

Job Description

Job Title	Lead Practitioner of English and Literacy Lead
Grade/Salary	L1 – L5
Reporting to	Curriculum Leader of English

Job Purpose

- To lead innovation and improvements in teaching and learning strategies within the English department and literacy across the school.
- To strategically lead the school's literacy policy and practice ensuring that literacy supports learning in all subject areas and there is appropriate and timely intervention for those students not meeting national standards.

Key Responsibilities and Accountabilities

Main Responsibilities

- To be a model of excellent practice within the classroom;
- To support innovation and the development of teaching initiatives and strategies throughout the department which raise the practice of all members of the team and impact positively on the performance of English;
- To develop the quality of learning within the subject and across the curriculum so that students are confident and skilled in reading, writing and oracy and have an extensive vocabulary;
- To line manage the Learning Resource Manager ensuring the library supports the development of literacy and engenders a love of reading;
- To ensure there are timely and effective literacy interventions provided for students below national standards and monitor the impact of these programmes;
- To support the development of the English curriculum and assessment ensuring progression in knowledge and understanding;
- To contribute to the quality assurance processes within the department.
- To mentor trainee teachers and coach colleagues;
- To contribute to raising standards of student attainment within English and the wider school;
- To keep abreast of current initiatives in English education through an involvement in action research and collaboration with other organisations;
- To be accountable for continuous improvements in the quality of teaching and learning in English in the school.

Leadership

- Provide the strategic leadership across the school for literacy in accordance with the aims and objectives of the school;
- Provide inspirational and motivational leadership of the improvement of teaching and learning in English across the school;

- Work closely with the Curriculum Leader to ensure that students make outstanding progress within English;
- Contribute to management decisions on all aspects of policy formulation, development and implementation;
- Take a lead role in developing schemes of learning and assessment within the English Department that develop the potential of all groups of students;
- Use diagnostic analysis of internal and external assessments to develop practice in teaching and learning;
- Keep abreast of innovative curricular practices and conduct action research in the classroom and use the findings to develop the quality of teaching and learning within the English Department;
- Analyse national, local and school data, research and inspection findings to inform curriculum policies;
- Quality assure the teaching and learning in the English Department and respond to findings;
- Set high expectations for staff and students in relation to standards of achievement and the quality of learning & teaching.

Teaching and Learning

- To develop and enhance the teaching practice of all colleagues within the area, implementing improvements where required;
- To establish common standards of practice within the CA and develop the effectiveness of teaching and learning styles in all subject areas;
- To keep up to date with national developments in teaching practice and methodology;
- To conduct 'learning walks' and other learning evaluation strategies in accordance with school policy;
- Plan work in accordance with the Trust's schemes of work and national curriculum requirements;
- Assist in developing appropriate specifications (syllabuses), schemes of work, resources, teaching strategies and related policies and procedures;
- Take account of students' prior levels of attainment and use them to set future targets;
- Maintain good discipline by following the behaviour policies and procedures;
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities;
- Maintain excellent classroom management with due regard to health and safety policies;
- Set appropriate and challenging work for all students;
- Identify and work appropriately with 'special educational needs' students and 'academically more able' students.

Assessment, recording and reporting

- To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken;
- To produce reports on performance;
- Keep appropriate records of students' work;
- Mark and return work set, including any homework within an agreed and reasonable time;

- Use the school's marking scheme at all times;
- Carry out assessment programmes, as agreed by the school or department;
- Complete records of achievement in line with school policy;
- Complete student reports in line with school policy;
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets.

Pastoral responsibilities

- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description;
- Maintain an accurate register of attendance and do everything possible to encourage good attendance;
- Command high standards of student behaviour and conduct at all times and support the school in its application of related policies.

Other duties

- Attend and contribute to team and full staff meetings;
- In relation to the school's strategic plan, contribute towards the goals and targets;
- Maintain a professional interest in educational initiatives and developments;
- Communicate effectively and professionally with parents and carers on student progress and welfare, if appropriate;
- Maintain an engaging and purposeful learning environment;
- Direct teaching support staff to ensure they are clear on how they can support student's learning;
- Support out of school activities;
- Contribute to the school's extra-curricular programme;
- Commitment to own professional development and maintain a record of professional development activities;
- Maintain a professional interest in educational initiatives and developments.

Contribution to whole School

- Comply with, and assist, with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person;
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
- Maintain an inclusive learning environment for all students;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with others, to support achievement and progress of students;
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students;
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;

- Deliver out of school learning activities or duties within guidelines established by the school;
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Appraisal Policy.

Core Responsibilities and Duties

Post holders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of a team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Be flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

No.	Categories	Essential or Desirable	Assessed by:	
			App Form	Interview or Task
Qualifications				
1.	Education to degree level or equivalent;	E	✓	
2.	QTS and GTC registered;	E	✓	
Experience and Knowledge				
3.	An excellent track record of recent, relevant professional development;	E	✓	✓
4.	Accountability for the performance of a significant cohort of young people;	E	✓	✓
5.	Taking accountability for the success of an initiative;	E	✓	✓
6.	Leadership of a community project or an area of school development;	E	✓	✓
7.	Experience of raising standards and performance of a significant cohort of young people;	E	✓	✓
8.	The principles and characteristics of effective Academies;	E	✓	✓
9.	Innovative approaches to working with students, parents, staff and the local community;	E	✓	✓
10.	The principles and practices of strategic and operational planning and delivery;	E	✓	✓
11.	Effective review and evaluation procedures;	E	✓	✓
12.	The application of ICT to effective management;	E	✓	✓
13.	Innovative use of resources;	D	✓	✓
14.	Working with young people and inner city Communities;	D	✓	✓
15.	Different methods of consulting with stakeholders;	D	✓	✓
16.	Community/voluntary/parent/partner agency links;	D	✓	✓
17.	Strategies for ensuring equal opportunities for staff, students and other stakeholders;	D	✓	✓
Abilities and Skills				
18.	Work effectively both as a leader and as a member of a team;	E	✓	✓
19.	Initiate, lead and manage change;	E	✓	✓
20.	Prioritise, plan and organise;	E	✓	✓
21.	Direct and co-ordinate the work of others;	E	✓	✓
22.	Set high standards and provide a role model for students and staff;	E	✓	✓
23.	Deal sensitively with people and resolve conflicts;	E	✓	✓

24.	Seek advice and support when necessary;	E	✓	✓
25.	Prioritise and manage own time effectively;	E	✓	✓
26.	A commitment to an open and collaborative style of management;	E	✓	✓
27.	Communicate the vision of the school in relation to the development of the local community;	E	✓	✓
28.	Negotiate and consult fairly and effectively;	E	✓	✓
29.	Build relationships with key stakeholders;	E	✓	✓
30.	Ability to communicate to a range of audiences;	E	✓	✓
31.	Chair meetings effectively;	E	✓	✓
32.	Communicate effectively orally and in writing to a range of audiences;	E	✓	✓
33.	Motivate all those involved in the delivery team;	D	✓	✓
34.	Liaise effectively with other organisations and agencies;	D	✓	✓
35.	Develop, maintain and use an effective network of contacts;	D	✓	✓
36.	Make decisions based on analysis, interpretation and understanding of relevant data and information;	E	✓	✓
37.	Demonstrate good judgement;	E	✓	✓
38.	Think creatively and imaginatively to anticipate, identify and solve problems;	D	✓	✓
39.	A commitment to inclusive education;	E	✓	✓
40.	Evident enjoyment in working with young people and their families;	E	✓	✓
41.	Empathy in relation to the needs of the school and the local community;	E	✓	✓
42.	Ability to inspire confidence in staff, students, parents and others;	E	✓	✓
43.	Adaptability to changing circumstances/new ideas;	E	✓	✓
44.	Reliability, integrity and stamina;	E	✓	✓
45.	Personal impact and presence;	E	✓	✓
46.	Work under pressure and to deadlines;	E	✓	✓
47.	Vision, imagination and creativity;	D	✓	✓
48.	A commitment to professional development.	D	✓	✓