

**JOHN SPENCE COMMUNITY HIGH SCHOOL
JOB DESCRIPTION**

Post Title:	CURRICULUM LEADER (ENGLISH)
Post No:	
Purpose:	• To raise standards of pupil attainment and achievement within the English department and to monitor and support pupil progress. • To be accountable for pupil progress and development within the English department. • To develop and enhance the teaching practice of others. • To ensure the provision of an appropriately broad, balanced, and well sequenced curriculum for pupils studying in the department, in accordance with the aims of the school and the curricular policies determined by the Academy Committee and Headteacher of the school • To be accountable for leading, managing and developing the subject/curriculum area. • To effectively manage and deploy teaching/support staff, financial and physical resources within the English department.
Reporting to:	Head Teacher
Responsible for:	Teaching staff and other relevant personnel within the department.
Liaising with:	Head/SLT, Curriculum Leaders, SENCO, HOYs and other relevant staff with cross school responsibilities, relevant non-teaching support staff, trust links and parents.
Working Time:	195 days per year. Full time
Salary/Grade:	
Disclosure level	Enhanced
Teaching	• To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
Operational/ Strategic Planning	• To lead the development of appropriate specifications, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department. • To secure the day to day management, control and operation of course provision with the department, including effective deployment of staff and physical resources. • To actively monitor and follow up pupil progress • To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, COSHH. • To work with colleagues to formulate aims, objectives and strategic plans for the English department which have coherence and relevance to the needs of pupils and to the aims, objectives and strategic plans of the School.

	• To lead and manage the planning function of the English department, and to ensure that the planning activities of the department reflect the needs of pupils within the SDP/DDP and the aims and objectives of the School. • To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, through liaising with the School's Health and Safety Manager.
Curriculum Provision:	• To liaise with the relevant member of the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan/School Self Evaluation.
Curriculum Development:	• To lead curriculum development for the whole department. • To keep up to date with national developments in English and in teaching practice and methodology. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • To liaise with senior colleagues to maintain accreditation with the relevant examination and validating bodies. • To ensure that the development of English is in line with national developments.
<u>Staffing</u> Staff Development: Recruitment/Deployment of Staff	• To work with the link Assistant Head to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To contribute to Appraisal/Capability process and to act as team leader for a group of staff within the designated department. • To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover within the department. • To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures. • To promote teamwork and to motivate staff to ensure effective working relations. • To participate in the school's ITT/ECT programme. • To oversee the day to day management of staff attached to the English department (both teaching and non teaching) and act as a positive role model. • To oversee the day to day management of the library and English HLTA
Quality Assurance:	• To ensure the effective operation of quality control systems. • To establish the process of the setting of targets within the English department and to work towards their achievement. • To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the English department. • To contribute to the School procedures for lesson observation.

	• To implement School quality procedures and to ensure adherence to those within the department. • To monitor and evaluate the English department in line with agreed School procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required. • To ensure that the English Department's quality assurance meet the requirements of Self Evaluation and the Department Development Plan.
Management Information:	• In conjunction with relevant colleagues, to manage the collection of data. • To ensure the maintenance of accurate and up to date information concerning school performance and pupil progress on the management information system. • To make use of analysis and evaluate performance data provided. • To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. • To produce reports within the quality assurance cycle for the School Improvement Programme. • To produce reports on examination performance, including the use of value-added data. • To provide the Academy Committee with relevant information relating to whole school performance and development.
Communications:	• To ensure that all members of the English department are familiar with its aims and objectives. • To ensure effective communication/consultation as appropriate with the parents of pupils. • To liaise with trust schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies. • To represent the English Department's views and interests.
Marketing and Liaison:	• To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases. • To lead the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events. • To actively promote the development of effective subject links with external agencies.
Management of Resources:	• To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the English department budget, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

	• To work with the Senior Leadership Team in order to ensure that the English Department's teaching commitments are effectively and efficiently timetabled • Oversee the day to day management of the library and the resources therein
Pastoral System:	• To monitor and support the overall progress and development of pupils within the English department. • To monitor pupil attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary. • To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description. • To contribute to Fit For Life programme. • To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
Performance Management	• Along with Senior Leadership colleagues all TLR1 postholders will have curriculum based line management responsibility for a significant number of colleagues. They will be expected to contribute to the appraisal/capability process, carrying out aspects of the process rigorously and within agreed guidelines. This will include making judgements that will inform the performance pay progression of colleagues and contribute to overall judgements of teaching quality in the school. • The school is committed to promoting a healthy work-life balance for all staff.
Whole School	• In conjunction with relevant colleagues, to manage the collection of data. • To ensure the maintenance of accurate and up-to-date information concerning school performance and pupil achievement on the management information system. • To make use of analysis and evaluate performance data provided. • To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. • To produce reports within the quality assurance cycle for the School Improvement Programme. • To produce reports on examination performance, including the use of value-added data. • To provide the Academy Committee with relevant information relating to whole school performance and development.
Additional Duties:	• To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.

Post of Curriculum Leader: English: Person Specification

Selection Criteria	Essential	Desirable	How Assessed
Qualifications, training & experience • Qualified Teacher Status • Graduate Status • Experience of leadership • Leadership CPD • Taught across the ability range at KS3 and KS4 • A proven track record of raising student achievement • Using ICT in teaching English • Experience of developing and co-ordinating schemes of work	✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓ 	A, R A, R A, R, I A, R A, R, I A, R, I A, R A, R, I
Knowledge & understanding of Subject Leadership • Knowledge of current educational developments in the subject and more broadly • Experience of successful leadership • Ability to use comparative data to establish benchmarks, target resources and raise achievement • Experience of monitoring and evaluation, including school self-evaluation, to develop practice and raise standards • Knowledge of curriculum design and experience as a budget holder	✓ ✓ ✓ ✓	 	A, R, I A, R, I A, R, I A, R, I A, R
Leading Teaching and Learning • Outstanding classroom practitioner with record of success at KS3 and 4 • A breadth of teaching experience within a specialist curriculum area and extra curricular areas • A good understanding of current thinking about learning and assessment • Experience of working to improve teaching and learning at a subject / whole school level • Knowledge of and involvement in curriculum design • Knowledge of the uses of ICT as a teaching and learning tool	✓ ✓ ✓ ✓ 	 ✓ ✓	A, R, I A, R, I I A, R, A, R, I A, R, I
Leading People • Ability to provide professional advice, coaching and to deliver training to colleagues at all levels • An effective communicator – verbal and written, to individuals, groups and at whole staff level • Able to foster an open, fair and equitable culture, enthuse and motivate people • Can hold colleagues to account and challenge poor	✓ ✓ ✓ ✓	 	A, R, I A, R, I A, R, I R, I

- performance • Ability to build trust with partners and act in an ambassadorial role for the school • Confident and assertive when working with a range of stakeholders • Experience of leading and managing a diverse range of colleagues	✓ ✓	✓	- A, R, I - A, R, I - A, R, I
Leading in the community • Knowledge of multi-agency work • Ability to form constructive relationships with all stakeholders • Outward looking with a desire to find best and next practice in order to move the school forward • Experience of working outside of the immediate school environment in collaborations and networks • Evidence of successful partnership work	✓ ✓ ✓	✓ ✓	- A, R, I - R, I - R, I - A, R, I - A, R, I
Personal Attributes • A reflective practitioner and with good listening skills • Well organised & prepared with good time management skills • Flexible, hardworking and diligent • A proactive problem – solver • Ability to maintain optimism, enthusiasm, humour and energy, even in the most difficult of circumstances	✓ ✓ ✓ ✓ ✓		- R, I - R, I - R, I - R, I - R, I

A = Application form and letter

I = Interview process

R = References