

**Lady Margaret School**

**Head of English**

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| **Job Title:** | Head of English |
| **Reports to:** | Deputy Headteacher |
| **Overall Responsibility:** | Delivering the highest quality learning experiences to students learning English |
| **Start Date:** | September 2024 |
| **Salary:** | Teachers’ Scale + TLR1B (£11,406 per annum) |
| **Disclosure Level:** | Enhanced |
| **Roles Included:** | Head of English, Classroom Teacher, Form Tutor |

**Safeguarding**

* Lady Margaret School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
* Appointment to this post is subject to an enhanced criminal record and background check

**Aim and main purpose of the job**

To actively support the school’s ethos and vision and to: -

* Ensure that standards of student attainment and achievement in English are sustained and developed so that all students make expected or more than expected progress.
* Be accountable for student progress and development within English and hold staff to account for this.
* Develop the teaching practice of staff within the department.
* Ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying English
* Be accountable for the leadership, management and development of English across Key Stages.
* Effectively manage and deploy teaching and support staff, financial and physical resources within the English Department to support the curriculum.
* To minimise the performance gap for vulnerable students, e. g those in receipt of Pupil Premium.
* To be responsible for working with the RS and PE departments in creating mixed ability groups for GCSE

**Main Duties and Accountabilities:**

**Strategic Planning:**

1.To meet with SLT to establish how the work of the English Department will support the development of the school.

2. To devise an annual Departmental Development Plan (DDP) and implement strategies within the Department in support of the School Development Plan (SDP).

3. To implement strategies to ensure the efficient running of the Department, in support of school policies and procedures.

4. To liaise with SLT and other Heads of Department to maximise the English department’s contribution to positive progress and performance.

**Quality Assurance:**

1. Establish a process of setting targets with staff within the department and work towards their achievement.

2. Establish consistent standards of practice within the department

3. Contribute to lesson observations and give developmental feedback to teachers.

4. Implement school procedures on quality assurance and ensure these are followed by members of the department.

5. Monitor and evaluate standards and progress in teaching and learning within the department, in order to sustain high standards of achievement and provide job satisfaction for colleagues.

6. Monitor and evaluate the quality of marking and feedback in the department.

7. Support and challenge colleagues who are performing below expectations.

8. Ensure that the department’s internal monitoring procedures are in line with the school’s Self-Evaluation Form (SEF) and School Development Plan (SDP).

**Information Management:**

1. Evaluate performance data provided.

2. Complete the Department Self-Evaluation Form to set targets based on data.

3. Produce reports on examination performance—including value added data.

4. Plan how to address, monitor and evaluate identified areas for development.

**Pastoral System:**

1. Monitor and support the overall progress of students within the department.

2. Ensure the School’s behaviour policy is implemented to support excellent learning and outcomes.

**Curriculum Provision and Development:**

1. Liaise with SLT to ensure delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the SDP.

2. Organise department meetings so that professional dialogues can be achieved, information disseminated and good practice shared.

3. Monitor and respond to curriculum development and initiatives at national and local level.

4. Organise departmental CPD so that all colleagues can be engaged in relevant and meaningful activities in support of their own teaching, the development of schemes of work and the implementation of key school learning strategies.

5. Maintain department teaching resources.

**Staffing:**

1. To support the professional development of department staff, providing feedback for them in such a way that supports their progress against performance management objectives.

2. Ensure staff development needs are identified and that appropriate programmes are designed to meet their needs.

3. Have responsibility for appropriate and effective deployment of teaching staff.

4. Make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff to arrange adequate cover.

5. Participate in interview processes when required and ensure effective induction of new staff in line with school procedures.

6. To ensure appropriate support, guidance and advice is provided for ECTs and student teachers within the department.

**Notes**

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers’ Pay and Conditions Act 1987.

2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the school’s published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.

3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.

4. Staff are required to wear business dress and to be professionally presented.

5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos. (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.

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

**Person Specification:**

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|  | **Essential** | **Desirable** |
| **Qualifications** | · Qualified to at least degree level  · Qualified to teach in the UK  · Qualified to work in the UK  · QTS or equivalent  · Experience of teaching A Level English Literature | * Further professional qualifications |
| **Experience** | · Ability to deliver consistently outstanding lessons in this subject to students of all ages and abilities.  · Proven record of significantly raising achievement with all groups of students across the age and ability range and of helping them achieve impressive examination outcomes.  · Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.  · Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work. | * Successful experience of working particularly with high ability of SEND students. |
| **Knowledge** | · Thorough knowledge of the requirements of the subject.  · An understanding of the ways children learn and how individual needs may be assessed and met.  · Good knowledge of current educational developments and initiatives relating to the subject and their implications. | * Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels. |
| **Skills** | · Excellent interpersonal and listening skills, a high degree of emotional intelligence and an effective oral and written communicator with children, staff and parents.  · An ability to use data confidently to inform planning.  · The ability to lead and develop a departmental team.  · The ability to develop positive relationships with all young people.  · Well-developed planning & organising skills including time management, prioritisation, delegation and administration.  · Ability to plan, monitor, evaluate, review and lead by example.  · Sound judgement and problem solving skills. | * Competent user of ICT |
| **Motivation** | · Willing to support LMS school ethos as a Church of England school.  · Willing to be fully engaged in the whole life of the school including extra-curricular activities.  · Willing to be a form tutor.  · Committed to working collaboratively with colleagues.  · A commitment to the safeguarding and welfare of all students. | * Experience of leading successful extra-curricular activities which inspire and motivate learners. |