|  |
| --- |
| **Job Description** |
| Job Title | English Leader | Job Holder |  |
| Author | Jo Evans | Date Created |  |
| Date Reviewed |  | Next Review Date |  |
| Level |  | SCP |  |

|  |
| --- |
| This Job Description sets out the scope, duties, responsibilities and working practices that the successful applicant will be required to undertake, discharge and demonstrate on an ongoing basis.  |

|  |
| --- |
| **Outline Description of Role** |
| The fundamental task of the English Leader is to lead all aspects of the English curriculum to ensure that teaching and learning is consistently good and pupils make at least expected progress in line with their starting points and support the school in securing effective English education for all pupils. |

|  |
| --- |
| **Responsibilities – The post holder will effectively:** |
| * Carry out the duties of this post in line with the remit outlined in the *School Teachers’ Pay and Conditions Document* in force from time to time
* Promote the effective safeguarding and welfare of children and young people within the school at all times and demonstrate vigilance in respect of the same
* Under the overall leadership of the Headteacher, have and promote a clear understanding of the vision, aims, and ethos of the School, and an awareness of its role within the community
* Promote the School’s Mission and Vision Statements and adhere to its values
* Be aware of relevant legislative and regulatory changes as they occur that affect that their post
* In partnership with the Headteacher and SLT manage school resources effectively
* Promote and protect the health, safety, and welfare of all pupils and staff
* Undertake any other duties and responsibilities commensurate with the grade of the post as required by the Headteacher
* Concerns regarding breach of duty, bribery, whistleblowing or any other unethical or unlawful practice by any person to be brought to Headteacher’s attention without delay.

 **Learning, Teaching and Achievement**To support SLT in monitoring the quality of teaching and learning and pupil progress in English by setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. To support the SLT in embedding a successful learning culture that will enable pupils to become effective, enthusiastic, independent learners and attain their expected levels of progress.Actions* To be an outstanding practitioner able to model good practice in the teaching of English to others.
* To ensure a consistent and continuous focus on pupils’ achievement, making effective use of relevant data and benchmarks.
* To analyse data in order to inform planning, teaching and intervention in order to ensure all children make at least expected progress.
* To effectively monitor progress for specific groups, analyse curriculum areas and follow up on any resultant outcomes as necessary.
* To ensure that learning and pupil progress is at the centre of strategic planning for English
* To develop and implement the English curriculum and liaise with the SLT member responsible for Curriculum if there are any changes or amendments needed.
* To challenge underperformance at all levels and ensure effective corrective action and follow up ensues.
* To lead whole school CPD in English and provide bespoke CPD for individuals.

**Developing Self and Working with Others**To recognise that effective relationships and communication are important in work with and through others. Effective middle leaders manage themselves and their professional relationships well. Leadership is about building a professional learning community, which enables others to achieve. Through effective continuing professional development practice, the English Leader will support others to achieve high standards. Actions* To treat all individuals fairly, equitably and with dignity and respect.
* To create and maintain a positive school culture.
* To acknowledge the responsibilities and celebrate the achievements of individuals and teams.
* To develop and maintain a culture of high expectation for self and for others and take appropriate action when performance is unsatisfactory in line with school policy.
* To regularly review own practice, set personal targets and take responsibility for own personal development.
* To manage own workload and to allow an appropriate work/life balance.

**Managing the Organisation**To provide effective organisation and management of the teaching of English throughout the campus Actions* To produce and implement a clear, evidence-based action plan
* To manage the English budget plan and allocation in line with the school’s Financial Handbook, specifically adhering to the principles of Best Value and the procedures for ordering and authorising invoices within the delegated limits.
* To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

**Securing Accountability**To ensure values are at the heart of leadership, with responsibility to the whole school community. The English Leader is accountable to a wide range of groups, particularly pupils, parents, carers and Governors. They are accountable for ensuring that pupils enjoy and benefit from a high-quality English education, for promoting collective responsibility within the whole school community.Actions* To contribute to a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
* To support the governing body and SLT (providing information, objective advice and support) to enable it to meet its responsibilities.
* To reflect on personal contribution to school achievements and take account of feedback from others.
 |

|  |
| --- |
| **Duties** |
|  | Undertake such other duties as reasonably correspond to the general character of the post and commensurate with being a member of the Claycots School leadership team.  |
|  | Contribute to and exemplify the values of the Claycots School. The post‐holder will be expected to comply with any reasonable request from the Executive Headteacher, Headteacher and/or Business Manager to undertake work of a similar level that is not specified in this job description. Whilst every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.  |
|  | Understand and comply with the Teacher Standards at all times. |
|  | Actively promote the inclusion of all children into whole school activities.  |
|  | Actively seek opportunities for professional development.  |
|  | Be aware of and respect all children’s religious beliefs and cultures. |
|  | Support, promote and comply with decisions and policies agreed by the SCT and the governing body. |
|  | Develop effective, professional working relationships with colleagues |
|  | Have due regard for health and safety of self, staff, children and visitors and have responsibility for bringing all matters of concern to the attention of the Executive Business Manager. |

|  |
| --- |
| **Compliance** |
|  | During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Claycots School or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so. |
|  | During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the General Data Protection Regulations (GDPR) 2018.  This includes your responsibilities as a member of staff to process personal and sensitive data in an appropriate manner. |
|  | In accordance with the School’s commitment to follow and adhere to the latest update of the Department for Education’s guidance entitled "Safeguarding Children and Safer Recruitment in Education" and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the School community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the school.You are also required to know and comply with the latest update of DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People’. You are required to have satisfactory Enhanced CRB clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the School and uphold public trust and confidence at all times |
|  | The post holder must be aware that any information held by the School in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the School's policies and procedures. |
|  | No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased or owned by Claycots School. No smoking or intoxicants are permitted in School vehicles or in any vehicle parked on School premises. Smoking of any product and the consumption of alcohol are strictly forbidden. |

**Person Specification**

 You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find on the last page of the application form. Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the remaining criteria outlined on this Person Specification during the selection process, with the exception of their qualifications. These will be evidenced from the application form and your production of any original relevant certificates at interview.

|  |  |
| --- | --- |
| **KEY** | **E (Essential) D (Desirable) A (Application Form I (Interview)** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Qualifications** | **E** | **D** | **A** | **I** |
| 1 | Qualified Teacher Status. | ✓ |  | ✓ |  |
| 2 | Degree or equivalent. | ✓ |  | ✓ |  |
| 3 | A minimum of three years teaching experience across the Primary age range. | ✓ |  | ✓ |  |
| 4 | Evidence of a wide range of professional development related to English | ✓ |  | ✓ | ✓ |
| 5 | Commitment to further training/study to widen knowledge base | ✓ |  | ✓ | ✓ |
|  | **Professional knowledge and understanding, skills and attributes.** | **E** | **D** | **A** | **I** |
| 6 | A clear and thorough understanding of the Talk for Writing approach  | ✓ |  | ✓ | ✓ |
| 7 | Specific evidence of successful classroom teaching, including a commitment and thorough understanding of how his/her subject specialism should be taught. | ✓ |  | ✓ | ✓ |
| 8 | Knowledge of the curriculum for EYFS, Key Stage 1 and 2 and the ability to provide feedback in order to improve English teaching in all Key Stages | ✓ |  | ✓ | ✓ |
| 9 | The capacity to monitor and evaluate the quality of teaching and standard of pupils’ achievement, and use benchmarks to set targets for improvement. | ✓ |  | ✓ | ✓ |
| 10 | The ability to model excellence in English teaching to colleagues in order to improve performance | ✓ |  | ✓ | ✓ |
| 11 | The ability to implement change and plan strategically | ✓ |  | ✓ | ✓ |
| 12 | The ability to analyse, understand and interpret data, including the use of benchmark information. | ✓ |  | ✓ | ✓ |
| 13 | The ability to prioritise own time, work under pressure and to set and meet deadlines with a sense of balance and perspective. | ✓ |  | ✓ | ✓ |
| 14 | Effective administrative and organisation skills. | ✓ |  | ✓ | ✓ |
| 15 | An excellent knowledge of ICT for teaching and administration. | ✓ |  | ✓ |  |
| 16 | Clear knowledge and understanding of effective provision for pupils with SEND | ✓ |  | ✓ | ✓ |
|  | **Personal skills and attributes** | **E** | **D** | **A** | **I** |
| 17 | Leadership skills – leading and managing people to work towards common goals and using appropriate leadership styles in different situations. | ✓ |  | ✓ | ✓ |
| 18 | Communication skills (both orally and in writing) - the ability to make points clearly and understand the views of others. | ✓ |  | ✓ | ✓ |
| 19 | Ability to develop new ideas | ✓ |  | ✓ |  |
| 20 | Personal impact, self-confidence and presence. | ✓ |  | ✓ | ✓ |
| 21 | Reliability and integrity. | ✓ |  | ✓ |  |
| 22 | Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times. | ✓ |  | ✓ | ✓ |
| 23 | An understanding of the implications of equal opportunities and a thorough knowledge of best practice and procedures for safeguarding children | ✓ |  | ✓ | ✓ |