JOB DESCRIPTION: Director of English

NAME: TBC

POST TITLE: Director of English

Salary: L8 - 12

PURPOSE OF POST:

The Director of English will provide strategic and operational leadership of the English subject area in order to:

- Raise standards of progress and attainment in English so that students make at least expected levels of progress and increase the numbers making more than expected progress
- Provide strong leadership that results in an English subject team which provides first class teaching and learning opportunities for students and staff.
- Instigate and develop an innovative approach to English that will stimulate all students to achieve their potential, including the most able and the most disadvantaged students.
- To provide specialist subject expertise for the Senior Leadership Team and departmental staff in order to secure rapid improvement in English outcomes.
- Ensure the development of students’ literacy skills across the school in a manner that is of benefit to students and staff in all subject areas

She/he will:

- Have excellent knowledge of, and expertise in, effective strategies for raising standards of attainment in English.
- Demonstrate a strong commitment to improvement and innovation in English teaching and learning through a range of strategies, activities and staff development

TO WHOM POSTHOLDER REPORTS:

David Barton (Headteacher)

PERSONS LINE MANAGED BY POSTHOLDER:

- Teaching staff: Teachers who teach within the English, Media Studies and Drama subject areas
- Support staff: English HLTAs and TAs; 1:1 intervention staff
SPECIFIC RESPONSIBILITIES:

Strategic leadership and development of English

- Ensure the key issues related to developing a strong English subject area are embedded in
  - Strategic Development Plan (SDP)/School SEF.
  - Raising Achievement Plan (RAP) for development and implementation of strategies for raising standards of attainment.
  - Relevant supporting Action Plans and ensure that all staff in the English subject area understand their contribution to and responsibility for achieving the agreed goals.
- Develop a vibrant extra-curricular programme that engages pupils and contributes to their personal development and well-being, and ensure that all staff in the subject team are involved in delivering the programme.
- Ensure the effectiveness of the school Performance Management process within the English subject area and carry out reviews as required.
- Ensure the provision of a comprehensive CPD programme for all staff in the English subject area, including NQTs.
- Develop and sustain a high quality induction programme for all staff in the English subject area, including mid-year arrivals, ITT students and NQTs.
- Work with SLT to monitor the contribution of staff on the Upper Pay Spine
- Ensure that all learning events in English are quality assured and evaluated for impact on learning
- Contribute to the development of school procedures for assessment, recording and reporting
- Contribute to a rigorous and robust system of self-evaluation and review within the school that will secure outstanding pupil achievement
- As a budget-holder, ensure the effective and efficient deployment of staff and resources within the English subject area.
- Inspire confidence in those around you and work with others to create a shared strategic vision which motivates pupils and staff.
- Value enthusiasm and innovation in others
- Enjoy working with other people, seeking to develop as part of a team as well as individually, and wanting to work in ways that encourage the sharing of ideas, and the widening of expertise
- Have the confidence and ability to make management and organisational decisions
- Ensure equality, access and entitlement to learning for all
- Contribute to a shared vision for the school and demonstrating a commitment to the values and principles which underpin that vision
- Demonstrate a commitment to continuous improvement
- Reflect on, evaluate and review performance and outcomes in order to raise standards further across all aspects of the school
- Be a good role model both to colleagues and to young people; act with fairness and consistency and have high professional standards
- Bring enthusiasm and new ideas to the school and have the determination to see ideas translated into action
- Be prepared to “walk the extra mile” without having to be asked to do so.

Strategic leadership and development of Literacy across the Curriculum

- Develop a coherent and inclusive Literacy across the Curriculum strategy in order to raise standards of attainment for all learners.
- To recognise the importance of literacy in all subjects across the curriculum.
- To identify similarities and differences in literacy teaching in different curriculum areas and develop a common approach.
- To encourage staff to take responsibility for the development of literacy in each subject area.
- To raise staff and pupil awareness of key literacy strategies through whole school inset time.
- To encourage learners to transfer literacy skills and apply them in everyday and unknown contexts.
Standards

- Ensure the subject area matches/exceeds agreed targets for attainment and progress in English, including a year-on-year increase in the number of pupils making expected or more than expected levels of progress through developing outstanding teaching and learning across all teachers in the subject area.
- Monitor and evaluate pupils’ achievement, progress and attainment in English through the detailed analysis of performance data.
- Monitor and evaluate the quality of teaching through lesson observations, work scrutiny, pupil outcomes and student voice.
- Provide appropriate intervention for students, including extra-curricular study support, to help them achieve their attainment and progress targets and prevent under-achievement.

Curriculum development and innovation

- Establish an innovative, exciting and challenging curriculum in English that meets the needs of all learners across Key Stages 3, 4 and post 16.
- Ensure the Key Stage 3 English curriculum
  - generates interest and enthusiasm in pupils,
  - secures their engagement,
  - makes them confident about continuing to study the subject at KS4 and beyond
  - gives them an effective preparation for success in GCSE examinations
- Develop an effective curriculum at Key Stage 4 through the introduction of appropriate English courses, selection of GCSE syllabi and choice of examination board(s)
- Ensure that the English curriculum across both Key Stages
  - is supported by the use of effective assessment practice and active learning
  - nurtures and develops learners through a personalised and skills-based approach with clear progression pathways
  - develops literacy, ICT and citizenship of all learners
  - ensures cutting edge use of IT by staff and students in English
  - address continuous progress throughout each key stage
- Ensure a smooth transition from KS2 to KS3 in English for all pupils by working with partner primary schools where possible and building on pupils’ prior knowledge and experience developed across Bude Communities’ Schools’ Trust.
- Keep abreast of developments in English and always be proactive and aware of relevant developments and initiatives.

Teaching and Learning

As an outstanding teacher of English, your role is to:

- Implement and monitor strategies to ensure teaching across the subject area is consistently good and moving towards outstanding.
- Ensure all teachers in the subject area contribute to the development and review of schemes of learning and lesson planning that provide exemplars of good and outstanding lessons
- Ensure work done in class is supported by suitably differentiated and challenging homework that is regularly set and marked in line with school policies
- Work with teachers in the English subject area to raise attainment through the consistent application of clear policies by all teachers in all classes
- Contribute to and co-ordinate continuous CPD for staff in the English subject area to ensure teaching and learning strategies stay abreast of new initiatives and take account of best practice and knowledge about how students learn.
Assessment and target setting

- Ensure that appropriate and challenging targets are set to improve progression rates and raise standards in English, Media Studies and Drama.
- Develop an effective assessment system in English that takes into account the starting point of students in Year 7 and that ensures that a minimum of 3 levels of progress are achieved by the end of key stage 4.
- Develop appropriate and effective assessment to provide relevant and accurate information on progress and achievement to students, staff, SLT, governors and parents
- Ensure the school’s tracking, monitoring and intervention systems operate effectively across the English subject area, and contribute ideas and suggestions for further developing these systems as we move towards a ‘world without levels’.
- Monitor and quality assure the progress and welfare of students from vulnerable groups (including Disadvantaged, SEN, Most Able and G&T) across the subject area.
- Develop an effective system of rewards in the English subject area and contribute your ideas and practice to the School rewards system

Person Specification

The Governors are looking to appoint a person who would broadly correspond to the following specification:

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<thead>
<tr>
<th>Attributes</th>
<th>Essential</th>
<th>Desirable</th>
<th>How Identified</th>
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<tbody>
<tr>
<td>Education and Qualifications</td>
<td>Relevant degree</td>
<td>Master’s degree in an educational discipline</td>
<td>Application form</td>
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<td>A level English (or related subject)</td>
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<td>QTS</td>
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<td>Evidence of further effective Professional Learning</td>
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<td>Experience of</td>
<td>At least 2 years’ experience teaching in a secondary school setting</td>
<td>Dealing with Child Protection issues</td>
<td>Application form</td>
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<td>Outstanding teacher at KS3 and KS4</td>
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<td>Appointment process</td>
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<td>Proven track record of raising educational standards</td>
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<td>Using data to set targets and raise standards</td>
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<td>Experience of managing/leading a team</td>
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<td>Curriculum development and innovation</td>
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<td>Knowledge and Understanding</td>
<td>How to delegate effectively</td>
<td>What constitutes a broad and balanced curriculum</td>
<td>Application form</td>
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<td>Recent developments in curriculum changes</td>
<td>that meets statutory requirements</td>
<td>Appointment process</td>
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<td>How English pedagogy can lead to improvements in learning</td>
<td>Ofsted requirements</td>
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<tr>
<td>The principles and practice of effective teaching and learning</td>
<td>Strategies to improve teaching over time</td>
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**Personal Skills and Attributes**

- The ability to lead and inspire others
- A sense of humour and collaborative approach to learning
- The desire and capacity to move into deputy headship in 2 – 5 years
- Excellent communication and ICT skills

**Is committed to:**
- A collaborative school vision of excellence and equity that sets high standards and targets for every school.
- Inclusion and the ability and right of all to be the best they can be
- Choice and flexibility in learning to meet the personalised learning needs of every child
- Distributed leadership
- Professional Learning for self and all others
- Transparency and honesty

**Is able to:**
- Foster an open, fair and equitable culture
- Think creatively to anticipate issues
- Develop, empower and sustain others
- Collaborate and network with others
- Challenge, influence and motivate others to attain high goals
- Give and receive effective feedback and act to improve personal performance
- Accept support from others

**Application form**

**References**

**Appointment process**
- Think strategically, build and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Model the values and vision of the school
- Demonstrate personal enthusiasm for and commitment to the learning process
- Access, analyse and interpret information
- Acknowledge excellence and challenge poor performance across the school.

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<th><strong>Behaviour</strong></th>
<th>Child-centred</th>
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<td>Caring and calm</td>
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<td>A can-do attitude to work and life in general</td>
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<td>Solution focused</td>
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<td>Can work well under pressure</td>
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<td>Able to adapt quickly</td>
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<th><strong>Special requirements</strong></th>
<th>In possession of Enhanced CRB/DBS clearance</th>
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<td>Excellent record of attendance and punctuality over the last three years</td>
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