



# OLDFIELD SCHOOL

## Job Description

<b>Position:</b>	Second in English
<b>Responsible To:</b>	Communications Leader of Learning
<b>Responsible for:</b>	Teaching and support staff within the subject area
<b>Grade:</b>	TLR 2b
<b>Disclosure Level:</b>	Enhanced DBS

### **Core purpose of the post:**

- To raise standards of student attainment and achievement within the learning area and to monitor and support student progress.
- To assist the Leader of Learning in monitoring the quality of teaching and learning within English.
- To be responsible for:
  - developing and evaluating the KS4 curriculum;
  - assisting the Leader of Learning with monitoring the quality for the teaching and learning within English;
  - promotion of English through extra-curricular activities.

### **Duties and responsibilities attached to this post are as follows:**

#### **Teaching**

1. To carry out the duties outlined in the MPS/UPS Teacher job description.

#### **Leadership and Management of Learning**

1. Contribute to the implementation, evaluation and success of the school's long term aims and improvement plan.
2. Develop and implement policies and practices for the subject area which reflect the school's commitment to high achievement, effective teaching and learning.
3. Create a climate which enables teachers and support staff within the subject area to develop and maintain positive attitudes towards the subject and confidence in teaching it.
4. Establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students' for the opportunities, responsibilities and experiences of adult life.
5. Develop, monitor and review the provision in the subject in terms of:
  - a. student progress through the analysis of performance data, using this information for planning and target setting across the subject;
  - b. identifying appropriate attainment and/or achievement year group targets;
  - c. the quality of learning and teaching and responsibility for improved student outcomes;

- d. the development of appropriate programmes of study, resources, policies and assessment and learning strategies within the subject;
  - e. Learning Walks, lesson observations, work scrutiny, performance data analysis and the subject SIP.
6. Support the securing and embedding of the school's pastoral and behavioural support systems within the subject.

#### **Leading and Managing Staff**

1. Help staff to achieve constructive working relationships with students.
2. Establish clear expectations and constructive working relationships among staff involved with the subject through team working and mutual support; devolving responsibilities and delegating tasks as appropriate; evaluating practice; and developing an acceptance of accountability.
3. To assist the Leader of Learning to ensure effective induction of new staff in the Learning Area in line with school procedures.
4. To assist with the day-to-day management of staff within the subject and act as a positive role model.
5. Appraise staff as required by the school policy and use the process to develop their personal and professional effectiveness.
6. Ensure that colleagues (teachers and support staff) are appropriately monitored, supported and assessed in line with school policies.
7. Undertake required lesson observation for staff appraisal and to share good practice.
8. Conduct Learning Walks as outlined by school policy.
9. Deputise for the Leader of Learning: Communications when required.
10. To be responsible for the overview of the English ITT programme.

#### **Teaching and Learning of English at KS4, and assistance with KS3 OR KS5**

1. Ensure curriculum and skills coverage, subject knowledge, understanding and progression in English and English Literature GCSEs for all students, including those of high ability and those with special educational or linguistic needs.
2. Undertake regular KS4 work sampling to ensure that established curriculum plans are being followed, termly work is being assessed according to the school assessment calendar, appropriate feedback and DIRT tasks are provided. Regular core assessments are to be established, undertaken, marked, recorded and monitored for student development across both Year 10 and Year 11.
3. Ensure there is effective administration for internal examinations and core assessments, as well as effective routines prior to external examinations.
4. Ensure effective development of students' literacy and oracy skills through the subject at KS4.
5. Establish and implement clear practices for assessing, recording, tracking and reporting on KS4 student achievement, and for using this information to recognise achievement and to assist in setting targets for future improvements.
6. Devise a calendar for KS4 Spoken Language assessments, the standardisation of marking, tracking of grades and recordings, and completion of the examination board data entry.
7. Coordinate catch-up provision and interventions for KS4 students as necessary.
8. Ensure that information about students' achievements in previous classes and schools is used effectively for grouping of students at the end of Year 9 (liaising with the KS3 Co-ordinator), and to secure successful integration of students who join the school during KS4.
9. Ensure that students are aware of examination board marking and assessment criteria, possibly through involvement in peer and self-assessment or the use of exemplar materials.
10. To explore opportunities for competitions, trips and visits to enrich the English and Literature experience of students and the promotion of 'English is fun'.

**General**

1. To actively support the vision, ethos and policies of the school.
2. To promote and safeguard the welfare of children you come into contact with.
3. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.

**Special Notes and Conditions**

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

*This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.*

*Oldfield School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.*

**Person Specification**

<b>Position:</b>	Second in Learning Area
<b>Responsible to:</b>	Communications Leader of Learning
<b>Responsible for:</b>	Teaching and support staff within the subject area
<b>Grade:</b>	TRL 2b
<b>Disclosure Level:</b>	Enhanced DBS

**Person Specification**

*The following person specification outlines the key skills and experience required for this position.*

*The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.*

*The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.*

**Essential / Desirable (D)****Qualifications**

- Good subject specific degree.
- Qualified Teacher Status.

- Evidence of wider, recent and relevant professional development related to subject development issues.

#### **Experience**

- Outstanding teacher.
- Successful experience in middle leadership in the secondary sector with a clear record of improving learning and raising student achievement (D).
- A proven track record demonstrating progress made with own classes, especially at GCSE.
- Demonstrate successful, creative teaching which embraces contemporary pedagogy.
- Experience and commitment to teaching in a comprehensive school.
- Experience of teaching and learning in a secondary school across KS3 to KS5.
- Experience of leading and working successfully within a school community.
- Experience of involving parents/carers in their child's learning.
- Experience of managing change in learning and teaching and raising student achievement (D.)
- Experience of department self-evaluation and using the outcomes in future planning (D).
- Experience in using new technologies to improve learning (D).

#### **Knows about:**

- Working knowledge of relevant subject examination syllabuses.
- Understanding of the key national developments affecting English and Literature.
- Knowledge of current education policy relating to schools.

#### **Able to:**

- Lead, motivate, challenge and inspire staff and students.
- Create, develop and apply vision in the subject area.
- Identify, challenge and improve underperformance of students and teachers.
- Initiate and successfully implement change including raising achievement.
- Lead improvement and development in learning and teaching in the subject area.
- Promote an 11-18 curriculum which meets students' needs, school and national priorities.
- Use data to monitor/track progress and support learning, set targets and monitor and evaluate performance.
- Improve students' behaviour.
- Empower and sustain effective teams.
- Communicate clearly, both verbal and written.
- Delegate and negotiate.
- Organise, plan and prioritise time effectively.
- Act decisively.

#### **Committed to:**

- A collaborative school vision of excellence and equity that sets high standards for every student.
- The setting and achieving of ambitious, challenging goals and targets.
- Evaluating practice and embedding a process of continuous improvement.
- Inclusion and the ability and right of all to be the best they can be.
- The raising standards for all in the pursuit of excellence.
- The continuing learning of all members of the school community.
- Distributed leadership and management.
- The sustaining of personal motivation and that of all staff.
- The developing and sustaining of a safe, secure and healthy school environment.

- Collaborating with others in order to strengthen the school's organisational capacity and contribute to the development of capacity in other schools.
- Individual, team and whole-school accountability for student performance.
- Effective teamwork within the school and with external partners.
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school's vision.
- Being a high profile presence in and around the school.
- Supporting the full life of the school.

#### **Personal Qualities**

- High levels of motivation and energy, ambitious and upbeat.
- Enthusiasm, drive and a love for the job.
- Clear vision and an innovative approach.
- Flexible and collaborative.
- A passion for ensuring all aspects of school life demonstrate integrity and respect.
- Sense of humour and ability to work under pressure whilst maintaining an appropriate work/life balance.
- Willingness to challenge others to produce positive outcomes.
- Be passionate about teaching and learning.
- Be passionate about high standards and achievement and excellence for all.
- Enthusiasm for student welfare, their success and happiness.
- Be an excellent teacher.

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