



Job Description

- POST:** English Lead Practitioner - with wider responsibilities supporting whole school teacher and learning
- RESPONSIBLE TO:** Deputy Headteacher and wider Executive Team
- SALARY:** Leadership Scale - L6 - L10
- LOCATION:** The Wilnecote School
- WORKING PATTERN:** Full Time - 1FTE
- DISCLOSURE LEVEL:** Enhanced DBS with Childrens Barred list check
- KEY RELATIONSHIPS:** Operational and Strategic Leadership Teams, Heads of Years, other Subject and Year Leaders, Learning Support, LA, Parents.

RESPONSIBLE FOR: Teaching staff and other relevant personnel within the subject area across the whole school.

<p>Operational/ Strategic:</p>	<ul style="list-style-type: none"> • Model excellence in day-to-day leadership • Collaboratively establish and implement a vision for English and its place in the wider school curriculum consistently with the same practice across the school • Collaboratively (Staff, Students, Parents) lead the formulation of a school plan • Lead the development of high quality, learning centred policies, practices and schemes of work which: <ul style="list-style-type: none"> ➢ Ensure continuity and progression for the learning of all students, actively planning for all student groups (ref Raise Online) and designing and managing specific intervention processes as appropriate. ➢ Meet the requirements of the National Curriculum ➢ Ensure methods of assessment, recording and reporting improve student learning and achievement and are in line with policy and practice • Day-to-Day: <ul style="list-style-type: none"> ➢ Play an active role in the running of team meetings at the school ➢ Contribute to the direction of the wider school curriculum as part of a team of senior leaders ➢ Engage in and encourage innovation ➢ Implement and operate the trusts' Health and Safety policy in the subject area • Work with staff to ensure English reflects the ethos and aims • Ensure ICT enhances student learning
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Teaching, Learning and Curriculum:	<ul style="list-style-type: none"> • To ensure the delivery of an appropriate, inclusive, high quality, innovative curriculum programme that is in line with the board's wider plans and enhances them. • To liaise with Heads of Years and SLT to ensure a coordinated approach to learning support for each student • To be accountable for the impact of support and mentor teachers on student performance • To constantly explore improvement, innovation and personalisation • To keep up to date with national developments in English including teaching methodologies • Contribute to an international dimension
Climate for Learning:	<ul style="list-style-type: none"> • To ensure positive relationships for learning in and out of the classrooms across the curriculum area • To ensure a consistent approach to the management of behaviour, sanction and reward • Model an emotionally intelligent approach to ensuring excellence in behaviour for learning • To liaise with Heads of Years as appropriate in the management of behaviour, sanction, reward and the tracking of student progress with intervention
Staff:	<ul style="list-style-type: none"> • Lead, guide, support, mentor and develop Team members across school. Hold them accountable for their work. • Set expectations for staff and students, in the context of wider policies, and help them to achieve those standards in relation to the delivery of our values in the classroom. • Help to identify and respond to the professional learning needs of staff utilising all available expertise and provision • Provide induction, support and training for new staff and trainee teachers • Develop effective working relationships with senior teams and other leaders and staff in across the schools • Ensure the English team offers an effective first line of support for staff in student disciplinary matters that is in line with whole school disciplinary procedures • Participate in Growing Great People and coaching of peers • Contribute to the assessment of staff skill in support of progression based on sound evidence • Participate in recruitment and selection • Act as a positive role model for staff on a day-to-day basis • Lead on teacher development and the use of evidence informed research across the department • Support with teacher development and the use of evidence informed research across the whole school
Operational - as part of the Operational Leadership Team:	<p>Jointly:</p> <ul style="list-style-type: none"> • Assume a leadership/organisational role with duties • Organise and lead assemblies • Organise and develop detentions • Ensure effective parent consultation evenings within English



	<ul style="list-style-type: none"> • Walk the corridors during and in between lessons to identify best practise and support learning
Communications:	<ul style="list-style-type: none"> • Report to Governors • Ensure efficient and effective communications between staff • Ensure effective collaboration with staff, parents and students across the school • To liaise and work with partner schools, parents, and other relevant external agencies as appropriate • Excite and engage visitors at Open Evenings and other events • Ensure regular communication between teachers and parents
Resources:	<ul style="list-style-type: none"> • Set priorities for expenditure and manage budgets in line with improvement plans • Ensure the effective management of accommodation and learning resources including ICT • Deploy staff
Other Specific Responsibilities:	<ul style="list-style-type: none"> • Work with SLT supporting all evaluative procedures • Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description • This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

SAFEGUARDING CHILDREN

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

ENGLISH DUTY

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.



Essential	Desirable
<p><u>Qualifications and Experience:</u></p> <ul style="list-style-type: none"> • A degree or equivalent and PGCE. • Qualified Teacher Status • To have already met the standard for Excellent Teacher Status or UPS3 • Experience in a TLR post ideally leading the curriculum area • Experience in mentor/coaching colleagues in a teaching and learning context • Experience of leading whole school CPD 	<ul style="list-style-type: none"> • Degree in English • Evidence of further subject-based professional development. • MA or equivalent (eg SLE) • Completed National Professional Qualification in leading teaching or willingness to complete
<p><u>Leadership and Management:</u></p> <ul style="list-style-type: none"> • To have the attributes to develop and motivate a team effectively. • To believe in the importance of team work and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the faculty • To have evidence of successfully leading others. 	<ul style="list-style-type: none"> • Experience of involvement in monitoring and self-evaluation activity
<p><u>Teaching:</u></p> <ul style="list-style-type: none"> • Evidence of consistently good or outstanding classroom practice. • Excellent understanding of effective and engaging teaching methods. • The ability to model outstanding practice • Evidence of keeping up to date with subject pedagogy in order to support colleagues. • The ability to engage, enthuse and motivate students and staff 	<ul style="list-style-type: none"> • Experience of developing others as teachers with good/outstanding practice
<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • Ability to lead a team • Ability to professionally mentor and develop colleagues • Excellent ICT skills to enhance teaching and learning • Knowledge of current education and professional developments and an understanding of their application in a whole school context • High level of oral and written communication skills and an ability to work in partnership with teachers and other staff • Evidence of strategic planning and evaluation leading to improved provision • Ability to work under pressure, meet deadlines 	



<ul style="list-style-type: none"> • Understanding of evidence informed pedagogy and research 	
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • An excellent understanding of the use of assessment to inform planning. • Evidence of improved student outcomes. 	<ul style="list-style-type: none"> • The ability to monitor student progress through the use of ICT • Ability to monitor staff and team progress and intervene as appropriate
<p><u>Planning:</u></p> <ul style="list-style-type: none"> • The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for students of all abilities • The ability to set consistently high expectations for all students through class work and homework. • The ability to plan strategically • To manage own time effectively and be able to prioritise work. 	<ul style="list-style-type: none"> • A willingness to be involved in extended curriculum opportunities in the subject area. • An ability to delegate appropriately. • Ability to lead planning for progress
<p><u>Professional Attributes:</u></p> <ul style="list-style-type: none"> • Highly motivated. • Responds well to a challenge. • Maintains high professional standards. • Excellent communication skills. • Commitment to own professional development. • Ability to work hard with competing deadlines, prioritising appropriately, and maintaining good humour • The desire to contribute to the wider life of the school • To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal • Evidence of commitment to and understanding of collective responsibility • A willingness to initiate curriculum innovation • Able to coach teachers and post holders to improve their practise 	<ul style="list-style-type: none"> • Evidence of mentoring or coaching skills • Evidence of leading significant improvement in others and teams
<p>We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person-specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved</p>	

Job Description Acknowledgement: I have received, reviewed, and fully understand the job description for Director of Learning English. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name:	
Employee Signature	Date :