

Stormont House School Teacher Job Description

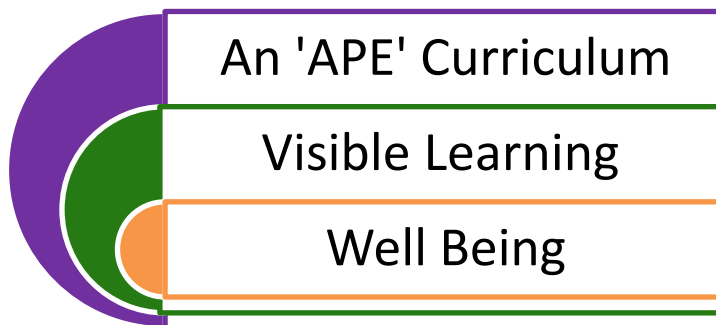
English Subject Leader (Maternity Cover)

Inner London Main/ Upper Pay Range + SEN1 + TLR2a
(Currently up to £52,071 for U3, £43,779 for M6)

Our vision

Achievement for all in a unique world-class school

Whole School Priorities 2017-20



Purpose of the Role

To lead the teaching of English in the school, ensuring the best possible progress and outcomes for every individual and group of learners.

To effectively lead, develop and enhance the teaching practice of other staff while simultaneously continually improving own practice.

To have a demonstrable impact on the educational progress of students other than your assigned classes

Curriculum offer

We offer a diverse and vibrant curriculum, including the National Curriculum, which is tailored to meet students' needs by exciting, supporting and challenging them. We expect our students to make the best progress possible; socially, emotionally and academically. We set out to combine the very positive aspects of primary education with the specialist subjects of secondary in order to provide the best quality education possible. We offer the full range of National Curriculum subjects at Key Stage 3, with a strong focus on both creativity and access skills such as literacy and numeracy.

General Duties and Responsibilities:

- To lead subject(s) and teach classes as allocated, having due regard to the requirements of the National Curriculum; School Policies, Aims and Philosophy and Schemes of Work.
- To work in accordance with the requirements of the Teachers' Standards, School Teachers Pay and Conditions Document; Hackney Learning Trust/Council Code of Conduct for Employees; relevant legislation, School/ Learning Trust Human Resources Framework, and best practice guidelines.
- To actively strive to raise achievement and provide equality of opportunity for all students.
- To ensure that children are well safeguarded, supported and guided in their personal development and academic progress

Specific Responsibilities.

1. As a TLR is awarded for this role, the teacher's duties include a significant responsibilities that are not required of all classroom teachers and that
 - a) are focused on teaching and learning;
 - b) require the exercise of a teacher's professional skills and judgement;
 - c) require you to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
 - d) have an impact on the educational progress of students other than your assigned classes or groups of students; and
 - e) involve leading, developing and enhancing the teaching practice of other staff.
2. Reviewing the teaching practice of other staff, as assigned, through regular monitoring and evaluation of student work/ books, teacher planning; marking & assessment; data tracking; lesson visits; etc. leading to accurate self-evaluation and improved practice, processes and outcomes.
3. Ensuring that marking and assessment takes places across the department regularly, accurately and in line with school policy (e.g. two-colour marking)
4. To ensure appropriate and coherent syllabus of target-setting, assessment and recording of student progress ensure that student progress is measurable within and between each Key Stage, leading to support, intervention or additional challenge as necessary.
5. To be responsible for budgeting and resources, devising, reviewing and evaluating relevant Subject/ Department Action Plans
6. Continually reviewing and improving teaching & learning processes that will lead to the best possible outcomes for all individuals and groups of learners, including through school-based action research, learning from external research, reviews of pedagogy, data and other evidence sources.
7. Ensuring that the curriculum offer
 - a) is rich, vibrant and well-matched to learners' starting points
 - b) leads to, but is not limited by, appropriate accreditation routes that will ensure progression to the next stages of education and then employment.
 - c) is reviewed regularly and appropriate overview summarises made available to other staff and parent/carers
8. Preparation/ revision of schemes of work as necessary. To prepare the differentiated programmes necessary to meet the special education needs of groups and individuals, working closely with others, as necessary, to jointly plan and assess student achievement.
9. To ensure that incoming students are supported in making a successful transition into secondary, including through effective professional liaison and accurate baseline assessment
10. To take an active role in the school's pastoral care system as a form tutor; building trusting and effective relationships between home and school; supporting your students' progress academically and socially in all areas of school life.

11. To develop a good working knowledge of students' SEN, and relevant strategies to address them both in and out of the classroom.
12. To act as the lead professional for a number of students as part of the Annual Review/ Education, Health & Care Plan process.
13. To communicate effectively with parents/carers; our SEN Leader; Leadership Team; outside agencies and the multi-disciplinary team.
14. To line manage relevant teaching and/or non-teaching staff, as directed
15. To contribute to the teaching of other subjects if necessary, as directed.

To Whom Responsible: identified middle leader/ senior leadership team member

Role-specific information

- In Key Stage 3, there are 6 lessons per week of English, 5 per week in Key Stage 4 and 3 per week in Year 12.
- Current Accreditation includes Step Up to English (Entry Level), GCSE, and English Functional Skills
- The department currently consists of teachers with primary and/or secondary experience

Additional Information

- There are 30 lessons per week. The teaching commitment is around 25 lessons per week.
- In each year group there are two classes with a total of around 20 students. Each class usually contains around 10 students and is usually supported by a Teaching Assistant
- IT is an important area of the school development plan. There are dedicated IT hubs available for use by all subject areas. Teachers must be enthusiastic users of IT with a willingness to develop their skills in terms of classroom practice and the use of data
- All departments bid for their budget according to needs identified in their departmental Development Plan. The successful candidate will be responsible for building and monitoring relevant budgets and Development Plans.
- All teachers need to be flexible in their curriculum offer and may need to contribute to the delivery in other subject areas. Careful consideration is given to teachers' preferences, interest and areas for development. Priority is given to best matching staff skills to student need within available resources.
- Staff who are awarded a TLR have a clear line management/ quality assurance role with regard to other classroom teachers, teaching assistants and/or technical support staff, as appropriate

At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. Job descriptions are reviewed annually as part of the performance management process.

SELECTION CRITERIA for the post (E-Essential, D-Desirable)

1	DfE recognition of Qualified Teacher Status	E
2	A track record of teaching that is consistently at least good, preferably outstanding	E
3	An understanding of, and enthusiastic commitment to, <ul style="list-style-type: none"> The shared school vision Your personal contribution to moving us closer to that vision 	E
4	The ability to ensure effective leadership of learning and delivery of the curriculum, including: <ul style="list-style-type: none"> Expertise in appropriate Assessment for Learning strategies, teaching methodology, planning linked to assessment etc. Sound experience of planning, teaching and assessing relevant subjects/aspects of the National Curriculum ensuring high levels of achievement for all learners Experience of teaching appropriate accredited courses Experience of adapting/ developing accreditation routes for learners with SEN An interest in, and some experience of using research evidence (school-based or other) to improve learning outcomes 	E E E D D
5	Understanding of the factors and strategies that will support high levels of progress and achievement, including successful transition of students into the school from primary and then through each Key Stage, including appropriate approaches to baseline assessment	E
6	An understanding of students' special educational needs, appropriate differentiation and methods of recording and assessment. Knowledge of the Annual Review process.	E D
7	<ul style="list-style-type: none"> Evidence of positive and constructive working relationships with relevant members of the leadership team/ HoD in current/ most recent role The ability to work within a team and liaise effectively with others within and beyond the school, leading as appropriate. Experience of aspects of project/ subject/departmental leadership and development planning, including ensuring the effective use of resources. Experience of successful approaches for leading, developing and enhancing the teaching practice of other staff. Evidence of impact on the educational progress of students other than your assigned classes or groups of students 	E
8	The ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care. To be able to rebound after setbacks and the ability to help others do so.	E
9	Evidence of active commitment to ensuring that all children are well safeguarded, supported and guided in their both their personal development and academic progress	E
10	To pro-actively ensure that Equalities and Diversity policies are implemented throughout curriculum planning/delivery and pastoral work, being able to give examples of where this has been successful (for example) in tackling potential underachievement	E