement strategies</li> <li>• Experience in the support and mentoring of colleagues</li> <li>• Evidence of successful engagement in whole school initiatives</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A strong commitment to and ability to articulate and 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 your English</li> <li>• Committed to the highest standards in all areas of school life (behaviour, academic, enrichment)</li> </ul>	<ul style="list-style-type: none"> <li>• A practising Christian</li> </ul>

	<ul style="list-style-type: none"> <li>• 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>	
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*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>*

*You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.*