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**Post of Responsibility: English Subject Leader**

**(EYFS & KS1 or KS2) in addition to class teaching responsibilities.**

**Pay:** Teaching and Learning Responsibility Point: 2a (£2,930.35)

**Responsible to:** The Assistant Headteacher

In addition to the responsibilities of class teacher as set out in the appropriate job description and the School Teachers’ Pay and Conditions document the Subject Leader will also undertake the following duties and responsibilities.

**Responsible for:** Leading Teaching and Learning in English (to include speaking and listening, reading, phonics and writing).

**Core purpose of the Subject Leader**

To provide professional leadership and management for English in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

This is to be read in conjunction with the job description for a teacher at Gatton Primary School.

**Key Responsibilities and Objectives of the English Subject Leader**

* To be a dynamic member of the staff team, taking an active role in the management of English, with high regard for the values and vision of the organisation.
* To set high expectations and promote the highest possible quality of provision in English throughout the whole school.
* To ensure statutory requirements of National Curriculum for the subject are met
* Be responsible for the preparation, implementation and regular review of the policy documentation for English (i.e. policy statement/guidelines and scheme of work).
* To objectively and systematically identify teaching and learning priorities.
* To lead and empower the team to work together to ensure the effective teaching and learning in English throughout the school.
* To raise standards of attainment in English.
* To ensure close and secure liaison between the school, parents and other appropriate agencies in order to facilitate effective learning within the English curriculum.
* To establish and maintain communication with the link Governor for the subject, keeping them fully aware of all developments.
* To promote a love of English by, for example, organising relevant events, monitoring the effective use of resources and other developments / projects.
* To work collaboratively with other middle and senior leaders as appropriate, including attending meetings to contribute to school self-evaluation and to review and develop curriculum, teaching and assessment.
* To ensure effective communication between Senior Leadership and staff.

**The responsibilities and duties of this post include a significant responsibility that is not required of all classroom teachers and:**

* is focused on teaching and learning
* requires the exercise of a teacher’s professional skills and judgment
* requires the teacher to lead, manage and develop English
* has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils
* involves leading, developing and enhancing the teaching practice of other staff
* requires collection and analysis of data
* experience and knowledge of the use of formative and summative assessments to raise standards throughout the school

A subject action plan that lists the key impact and outcomes sought for the coming year will be required to be agreed with and submitted to the Headteacher. This plan must include clear outcomes that are derived from the School Development Plan or impact on the content of the following year’s SDP.

**Leading and Managing a Team**

* Create a climate which enables all team members to feel valued, included and to develop and maintain confidence in teaching.
* Help staff to achieve constructive working relationships with pupils, parents and colleagues.
* Establish clear expectations for staff, provide mutual support, devolve responsibilities, delegate tasks as appropriate, evaluate practice and develop an acceptance of accountability.
* Ensure staff, including newly qualified staff are appropriately, trained, monitored and supported with assessment procedures and strategies.

**Impact on Pupils’ Educational Progress within the Curriculum in Terms of English**

* Monitor pupils’ work (e.g. exercise books) to check for appropriateness of content, progression, continuity across and between years, consistency of marking, achievement and standards of presentation.
* Carry out collection and analysis of data.
* Take part in target setting for pupils and analyse the progress made towards meeting targets set in the subject.
* Use information from monitoring of work to identify the strengths and areas to develop within English.
* Encourage pupils’ motivation and enthusiasm and develop positive responses to challenge.
* Maintain a focus on clear and high expectations for pupils and teachers.

# Leading, Developing and Enhancing the Teaching Practice of Others

* Act as role model of good classroom practice for other colleagues, modeling effective strategies, and disseminate examples of effective practice within the curriculum.
* Lead the development of planning of English across the school.
* Monitor and evaluate the quality of teaching and provide constructive and developmental feedback on a regular basis.
* Ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their English planning.
* Identify and promote innovative and effective teaching strategies in English to meet the needs of all pupils.
* Ensure teachers are competent to teach effectively via monitoring and lesson observations
* Observe colleagues teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement within the English curriculum.
* Ensure that this feedback impacts on future planning.
* Monitor and evaluate teacher assessments/test results as appropriate and general pupils’ progress, advising the Headteacher and Leadership Team on action required to raise standards and evaluating impact of such actions on the children’s learning.

Accountability for Leading, Managing and Developing the Subject

* Be proactive in providing the Headteacher with relevant performance data and information about pupil progress through the collection and analysis of data.
* Evaluate and report on the effectiveness of practice annually, suggesting areas and issues for further improvement.
* Lead professional development for English through mentoring and support including work with external agencies
* Keep abreast of new thinking and practice by attending relevant courses and by appropriate reading.
* Arrange and promote activities across within the curriculum ensuring that Safeguarding, Health and Safety and Risk Assessments are undertaken as appropriate (e.g. educational trips).

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

**TLR 2A PERSON SPECIFICATION (Subject Leadership)**

When completing the supporting statement applicants should address each of the selection criteria with clear evidence of success

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| ATTRIBUTES | ESSENTIAL CRITERIA | DESIRABLE CRITERIA | HOW IDENTIFIED |
| Qualification and training | * Qualified Teacher Status * Evidence of continuing and recent professional development relevant to the post * A commitment to furthering own professional understanding and expertise | Qualification and / or training in middle management leadership | Application Form  Interview  References |
| Experience | Experience of   * Teaching in an inner city school in KS1, KS2 or EYFS * Promoting positive behaviour conducive to learning and which is focused on raising standards * Making an effective contribution to school improvement through subject leadership or a management role * Using data and evaluation strategies to measure impact and inform improvement * Leading workshops, staff meetings and INSET * Promoting highly effective communications within and between teams and other stakeholders in the school community * Proven record of raising standards for all pupils, including underachieving pupils. * An understanding of the different schemes used across the school. | Experience of   * Working across the primary age range including EYFS * Leading significant area of whole school development * Leadership of a core subject * Managing resources and related budgets * Working with the wider community * Positive home school links and partnership with Governors * Experience of raising standards for the lowest 20% | Application form  Interview References |
| Special knowledge and understanding | * A clear understanding of the aims of a Muslim School * A clearly articulated understanding of the nature of children’s learning and how this relates to classroom practice * To demonstrate excellent teaching practice * Knowledge understanding and experience of the National Curriculum and EYFS curriculum * Ability to lead an initiative effectively to raise standards * Knowledge and understanding of the needs of all pupils including the most able pupils, disadvantaged and those with EAL and SEND * Good understanding of effective procedures for managing and promoting positive behaviour among pupils * Up to date knowledge of relevant legislation and guidance in relation to working with and the protection of children and young people. * Knowledge of the Equalities Agenda and a strong commitment to the implementation of the school’s Equalities related policies * Good understanding of the role of parents and the community in school improvement and how this can be practised and developed. | * Experience of working with parents as partners * Evidence of awareness of current local and national initiatives * Knowledge and experience of effective strategies to best support pupils with complex needs | Application form  Interview References |
| Skills | Ability to   * Teach outstanding lessons that meet the needs of all pupils * Communicate effectively (both orally and in writing) to a variety of audiences * Lead and work as part of a team * Work under pressure and inspire and support others * Motivate and inspire staff, offering timely advice and support * Plan, organise and evaluate a core subject across the school * Evaluate pupil achievement data and to effectively use it to support school self-evaluation and strategic planning * Construct action plans to address school development priorities and evaluate them using a range of monitoring evidence | * Ability to undertake curriculum mapping, creating cross curricular links in a range of subjects * Experience of implementing the handwriting policy across the school. | Application form  Interview References |
| Personal attributes | * Honest and trustworthy with high levels of professional integrity * Positive attitude to raising achievement and high expectations of all learners * Ability to develop good working relationships within a team and across the school through a sensitive and positive manner, making an effective contribution to high staff morale. * Resilient, flexible and adaptable * Approachable and able to relate well to staff, pupils and parents in a variety of situations |  | Application form  Interview References |