

<b>TITLE OF POST:</b>	<b>Deputy Curriculum Leader English</b>
<b>GRADE:</b>	<b>TLR2B</b>
<b>DATE OF APPOINTMENT:</b>	<b>September 2019</b>
<b>LINE MANAGER:</b>	<b>Curriculum Leader English</b>

### **Purpose of the Job**

1. To provide specific curriculum expertise and guidance, leading on the efficient and effective planning and running of the English Curriculum Area.
2. Working with the Curriculum Leader be accountable for the progress and attainment of all students following programmes within English
3. To teach a timetable commensurate with the post.
4. To be a member of Barnhill Community High and be responsible for the safety, welfare and educational progress of groups of students as assigned by the Head Teacher and to take an appropriate share of collective responsibility for all students.
5. To contribute to the development of the school ethos

### **Curriculum**

1. Lead on the development, organisation and delivery of the school's curriculum offer for English
2. Be responsible for the work of all aspects of English, including responsibility for the preparation and development of:
  - schemes of learning
  - teaching materials
  - assessment, summative and formative, including deep marking
3. Lead and work with all English teachers to ensure consistency of assessment across all courses
4. Manage processes for monitoring the progress and performance of students in English and for reporting and analysing as required, and lead on the development and implementation of strategies to promote achievement
5. Contribute to ensuring the highest possible standards of teaching and learning within English
6. Contribute to maintaining a high quality, stimulating and safe environment in English that celebrates achievement.
7. Contribute to extra curricular activities and visits for students to promote English and enhance delivery of the curriculum and contribute to whole school events where appropriate.
8. Keep abreast of curriculum changes within English and disseminate to the curriculum area as appropriate

### **Responsibilities**

1. Deputise for the Curriculum Leader in his/her absence
2. Assist the Curriculum Leader in leading, managing and supporting a team of staff, assuming direct line management responsibilities
3. Assist in ensuring that all students have access to well designed, stimulating resources, undertake challenging activities and work in an interesting and cared for environment.
4. Assist the Curriculum Leader in the management of behaviour in the Curriculum Area.
5. To plan, prepare, develop, evaluate and review lessons and teaching programmes in accordance
6. Take responsibility for particular aspect(s) of the Curriculum Area Development Plan, negotiated annually
7. Ensure the effective setting of cover work if any English teachers are absent
8. Support/Mentor staff in the delivery of the English curriculum, to help monitor and maintain the highest possible quality for teaching and learning and promoting the use of dynamic and effective teaching strategies.

9. Ensure progress, achievement and attainment are celebrated across the English curriculum
10. Implement a range of systems across the English to track students' progress. Track data to identify students/groups who are underperforming and implement appropriate intervention strategies
11. Be responsible for the organisation of English at Open Evenings and other such events
12. Work in conjunction with the Curriculum Leader to implement a range of strategies to engage parents further within the English curriculum
13. Be responsible for the efficient use of funds allocated by the Curriculum Leader to maximise value for money
14. Deal promptly and effectively with school and Examination Board administrative procedures linked to the English curriculum
15. To be responsible for health and safety issues within English lessons.
16. To develop appropriate links with community and English organisations to promote curriculum interaction and relevancy
17. To take part in the school Performance Management Process.
18. To undertake such responsibilities commensurate with the post as can reasonably be directed by the Head Teacher.

#### **As a classroom teacher**

1. To assess, record and report on student's work and progress in accordance with the school policies. Ensure students know the level at which they are operating and the strategies they need to undertake to move up the levels.
2. To be a form tutor and the first port of call with respect to the welfare and overall academic progress of individuals in the tutor group and for the development of a constructive group identity.
3. To be involved in the development, preparation and delivery of PSHE.
4. To assist with the management of behaviour and movement of students around the site and participate in the school's duty rota. To contribute to general health and safety.
5. To contribute constructively to the ethos of the school by participating in activities organised in the school.
6. To contribute to the effective promotion of the curriculum area and of the school as a whole
7. To be an active and constructive participant of working groups/teams in the school.
8. To make efficient and effective use of school resources, ensuring they are maintained and secure.

Barnhill Community High is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Due to the evolving nature of the school structure, all job descriptions may need to be adjusted, through consultation, to meet the needs of the school. This process may be informed by the professional review.

All job descriptions should be read in conjunction with the operating Pay and Conditions document published by the DFE. Due regard should also be given to the National Standards for Qualified Teacher Status.

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### Person Specification

#### Qualifications/Experience

1. Qualified Teacher Status
2. Previous experience of leading/managing a project/task
3. Successful experience as an English teacher with a track record of excellent results in all key stages
4. Interest in and knowledge of educational issues and developments relevant to raising achievement in English and evidence of participation in professional development.

#### Equal Opportunities

1. Understanding and commitment to the provision of Equal Opportunities for all children and adults in all aspects, throughout the school

#### Curriculum and Students

1. Successful experience of organising, delivering and evaluating the teaching of the curriculum area both with regard to methodology as well as content
2. Understanding of the requirements of the National Curriculum, KS4 and KS5 exam specifications and of current developments in teaching and learning in English
3. An understanding of issues surrounding raising standards and achievement in English for all students
4. Knowledge of new developments in all aspects of English
5. Excellent relationships with students and a sound understanding of effective behavioural management techniques
6. Evidence of commitment to and enthusiasm in raising of standards and achievements

#### Management and Leadership

1. Successful experience of contributing to Curriculum Area/Key Stage management and development
2. Ability to communicate effectively in writing and orally with a variety of audiences to generate interest and enthusiasm regarding English
3. An understanding of the effective management of change
4. The ability to monitor and use quality assurance procedures to ensure learning and teaching are at least good within English
5. An understanding and commitment to hold people to account but also challenge and support colleagues
6. Shows awareness of whole school issues

#### Personal Qualities and Characteristics

1. A positive, enthusiastic outlook, embracing risk and innovation
2. Commitment and dedication to social justice, equality and excellence
3. Engagement in collaborative partnership working, within and beyond the school
4. Integrity in relation to their own and the school's practice
5. Courage and conviction to achieve the best outcomes
6. Respect and empathy towards others
7. Resilience, perseverance and optimism in the face of difficulties and challenges
8. Decisiveness, consistency and focus on solutions
9. Drive for improvement and challenging underperformance
10. Capacity to be flexible adaptable and creative
11. Capacity to receive and act on feedback to build on strengths and improve personal performance