



CHESTNUT GROVE ACADEMY - JOB DESCRIPTION

TEACHER IN CHARGE OF KEY STAGE 3 ENGLISH

TLR:	TLR 2a
Contract:	Permanent
Conditions:	Teachers National Pay & Conditions
Reports To:	The post is professionally responsible to the Headteacher but will report to and take direction from; the Head of English & Media, on a day to day basis.
Location:	Within the School site

1. Context:

Chestnut Grove Academy is a high performing convert academy which prides itself on enabling students of all abilities and backgrounds to reach their potential. Academic success is a key strength of the academy with strong performance at both GCSE and A Level. The student capacity is approximately 1300 students.

Our learning environment has been transformed with state of the art facilities for both staff and students as a result of moving into new buildings in 2017.

Chestnut Grove Academy is part of the Wandle Learning Trust. A Multi-Academy Trust which builds on the success of the Wandle Learning Partnership, of which we are the lead strategic partner with Chesterton Primary School.

This is an important responsibility as a strand of a core department in the school. Responsibilities are developmental both in terms of the department and the post-holder.

The responsibility holder is also expected to fulfil all the duties and responsibilities of a main scale teacher of English.

2. Purpose & accountability of the responsibility:

- Supporting the Head of Department when and where appropriate;
- Ensuring provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the curricular policies determined by the Trust and Headteacher;

- Acting as leader and manager of the designated area –Key Stage 3.
This to include:
 - ensuring good transition from one stage to another, including up-dating web-site (KS3);
 - preparing transition units of work (into KS3) and track progress using the baseline data from the new Year 6 exams;
 - identify students for Year 7 Catch Up intervention, working with the SEN and EAL department in order to effectively manage transition from intervention groups to mainstream teaching;
 - ensure that the KS3 curriculum allows the students to maximise on their strength at KS2 in terms of grammar particularly;
 - resourcing and managing the new assessments, including updating revision resources on website and providing support to students;
 - evaluating and up-dating relevant schemes of work to ensure they reflect the reformed GCSE;
 - designing and enforcing a more rigorous data tracking system, perhaps using ALPS, which will give more effective data to class teacher and department;
 - co-ordinating with librarian and Head of Literacy to successfully manage and embed the new guided reading y7 scheme and encourage wider reading;
 - to manage the 3 year KS4 transition year in year 9;
 - to adapt SOW to ensure that 'critical style' and literacy whole school aims are being supported within English;
 - ensuring that all teachers are marking, assessing and tracking their students effectively using concrete data;
 - leading on the creation and monitoring of RAP plans;
 - organising and overseeing KS3 intervention programs for G&T, Disadvantaged and underperforming students;
 - Assisting the HOD English in organising and conducting 1-1 pupil premium program tracking impact effectively;
 - sharing in setting and monitoring departmental and student targets;
 - Setting casual admissions and managed move students into appropriate sets;
 - taking part in departmental procedures for good behaviour management;
 - supporting other staff with behaviour management in the Key Stage, particularly ensuring subject reports are used consistently and liaising with RSLs in order to ensure standards are upheld across all classes;
 - taking part in monitoring of teaching and learning in Key Stage, including book looks, tracking, observations;
 - ensuring all reporting of data and reports are complete across the department to an appropriate standard;
 - organising and managing new Step curriculum, including making any alterations in light of the GCSE results;
 - ensuring the department is regularly moderating their work, including the development of the standardisation folder to ensure rigour, and training new staff within it;
 - managing cover within the key stage when staff are absent;
 - ensuring non-specialists are able to access and are trained in English courses;

- communicating with parents; including curriculum guides, assessment guides, revision resources, the newsletter, phone calls and emails from concerned parents;
- Developing and enhancing the teaching practice of others;
- Monitoring and supporting the overall progress and development of students as a manager within the subject area and as a Form Tutor;
- Managing and deploying financial and physical resources where applicable;
- Planning and organising enrichment programs in Key Stage.
- Liaising with Literacy Co-ordinator in planning and implementing KS3 literacy initiatives.

3. Other responsibilities of the post:

Operational & Strategic Planning:

- To deliver an appropriately broad, balanced, relevant and differentiated English curriculum for students up to A level in the specialist area;
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor; this include keeping good order and discipline in the classroom, and setting the highest possible expectations of academic achievement;
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential;
- To provide extra-curricular enrichment activities, including organising and accompanying appropriate field studies to comply with the requirements of the National Curriculum and external examination syllabuses;
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in English and to contribute to the Department's Improvement Plan;
- To participate in the overall development of the English & Media Department.

Teaching:

- To undertake a designated programme of teaching, ensuring a high quality teaching and learning experience which meets internal and external standards
- To teach students according to their educational needs, including the setting and marking of work carried out by the student in school and elsewhere;

- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records and report on them as required;
- To provide, or contribute to oral and written assessments, reports and references relating to individual students and groups of students;
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students;
- To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the syllabus.
- 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;
- To track student progress and use information to inform teaching and learning
- To plan and prepare courses, lessons and appropriate subject materials, including practical assignments, following the school's policy;

Resources:

- To assist the Head of English & Media to identify resource needs and to contribute to the efficient and effective use of physical resources;
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- To ensure the effective/efficient deployment of classroom support;

Quality Assurance:

- To contribute to the process of monitoring and evaluation of the department in line with agreed school procedures
- To review regularly methods of teaching and programmes of work;

Information, Communication and liaison:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for the school management system, registers etc.
- To communicate effectively with the parents of students and, where appropriate, with persons or bodies outside the school, following agreed policies.

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Action-planning days and liaison events with partner schools;

Pastoral System:

- To be a Form Tutor to an assigned group of students;
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole, alerting appropriate staff to problems;
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as required; this includes participating in Academic Monitoring;
- To contribute to the Health curriculum according to school policy;
- To apply the school's Behaviour Management Policy and systems so that effective learning can take place.

Other Key Responsibilities:

- Any other appropriate activity reasonably requested of you by the Headteacher or member of SLT
- To play a full part in the life of the school community, to support its ethos and to encourage students, staff and colleagues to do the same.
- To be fully aware of and understand the duties and responsibilities from the *Children's Act 2004* and *Working Together* in relation to child protection and safeguarding children, young people and vulnerable adults.
- To ensure that the line manager or designated safeguarding officer is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- To be fully aware of and abide by all relevant school policies (ie Health & Safety, GDPR, Code of Conduct).
- To be aware of, and support difference and ensure Equal Opportunities for all

4. Selection Criteria

1. **Qualifications:**

- a) Good degree or equivalent
- b) Q.T.S.
- c) Evidence of continued professional development

2. **Experience:**

- a) Evidence of excellent teaching across the ability range, preferably in an inner city school;
- b) Evidence of high expectations of students of all abilities;
- c) Evidence of excellent classroom management;

3. **Knowledge and Understanding:**

- a) Up to date knowledge and understanding of the English curriculum at Key Stages 3 and 4 (and preferably 5);
- b) Knowledge and understanding of how to enable students to attain high standards in English

4. **Skills:**

- a) Breadth of vision and a passion for English;
- b) The ability to manage, support and inspire staff;
- c) Good communication skills in speech and writing;

5. **Personal Qualities:**

- a) An excellent record of attendance and punctuality;
- b) Flexibility - the willingness to take on new things and to develop with the school;
- c) Excellent inter-personal skills; the ability to inspire and work with colleague collaboratively;
- e) Willingness to participate actively in the wider life of the school.

Although some specific responsibilities may be fixed as part of an individual's job description, there will be a regular audit of tasks and responsibilities within this job description to ensure they meet the needs of the business in the future. Some tasks or aspects of responsibility may change over time in response to internal and external changes or to maximise opportunity for professional development and the need to ensure a collaborative approach to all aspects of work. Any significant changes to this job description will be discussed with the individual.