**JOB DESCRIPTION**

Second in English

Reporting to: Curriculum Leader of English

Responsible for: Line Management and Performance Management of identified teachers and/or support staff

Liaising with: Curriculum Leader, other Deputy Curriculum Leaders, Other relevant staff with Cross-Academy responsibilities, Parents/Carers and other partners

Salary: MPR/UPR + TLR 28

# The Core Purpose of the Role

* + To support the work of the Curriculum Leader to strategically lead the direction and development of the curriculum area in accordance with the aims and objectives of The Colne Community School and College;
  + To support the work of the Curriculum Leader to ensure all students make expected, better than expected or rapid progress within the curriculum area, by ensuring the provision of an appropriately relevant and differentiated curriculum for all students, and development and enhancing the teaching practice of others;
  + To support the work of the Curriculum Leader to effectively evaluate the impact of the above and strategically plan for improvement by managing and deploying all human, financial and physical resources within the area;
  + To take responsibility for pay recommendations of identified staff in line with the Trust's Performance Management Policy.

# Leadership and Management

* + To deputise for the Curriculum Leader in his/her absence, taking responsibility for the running of the department;
  + To manage the performance of identified staff with the Curriculum Leader to ensure a consistent, timely and effective appraisal process, responding to under-performance concerns appropriately;
  + To ensure teaching and support staff are effectively deployed in the department at all times;
  + To work alongside and support the work of the Curriculum Leader by:-
    - Being accountable for student progress and standards of attainment for all English courses:-
    - Ensuring the team cover the syllabus and schemes of work in line with Trust requirements, instigating the development of new methods of teaching, course enrichment, cross curricular links, literacy, numeracy and ICT innovation;
    - Ensuring that systems are in place that enable all English lessons to be good or better;
    - Promoting reflection and collaboration as methods of improving learning within the Department and across the Trust;
    - Developing and maintaining processes and procedures for the learning area that are in tune with Trust policies, support learning and promote effective internal/external Trust communications;
    - Assisting with developing and leading extra-curricular English activities, for example productions, education visits and after-school clubs;
  + To keep abreast of national developments and assessment within English.

# Monitoring, Self-Evaluation, Review and Data Analysis

* + To support the Curriculum Leader in maintaining a robust departmental monitoring and self-evaluation and review process (MSER), this includes taking responsibility for:-
    - Quality assuring planning folders regularly;
    - Undertaking learning walks and formal observations;
    - Undertaking work scrutiny with the Curriculum Leader following a timetabled programme;
    - Undertaking regular data analysis and assessment of student progress.
  + To agree with Curriculum Leader planned intervention for:-
    - Underperforming staff as required, using available CPD and resources, for example, coaching, support from Lead Practitioners etc;
    - Underperforming students as required, including one-to-one sessions, group work, homework and holiday clubs and use of the support of ICAN centres.

# Staffing and Professional Development

* + To work with the Curriculum Leader to ensure staff CPD needs are
* identified and that they are signposted to relevant CPD sessions;
  + To participate in the interview process for teaching and support staff posts as required and to ensure effective introduction of new staff in line with policy;
  + To participate with the Trust's ITT programme where appropriate;
  + To support the Curriculum Leader with the day to day line management of staff, ensuring they meet all requirements and deadlines, following Trust policies;
  + To work alongside the Curriculum Leader to ensure a strategy is in place when staff are absent, liaising with the Cover Manager as required, in order to reduce the impact on students;
  + To offer help and support to colleagues as required.

# Section Two: Classroom Teacher The Core Purpose of the Role

**Teaching and Learning:**

* + To ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching;
  + To use teaching methods which keep students engaged, including a variety of teaching and learning styles, stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources;
  + To regularly enquire and listen to the views of students about their preferred methods and styles of learning;
  + To complete the lesson planning paperwork to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught, using appropriate differentiation skills;
  + To provide opportunities to develop students' understanding by relating to their learning to real and work-related examples, recognising that learning takes place outside the Trust context;
  + To set appropriate and demanding expectations and targets for students' learning and motivation, building on prior attainment;
  + To remain updated with regards the SEN register seeking specialist advice to ensure appropriate differentiation and personalised support for students with special or additional needs;
  + To remain updated with specialised subject knowledge to be able to cope confidently with students' subject related questions.

# Safeguarding Young People and Student Voice:

* + To be committed to the safeguarding and promotion of the welfare of young people and to demonstrate this commitment in every aspect of this post;
  + To be responsible for the care and guidance for students within your mentoring form and also to ensure your classroom is a safe environment for students to learn;
  + To work in partnership with student groups and Student Voice to enhance their learning and widen their experience of education.

# Monitoring, Self-Evaluation and Review and Data Analysis:

* + To support the Curriculum Leader with maintaining and ensuring a robust Monitoring and Self Evaluation Review (MSER) process;
  + To maintain an accurate record of students' progress, homework and assessments;
* To assess how well learning objectives have been achieved and use this assessment for future teaching;
* To mark and monitor students' class and homework in line with the Trust's marking and assessment policy;
* To collate and analyses Key Stage student data to inform intervention strategies and appropriate action plans for students

# Attendance and Behaviour:

* To set high expectations for students' behaviour and attendance, establishing and maintaining a good standard of discipline through well-focused teaching, through positive and productive relationships and through consistent use of the schools Behaviour system to ensure all students are treated fairly;
* To set work for students absent from the school for health or disciplinary reasons;
* To seek advice as required from colleagues regarding support or intervention when behaviour or attendance concerns arise;
* To record student attendance in a timely manner;
* To play a pivotal role in rewarding student achievement and good behaviour.

# Relationships with Parents/Carers, Colleagues and Wide Community

* To lead on delivering and maintaining positive relationships with parents and carers, calling parents/carers as deemed necessary regarding student progress or if there are health and welfare concerns;
* To liaise with the Head Teacher should written correspondence to parents/carers be required;
* To attend Parents Evenings to keep parents informed of progress;
* To prepare accurate reports to parents/carers regularly;
* To establish effective working relationships with colleagues and other professionals;
* To liaise with agencies responsible for students' welfare.

# Manage Own Performance and Development

* To take responsibility for your own professional development, keeping up to date with research and developments in pedagogy and in the subjects taught;
  + To set a good example to students in terms of presentation and personal conduct;
  + To constantly evaluate your own teaching critically and use this to improve effectiveness;
  + To engage actively in the performance management and review process.

# Other Specific Duties

* + To deliver all aspects of period one curriculum;
  + To play a full part in the life of the school community and to encourage colleagues and students to follow this example;
  + To maintain safe housekeeping across the school including tidy classrooms conductive to learning and staffing areas clean for rest breaks;
  + To actively seek appropriate professional learning and development opportunities;
  + Be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, reporting all concerns to an appropriate person;
  + Other duties commensurate with the grade of the post as directed by the Head Teacher or as specified by the School Teachers Pay and Conditions Document 5.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.

# Characteristics of the Post

The ability to regularly attend meetings as required by the Headteacher/ Curriculum Leader in directed time.

The employment checks required of this post are:

* + Evidence of entitlement to work in the UK
  + Evidence of essential qualifications
  + Two satisfactory references
  + Evidence of a satisfactory safeguarding check e.g. an Enhanced DBS Disclosure
  + Confirmation of medical fitness for employment.

The Colne Community School and College will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

This job description will be reviewed regularly and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the school's changing needs.