



SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

Job Description

Director of English





JOB TITLE: Director of English

REPORTS TO: Head Teacher of substantive school

BAND: L18 to L22

JOB PURPOSE

- To provide strategic leadership and curriculum vision to raise standards in English for all secondary school pupils in conjunction with other key stakeholders.
- To work as part of a team, providing support to the Trust's secondary schools to secure the highest quality of curriculum, teaching and learning in English.
- To work with individual Trust schools or settings to support programmes that improve the curriculum implementation for English with individual teachers or groups of teachers.
- To work with individual teachers and groups of teachers to support and model effective planning, delivery of lessons and quality feedback to pupils.
- To have class responsibility in substantive school, carrying out the professional duties of a teacher as set out in the current Department for Education guidelines/requirements and school policies.

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust and school's vision and values;
- To maintain awareness of and commitment to the Trust's Equality, Diversity and Inclusion in Employment Policy in relation to both, employment and service delivery and to observe of conduct which prevents discrimination taking place;
- To comply with all Trust policies and procedures including the Code of Conduct, Safeguarding Policy and E-Safety Policy;
- Undertake safeguarding training at least annually, with further updates as required;
- To fully comply with the Health and Safety at Work Act 1974, the Trust's Health and Safety Policy and all locally agreed safe methods of work;
- To work with colleagues to achieve service plan objectives and targets;
- To participate in the Performance Management Procedure and contribute to the identification of team development needs; and
- At the discretion of the CEO and/or Head Teacher, such other activities as may from time-to-time be agreed and are consistent with the nature of the job description herein.

PRINCIPAL ACCOUNTABILITIES

1. Director of English

- Work collaboratively with our secondary school curriculum/subject leaders to raise outcomes in English.
- In conjunction with key stakeholders including the CEO and Head Teachers, lead the development of the English curriculum across all Trust secondary schools including aligning the curriculum expectations and sequencing of core curriculum content.
- Develop and improve the teaching and learning of English across our secondary schools and ensure consistency of subject quality and delivery throughout the schools.
- Work closely with Trust and School based Senior Leadership Teams to accelerate improvement and raise standards in English across our secondary schools.
- Work closely with curriculum/subject leaders in Trust schools to provide support, guidance and challenge to secure excellent outcomes and progress in English.
- Support on and deliver English intervention programmes across Trust secondary schools to support schools to achieve stretching targets for pupil outcomes.



- Set common assessments across Trust secondary schools, lead standardisation and moderation and ensure effective feedback based on comprehensive analysis within the area of English.
- Develop schemes of work, resources, teaching and learning strategies that ensure quality of provision and secure strong pupil outcomes.
- Utilise available data to ensure that pupils are appropriately targeted for support and intervention across the Trust secondary schools.
- Support leaders and teachers to plan and deliver high quality lessons to achieve stretching targets for pupil outcomes.
- In liaison with the Trust people development lead, develop and contribute to coaching and mentoring programmes for teachers and leaders within English across the Trust, and model outstanding teaching practice.
- Lead and actively contribute to subject specific and wider continuing professional development.
- In liaison with the Trust people development lead, identify training needs and organise internal and external support for subject leaders and teachers.
- Encourage and facilitate professional networking and discussion amongst English leaders across the Trust.
- Support programmes of induction for new staff, overseas trained staff, Early Career Teachers and Initial Teacher Training.
- Liaise with a range of education partners, internal and external, to underpin the raising of standards in English.
- Be informed by the latest research and analysis of English curriculum and pedagogy, communicating findings and recommendations within clearly and coherently.

2. Teaching (at substantive school)

- Plan and teach lessons and sequences of lessons to the assigned class(es) within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Set and mark work to be carried out by the pupil in school and elsewhere including setting and marking homework in line with school policy.
- Participate in arrangements for preparing pupils for external examinations, including the delivery of intervention sessions.
- To carry out the role of form tutor as required.
- Supervise and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

3. Health, safety and discipline

- Promote the safety and well-being of pupils in accordance with the Trust's Safeguarding Policy and other relevant policies.
- Maintain good order and discipline among pupils in accordance with the school behaviour policy.

4. Management of staff and resources

- Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- Contribute to the professional development of other teachers and support staff.
- Deploy resources delegated to you in accordance with Trust / school policies.



5. Professional development

- Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- Communicate with pupils, parents and carers in accordance with the Trust / school ethos, policies and practice.

7. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature: Date: Name in full

Director of English Person Specification

<p>Qualifications & Experience</p>	<ul style="list-style-type: none"> • Qualified Secondary Teacher Status • A relevant degree (or equivalent) • Completion of, or working towards a National Professional Qualification is desirable • An excellent classroom practitioner • Experience of working with pupils from a range of socio economic backgrounds and with a variety of learning needs • Experience of successfully leading a successful English department • Experience of modelling excellent teaching to support the development of others • Experience of successful curriculum leadership and development • Experience of coaching and mentoring colleagues
<p>Communication</p>	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Overcome communication barriers with children and adults • Establishing effective partnerships with parents/carers • Excellent interpersonal and communication skills at all levels • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents, trustees and professional teams and agencies
<p>Working with children</p>	<ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy to ensure a productive and safe learning environment • Ability to understand and support children with developmental difficulty or disability • Ability to plan and teach well-structured lessons based upon accurate assessment. • Understand and support the importance of physical and emotional wellbeing • Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels • A passion for ensuring all children and young people achieve to the best of their abilities • The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence
<p>Working with others</p>	<ul style="list-style-type: none"> • Understand the role of others working in and with the school • Understand and value the role of parents and carers in supporting children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults



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Skills, Abilities and Knowledge	<ul style="list-style-type: none">• Know when, how and with whom to share information• Positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence• The ability to demonstrate good subject and curriculum knowledge• Excellent organisational and time management skills and an ability to prioritise• A thorough knowledge and understanding of how children learn, develop and progress through life stages and events• How IT can be used effectively to motivate children to learn - and to have a level of IT skills.• How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum• How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, trustees and other professionals and agencies
General	<ul style="list-style-type: none">• Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools• Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil• Good understanding of and commitment to child protection procedures• Understand procedures and legislation relating to confidentiality• Be prepared to develop and learn in the role