



KEY STAGE 3 ENGLISH LEAD TEACHER

Working time:	Full time, permanent
Grade:	MPS 1 to UPS 3 plus TLR 2A dependant on experience
Disclosure level:	Post is subject to a current enhanced disclosure
Reporting to:	Head of English/SLT line manager
Working with:	Second in English English Team Drama Team Literacy Lead Parents

Head of KS3 English

PURPOSE OF POST

- 1 To lead by example, delivering quality-first teaching and setting high standards both in the classroom and across the school.
- 2 To monitor, evaluate and improve provision of English at KS3, providing support and CPD to teachers within the team when needed.
- 3 To monitor, review and support the overall progress and development of students across KS3, in the classroom and as a pastoral tutor.
- 3 To seek to inspire in students, as a leader, teacher and tutor, a love of learning and to foster imagination, creativity, confidence, independence and respect for others.
- 4 To share and support the school's ethos of faith, vision and nurture and to commit to the highest standards of achievement and personal growth and development for students - mind, body and soul.

GENERIC RESPONSIBILITIES

Teaching and Learning

- To maintain a thorough and up-to-date knowledge of learning strategies, curriculum developments and emerging pedagogies for both individual classes and for KS3.
- To consistently and effectively plan lessons to meet students' individual learning needs, using a range of appropriate strategies for teaching and classroom management.
- To consistently and effectively use information about the prior attainment of students to set well- grounded expectations for students, and monitor progress to give clear and constructive feedback.
- To ensure that the learning environment is organised, attractive and stimulating.
- To maintain high standards of behaviour, attendance and punctuality, in accordance with school policy and procedures.
- To prepare and update subject materials.
- To set and mark homework according to school policy.
- To comply with Health and Safety policy and undertake risk assessments as appropriate.
- To work as part of the English Leadership Team to ensure there is parity in these standards across the department, with a specific focus on KS3.



Marking, assessment and reporting

- To mark and assess students' progress according to whole-school policies and as requested by external examination bodies.
- To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of students' progress according to school policy.
- To complete accurately reports on students' progress for parents according to school policy and the school calendar.
- To communicate with parents of students about their progress as appropriate and according to school policy.
- To take part in liaison activities including Parents' Evenings, Open days/evenings etc
- To work as part of the English Leadership Team to ensure there is parity in these standards across the department, with a specific focus on KS3. This will include the monitoring of data, reviewing setting and reports, and improving assessment strategies when required.

Departmental

- To lead in the development of curriculum, schemes of work, assessment policies and teaching and learning strategies across KS3.
- To support the department's effective organisation and management, in part through English Leadership Team meetings.
- To contribute to the department's improvement planning, with a focus on KS3.
- To liaise professionally with other colleagues across the school, and external agencies as necessary.
- To contribute to the department's enrichment of extra-curricular opportunities for students.

Wider professional responsibilities

As a member of the St Hilda's family, you will be expected to

- support our 5 values of Wisdom, Hope, Community, Dignity and Equality.
- be sympathetic to the teachings of the Church of England.
- operate at all times within the stated policies and practices of the school.
- establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- participate professionally in the school's performance management systems.
- take responsibility for personal professional development.
- take part in professional development activities and inset organised by the school.
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- contribute to the corporate life of the school through effective participation in meetings.
- take part in marketing and liaison activities such as parents evenings, review days and other appropriate school events.
- be a form tutor and deliver high-quality PSHE and Careers Guidance.
- recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the school's Health and Safety policy.
- promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to



Job Description, Person Specification and Selection Criteria

- undertake any other duty as specified by STPCB not mentioned.
- support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards



Job Description, Person Specification and Selection Criteria

In your letter of application, please ***demonstrate*** how you meet these criteria.
Do not include a curriculum vitae.

[A]

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Recognised degree or equivalent.	E		A
Further professional development: post-entry qualification		D	A

[B] Experience

	Essential	Desirable	Source
Relevant experience of teaching English in a comprehensive school	E		A/I/R
Evidence of consistently good or outstanding lessons	E		
Experience of leading within an English Department		D	
An understanding of how to use assessment to inform planning for good and better teaching and learning	E		

[C] Knowledge/Understanding

	Essential	Desirable	Source
A good or better teacher who can establish good relationships with students to motivate and inspire them to do their best.	E		A/I/R
A desire to continually improve as a teacher, driving towards excellence in the classroom	E		A/I/R
Flexible and perceptive classroom practitioner in own subject area who can engage students and enable them to learn and make effective progress	E		A/I/R
Understanding of how to design, implement and evaluate successful interventions and how to support others in this role	E		
Knowledgeable about best practice in your subject area, understanding the implications of changes to the curriculum	E		A/I
Experience and/or a desire to teach English at Key Stage 5		D	A/I/R
Ability to use data to enable students to make the best progress they can	E		A/I/R
A understanding of SEN and vulnerable groups and how to address their needs through your teaching and assessment	E		A/I/R



Job Description, Person Specification and Selection Criteria

[D] Personal Qualities and Skills

	Essential	Desirable	Source
Outstanding communicator, both orally and in writing	E		A/I
Outstanding interpersonal skills	E		A/I
Professional reliability re attendance, punctuality and deadlines	E		A/I
Realistic and pragmatic about the demands of the teaching profession	E		
Team player	E		A/I
Ability to meet deadlines/manage time	E		A/I
Resilient, able to persevere and remain optimistic in the face of challenges	E		A/I
Ability to be flexible and adaptable	E		
ICT literate	E		A/I
Commitment to the school Christian values and vision	E		A/I

[E] Pre-Employment Checks

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer/ITT trainer	E		R
DBS Clearance post appointment	E		N/A

(Source: A=Application (form+letter); I=Interview; R=Reference)

[F] Application Form and Supporting Statement

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post. No more than 2 sides of A4, font size 12.

There should be no unexplained gaps in career history.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service