



St Joseph's

**Roman Catholic High School
& Sports College**

Job Description Head of English

All aspects of a teacher's professional responsibility in St Joseph's R C High School take place within the context of the School Mission Statement, and are subject to the current conditions of employment contained in the School Teacher's Pay and Conditions Document, the 1995 School Standards and Framework Act, the required standards for Qualified Teacher Status and other legislation

School Mission Statement

"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each other.

We develop our potential, celebrate our talents and go forward in faith."

Please note: this job description must be read in conjunction with the current School Teachers' Pay and Conditions Document, particularly Part XII – 'Conditions of Employment of Teachers other than Head Teachers', which itemises the general conditions of employment governing this post.

Role	Head of English
Purpose	<p>To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for English</p> <p>To carry out the duties of a School Teacher as set out in the current Schoolteachers' Pay and Conditions Document</p> <p>Any additional duties that the Headteacher might reasonably request for the effective leadership and management of the school</p>
Reporting To	<ul style="list-style-type: none"> Assistant Headteacher
Responsible For	<ul style="list-style-type: none"> Assistant Head of English Teachers within English Department
Salary/Grade	<ul style="list-style-type: none"> TLR 1b
Disclosure	<ul style="list-style-type: none"> Enhanced
MAIN DUTIES	
Catholic Ethos	<ul style="list-style-type: none"> To actively support, enhance and develop the Catholic ethos of our school To make the Mission Statement central to the discussions and work of the department
Strategic Planning/Operational	<ul style="list-style-type: none"> To construct, develop and implement of the departmental development plan. To write the departmental SEF. To devise, implement, monitor and evaluate the whole school strategic plan for English To attend and deliver relevant INSET and training To liaise with external providers to deliver relevant workshops and learning experiences for pupils as appropriate.
Learning & Teaching	<p>To ensure that:</p> <ul style="list-style-type: none"> teaching in all key stages is outstanding and never less than consistently good. As a result, all pupils in the department, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the subject. teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the subject teachers and other adults generate high levels of engagement and commitment to learning across the subject consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains teachers use well-judged and often inspirational teaching strategies, including setting

	<p>appropriate personal study that, together with sharply focused and timely support and intervention, match and differentiate accurately for individual needs. Consequently, pupils learn exceptionally in the subject</p>
Achievement of Pupils	<p>To ensure that:</p> <ul style="list-style-type: none"> • taking account of their starting point, the proportion of pupils making and exceeding expected progress is high compared with national figures • pupils make rapid and sustained progress across the subject and learn exceptionally well • pupils' literacy is developed and opportunities for wider reading across the subject are promoted • pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. Opportunities are provided to ensure that they are exceptionally well prepared for the next stage in their education, training or employment • all pupils acquire knowledge quickly and develop their understanding rapidly in the curriculum area • the learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs (including able, gifted and talented) and for those for whom the pupil premium provides support, show that they achieve exceptionally well • standards of attainment of all groups of pupils are at least in line with national averages with many pupils attaining above this. Particular focus is on closing the gap rapidly as shown as trends in a range of indicators. Where standards of attainment of any group of pupils are below those of pupils nationally, strategies are in place to close the gap rapidly. This includes attainment in reading
Leadership & Management	<ul style="list-style-type: none"> • To be fully responsible for Key Stages 3 & 4. This will include: <ul style="list-style-type: none"> ➤ Ensuring that schemes of work mirror statutory requirements and engage pupil learning ➤ Assessment and tracking of student progression. ➤ The development, implementation and review of intervention strategies. ➤ Ensuring that there are appropriate resources for all key stages. • To attend relevant meetings. • The monitoring of student reports.
Performance & Standards	<ul style="list-style-type: none"> • Monitor and evaluate the impact of CPDF.
General Duties	<ul style="list-style-type: none"> • To participate in the school's self evaluation cycle. • To undertake the duties as a form teacher. • To liaise with other departments, parents and agencies to meet the individual needs of pupils. • To attend departmental, form tutor or any other meetings as required. • To carry out a share of the supervisory duties in accordance with published rotas • Contribute to the future development of the department, its resources and its teaching materials. • To attend parents evening and other specific events. • To make a positive contribution to the wider aspects of the school. • To assist in the promotion of the good name of the school within the community • To undertake any other duty as specified by STPCD not mentioned in the above. • To comply with the requirements of Health and Safety Legislation and School Policy taking appropriate action where necessary.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

This job description details duties and responsibilities but does not indicate the amount of time to be spent carrying them out. No part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the school's policy as published in the Staff Handbook and having regard to the School Teachers' Pay and Conditions Document.

This job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

January 2014



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Roman Catholic High School & Sports College

Person Specification Head of English

The person appointed will be expected to be familiar with and able to demonstrate the skills, qualities and attributes listed below.

Essential	Desirable	Method of Assessment
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Catholic Ethos

1. A willingness to work to explicitly enhance and develop the Catholic ethos of our school	<ul style="list-style-type: none">• Practising Catholic	1. Application Form Application Letter References Interview Process
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Qualifications and Training

1. Qualified teacher status 2. Degree level qualification in English 3. Evidence of Further Professional Development	<ul style="list-style-type: none">• Catholic Teachers' Certificate• Additional qualifications• Evidence of working as a reflective practitioner, using a variety of approaches to secure on-going professional	1. Qualification Certificates 2. Application form 3. Application form
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	development <ul style="list-style-type: none"> • Experience as an external marker • Experience of a leadership role • Ability to teach A Level 	
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Leadership & Management

<ol style="list-style-type: none"> 1. Successful track record of raising attainment and securing progress as a 2nd or Head of Department 2. Evidence of lead involvement in effective department and/or school self-evaluation 3. To have the experience of using a range of tools and evidence, including data, to evaluate the effectiveness of learning and teaching and challenging underperformance 4. Excellent interpersonal skills which facilitate a positive working environment 5. Evidence of success and innovation in leading Inclusion initiatives within current responsibilities 6. Willingness to take a full part in the life of the school 7. Have the potential and aspiration to undertake a more senior Leadership Post 		<ol style="list-style-type: none"> 1. Application form 2. Application form 3. Application form & interview 4. Application form & interview 5. Application form & interview 6. Application form & interview 7. Application form & interview
<ol style="list-style-type: none"> 1. Understanding of the process for school improvement against the current Ofsted Framework 2. To be an outstanding classroom practitioner 3. To understand the issues that may affect students achieving their full potential 4. Evidence of seeing new initiatives through to completion and evaluation of their impact. 5. To have experience in identifying underachievement and planning appropriate intervention. 6. To have contributed to the identification, planning and implementation of curriculum enrichment activities. 7. An understanding of current educational initiatives and their 	<ul style="list-style-type: none"> • Commitment to extra-curricular activities 	<ol style="list-style-type: none"> 1. Application form and Interview 2. Interview 3. Application form 4. Application form & interview 5. Application Form & interview 6. Application Form & interview

Knowledge and Experience

<p>impact on the school.</p> <p>8. To have an understanding of self evaluation and its role within school improvement.</p> <p>9. To have an understanding of and experience of the principles and practices in relation to teaching and learning, people, policy and planning, resources and finance.</p> <p>10. The ability to promote the spiritual, moral and cultural development of pupils.</p> <p>11. Excellent communication skills.</p> <p>12. Effective use of Assessment for Learning to engage students as partners in their learning</p>		<p>7. Application Form & interview</p> <p>8. Application Form & interview</p> <p>9. Application form and Interview</p> <p>10-12 Application form and Interview</p>
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Skills, knowledge and aptitude

<p>1. Use of strategies to promote good student relationships and high attainment in an inclusive environment</p> <p>2. Ability to use and promote a wide range of teaching methodologies</p> <p>3. Excellent communication and presentation skills</p> <p>4. Competent use of ICT</p> <p>5. Competent co-ordinator and motivator</p> <p>6. Ability to plan and resource effective interventions to meet curricular objectives</p> <p>7. Ability to assess the performance of others and respond appropriately</p> <p>8. Ability to form and promote positive relationships with staff, students, parents, local community and outside agencies.</p>		<p>1. Application form, Interview and Lesson Observation</p> <p>2. Application form and Interview</p> <p>3. Application Form and Interview</p> <p>4. Application Form and Interview</p> <p>5. Application Form and Interview</p> <p>6. Application Form and Interview</p> <p>7. Application Form and Interview</p> <p>8. Application Form and Interview</p>
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Personal Attributes

<p>1. Ability to work under pressure, to be a calm influence and to meet deadlines</p> <p>2. Excellent organisational skills</p> <p>3. Ability to sustain own motivation and that of other staff</p> <p>4. Energy, ambition and enthusiasm</p> <p>5. Ability to prioritise and manage</p>		<p>1. Application Form and Interview</p> <p>2. Application Form and Interview</p> <p>3. Application Form and Interview</p> <p>4. Application Form and</p>
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<p>own time effectively</p> <p>6. Sense of humour</p> <p>7. Ability to establish and maintain good relationships with others</p> <p>8. To communicate effectively with staff</p> <p>9. To have regard for the work-life balance of themselves and others</p>		<p>Interview</p> <p>5. Application Form and Interview</p> <p>6. Application Form, Interview and Lesson Observation</p> <p>7. Application Form, Interview and Lesson observation</p> <p>8. Application Form and Interview</p> <p>9. Interview</p>
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