

JOB DESCRIPTION

POST TITLE:	Senior Lead of English & Whole School Literacy
RESPONSIBLE TO:	Head Teacher
GRADE:	Teachers Leadership L8 – L12
PURPOSE OF POST:	To provide strategic leadership to the English Department. To develop the whole school Literacy strategy and contribute to whole school evaluation and improvement.

Main duties/responsibilities

1. To lead and manage with the provision of an appropriately broad, balanced, relevant and differentiated curriculum for targeted pupils in accordance with the aims of all policies.
2. To lead and manage the development and enrichment of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Department.
3. To lead and manage the raising of standard of pupil attainment and achievement and to monitor, track and support pupil progress in relation to individual targets and ensure appropriate action is taken where necessary.
4. To lead and manage colleagues to implement appropriate and effective intervention strategies to ensure that the vast majority of all pupils within, optimise their performance and to measure the impact of those strategies.
5. To lead and manage colleagues to formulate aims, objectives and strategic plans for the Department which have coherence and relevance to the needs of the pupils.
6. To lead and manage the maintenance of accurate and up-to-date departmental data on the management information systems and to produce reports and analysis on a range of activities.
7. To lead and manage colleagues through the implementation of all aspects of target setting, tracking and assessment.
8. To lead and manage with the effective communication/consultation as appropriate with the parents / carers of pupils, other staff and relevant external bodies for intervention.
9. To support the management of the Department on a day-to-day basis and act as a positive role model, to promote teamwork and ensure effective working relationships.
10. To manage the Department's quality control systems including setting targets, standardising and establishing common standards of practice in line with the Department's plans and policies.
11. To keep up to date with national developments, teaching practice and methodology and to lead and manage the Department in responding to initiatives and developments.

12. To actively seek to improve standard of teaching and learning for progress within the Department.
13. To actively seek to implement the graduated response model for supporting pupils in this subject area.
14. To lead on the development of a whole school Literacy strategy with Literacy lead and through collaboration with other departmental leads to ensure that Literacy is focus in the academy.
15. To provide strategic leadership to the English and whole school Literacy ensuring that successful outcomes for pupils are continuously built on.
16. To be responsible for producing and collating information and evidence related to the English and Literacy for external inspections including Ofsted.
17. To contribute to the continued development and up-dating of the School Improvement Plan, ensuring that actions relevant to the English and Literacy are effectively communicated, actioned and monitored.
18. To work with the Inclusion Department to ensure that appropriate support systems are used in Maths to maximise the achievement possibilities for all pupils.
19. To attend relevant SLT meetings and briefings.
20. To attend whole school events as required.

Whole School Responsibilities

21. To be a member of the Senior Leadership Team, therefore undertaking SLT responsibilities as directed by the Headteacher and Deputy Headteacher.
22. To support the Senior Leadership Team in meeting whole school priorities and in realising the school's shared vision.
23. To agree / set and vigorously support the achievement of pupil progress targets in order to make a contribution to whole school targets ensuring the effective use of performance data, focussing particularly on the Maths and English match up.
24. To work effectively with the school SENCO in order to ensure that appropriate systems and support mechanisms are used to maximise the achievement possibilities of all pupils.
25. To support and assist colleagues to ensure that they understand and are actively implementing the key aspects of the School's Behaviour for Learning Policy.
26. To ensure opportunities are explored to develop pupil's awareness and use of literacy beyond the classroom.
27. To ensure that all colleagues know and understand the key school improvement targets and the part they play in achieving these.

Teaching

28. To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
29. To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
30. To provide, or contribute to, oral and written assessments, reports and references relating to

individual pupils and groups of pupils/

31. To ensure that ICT, Literacy, Literacy, and school subject specialism(s) are reflected in the teaching/learning experience of pupils.
32. To undertake a designated programme of teaching.
33. To ensure a high-quality learning experience for pupils which meets internal and external quality standards.
34. To prepare and update subject materials, programmes of study and assessment materials.
35. To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus.
36. To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
37. To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures.
38. To mark, grade and give written/verbal and diagnostic feedback as required in line with School policies.

General

39. To act as a positive, professional role model to staff and pupils.
40. To comply with Health and Safety policies, organisational statements, and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others.
41. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
42. Behave according to the relevant Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality, and other matters covered by the Code.
43. You are required to safeguard and promote the welfare of children/students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.
44. This post is deemed to be a 'Customer Facing' role in line with the definition of the Code of Practice on the English language requirement for public sector workers.
45. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.
46. Any other duties of a similar nature related to this post that may be required from time-to-time.

Last Reviewed: May 2024

**PERSON SPECIFICATION
SENIOR LEAD OF ENGLISH & WHOLE SCHOOL LITERACY**

Key

- AF** Application form including personal statement
- S** Selection Process including interview
- R** Employment References
- C** Certificates
- D** Enhanced Disclosure and Barring Services Criminal Check

	Criteria	Essential/ Desirable	Stage Identified
	Qualifications & Education		
1	Graduate in relevant subject with Qualified Teacher Status for KS3 and KS4	E	AF, C
2	Well-structured supporting letter indicating beliefs, understanding of important educational issues and styles of management	E	AF
3	Commitment to and track record of CPD relevant to subject area	D	AF, C
4	Working towards further Professional Qualifications	D	AF, C
	Experience & Knowledge		
5	Proven good/outstanding English Teacher	E	A, S, R
6	Experience in a leadership role	E	A, S, R
7	Excellent, up to date subject knowledge	E	A, S, R
8	Excellent knowledge in subject, national and local policy, pedagogy and classroom practice	E	AF, S, R
9	A proven record of managing and promoting curriculum development	E	A, S, R
10	Experience of monitoring and evaluating staff performance	E	A, S, R
11	Experience of data analysis and effective tracking of pupil progress	E	A, S
12	A proven track record of ensuring high achievement within a subject area or department	E	A, S, R
13	Experience in the delivery of ITT/CPD	D	A, S
14	Experience in a whole school role	D	A, S, R

	Criteria	Essential/ Desirable	Stage Identified
	Skills		
14	Ability to communicate effectively in a variety of situations with a range of audiences	E	AF, S, R
15	Commitment to raising standards and achieving the highest standards of achievement for young people	E	AF, S, R
16	Ability to employ a range of teaching methods and adjust these to meet individual pupil need	E	AF, S, R
17	Ability to promote a high standard of literacy	E	S
18	Ability to coach/mentor, support and challenge staff and pupils	E	AF, S, R
19	Demonstrable ability to work effectively in a wide range of partnerships to achieve school improvement	E	S, R
20	Demonstrable ability to track and analyse data effectively and draw appropriate conclusions	E	S
21	Ability to monitor and evaluate and subsequently formulate action plans with clear next steps	E	S
	Personal Attributes		
22	Commitment to own professional development and willingness to undertake training	E	AF, S, R
23	Ability to demonstrate enthusiasm and sensitivity while working with others	E	S, R
24	Ability to act as a positive role model and demonstrate high personal standards	E	S, R
25	Ability to think creatively and develop innovative solutions	E	S
26	Flexible and positive approach to tasks	E	S, R
27	High level of personal effectiveness including organisational and communication skills	E	S, R
28	Self-motivated and enthusiastic	E	S, R
29	Willingness to engage in the Appraisal process	E	S, R
30	Ability to hold others to account	E	S, R
31	Ability to initiate and manage change	E	S
	Special Requirements		
32	Ability to form and maintain appropriate relationships and personal boundaries with children	E	D
33	Suitability to work with children/young people	E	D
34	The ability to communicate at ease and provide advice in accurate spoken English	E	S

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments to satisfactory references.

Last Reviewed: May 2024