



St Albans Girls' School

Specialist Business and Enterprise Academy

Curriculum Leader for English Job Description

INTRODUCTION

Research and inspection evidence demonstrate the close correlation between

- a) the quality of leadership and the quality of teaching and
- b) the quality of teaching and the achievement of students

National standards as established by the Teacher Training Agency (TTA) set out the knowledge, understanding, skills and attributes, which relate to the key areas of subject leadership. The standards define expertise in subject leadership and are designed to guide the professional development of teachers aiming to increase their effectiveness.

The core purpose of the subject leader is, "To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students." (TTA) The postholder also has a pastoral support role in ensuring each individual student feels happy, safe, valued and able to achieve their best as s/he moves through adolescence and the school.

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject. While the Head Teacher and governors carry overall responsibility for school improvement, the subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice. Throughout their work, a subject leader should ensure that practices improve the quality of education provided, meet the needs and aspirations of all students and raise standards of achievement in the school.

The subject leader plays a key role in supporting, guiding and motivating teachers of the subject and other colleagues. Subject leaders evaluate the effectiveness of teaching and learning, the subject and progress towards targets for students and staff, to inform future priorities and subject targets.

The subject leader should identify needs in their own subject and recognise that these must be considered in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all students.

Specific Responsibilities

The postholder is required to perform the duties of a school teacher as defined in the "School Teachers' Pay and Conditions Document" (DfE). S/he will be responsible to the Head Teacher and will demonstrate a genuine commitment to our equal opportunities policy, which reflects the rights and needs of our entire school community.

This job description will be reviewed annually and will form the basis of the Appraisal procedure. Any issues relating to the review of this job description should be brought to the Head teacher's notice by the postholder through the senior line manager.

The postholder will undertake the following specific responsibilities in order to fulfil our statutory requirements, school aims, policies and targets:

1. To lead by example, teaching to the highest standards and ensuring all students achieve their best.
2. To ensure the highest quality of teaching and learning in the Department in order to maximise each student's self-esteem, motivation, aspiration and achievement.

3. To maintain effective and systematic procedures for monitoring and evaluating key aspects of Departmental practice, to include:

Lesson observations, curriculum design, schemes of work, assessment, recording, reporting, teacher planning/monitoring records, homework, marking, resourcing etc (see the senior line manager/CL common agenda.)

4. To maintain effective procedures for monitoring student progress and support strategies.
5. To ensure the Department uses all appropriate data (KS2, CATs, KS3, Reading Ages, ALPS, Post-16 attainment, internal assessments, LA information, RaiseOnLine, etc) to assist the monitoring of student, teacher and Departmental performance and the setting of targets at each level.
6. To provide teacher and Departmental analysis of student results at KS3, KS4 and post-16 to celebrate success and identify strategies for improvement.
7. To develop cross-curricular and KS2 curricular links to improve teaching and learning.
8. To maintain the school's high standards of work, attendance/punctuality, conduct and appearance, through high and consistent expectations across the Department and through the implementation of sanctions and rewards.
9. To enrich the curriculum through the organisation of visits and visitors, adhering to published guidelines.
10. To involve parents as much as possible in students' learning.
11. To ensure Departmental assessment and reporting to parents is consistent and of the highest quality.
12. To ensure the implementation of all school policies and practice.
13. To lead a team of teachers and support colleagues in the implementation of the National and Post-16 Curriculum and its assessment.
14. To promote teaching and learning that contributes to the school's specialist status in Business and Enterprise.
15. To be fully aware of national and local developments in the subject and to advise colleagues.
16. To advise the Head Teacher and Governors of short and long term subject needs.
17. To write, implement and review regularly the Departmental Handbook, Schemes of Learning (these should reflect key cross-curricular themes of literacy, numeracy, ICT etc) and the subject's Improvement Plan, according to standardised guidelines.
18. To meet regularly with the senior line manager to discuss all items on the common agenda for CLs.
19. To promote the professional development of all teaching and support colleagues working within the Department.
20. To liaise with the relevant organisations and personnel to monitor and support the professional development of Initial Teacher Trainees and Newly Qualified Teachers, ensuring all procedures are followed promptly and correctly.
21. To provide a programme of Departmental Induction for newly appointed colleagues or colleagues teaching the subject for the first time.
22. To participate in the appointment of all Departmental colleagues.
23. To ensure all professional development is evaluated, particularly in relation to its impact on teaching, learning and outcomes.

24. To ensure the effective implementation of Appraisal procedures.
25. To provide the challenge and support necessary for any under-performing colleague.
26. To effectively lead all aspects of English, Media and Film across the school.
27. To manage all Departmental funding efficiently and according to best value practice.
28. To ensure all Departmental information and tasks are fulfilled appropriately and according to deadlines.
29. To liaise appropriately with all relevant colleagues and external agencies (exam boards etc) to ensure effective organisation and teaching/learning.
30. To ensure all Departmental resources are available, appropriate, well maintained and safe so that they contribute to effective teaching/learning.
31. To maintain high standards of displays for learning in Departmental teaching and corridor areas, in liaison with the Display Technician.
32. To ensure Departmental learning and working environments are safe, pleasant, comfortable and orderly, setting a positive example to all students.
33. To hold regular Departmental meetings, promptly providing agendas and action points to the Head Teacher and Senior Line Manager.
34. To attend Middle Leadership Team meetings to represent Departmental views, to report back and to implement decisions.
35. To lead Departmental preparations for an Ofsted inspection, LA Review, Departmental Review or link Governors' visits.
36. To provide reports to relevant personnel when required.
37. To provide the necessary work, guidance and support to any colleague covering for an absent teacher.
38. To perform other reasonable duties for the safe and efficient organisation of the school.

MCN
March 2019

Appendix
(From the TTA's National Standards for subject leaders)

1. Key outcomes of subject leadership

Effective subject leadership results in:

- Students who

show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; understand the key ideas in the subject at a level appropriate to their age and stage of development; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for any tests and examinations in the subject; are enthusiastic about the subject and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

- Teachers who

work well together as a team; support the aims of the subject and understand how they relate to the school's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for the subject which reinforces the motivation of students; have high expectations for students and set realistic but challenging targets based on a good knowledge of their students and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; take account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject specific learning objectives and the needs of students.

- Parents who

are well informed about their child's achievements in the subject and about targets for further improvement; know the expectations made of their child in learning the subject; know how they can support or assist their child's learning in the subject.

- Head Teachers and other senior leaders who

understand the needs of the subject; use information about achievements and development priorities in the subject in order to make well informed decisions and to achieve greater improvements in the whole school's development and its aims;

- Other adults in the school and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business and industry, who

are informed of subject achievements and priorities; are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.

2. Professional knowledge and understanding

Subject leaders must have knowledge and understanding which is in part subject-specific and in part generic to the leadership role. The knowledge and understanding required will change over time and it is important that subject leaders recognise their responsibility to remain up to date with developments in their subject area and in other aspects of education relating to their role. Subject leader expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas of subject leadership.

Subject leaders should have knowledge and understanding of:

- a. our aims, priorities, targets and action plans;
- b. the relationship of the curriculum to the subject as a whole;
- c. any statutory curriculum requirements for the subject and the requirements for assessment, recording and reporting of students' attainment and progress;
- d. the characteristics of high quality teaching in the subject and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students;
- e. how evidence for relevant research and inspection evidence and local, national and international standards of achievement in the subject can be used to inform expectations, targets and teaching approaches;
- f. how to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement;
- g. how to develop students' literacy, numeracy and information technology skills through the curriculum;
- h. how teaching the subject can promote students' spiritual, moral, social, cultural, mental and physical development;
- i. management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- j. how teaching the subject can help to prepare students for the opportunities, responsibilities and experiences of adult life;
- k. the current use and future potential of information and communications technology to aid teaching and learning of the subject, and to assist with subject management;
- l. the role of school governance and how it can contribute to the work of the subject leader;
- m. the implications of information and guidance documents from LEAs, the DfES, and other national bodies and associations;
- n. the implications of the Code of Practice for Special Education Needs for teaching and learning in their subject;
- o. health and safety requirements, including where to obtain expert advice.

3. Skills and attributes

Subject leaders should have expertise in the teaching of the subject. The skills and attributes, which follow, are essential, but not exclusive, to the subject leader's role. The Head Teacher should ensure that the subject leader has access to training related to the development of these necessary skills. Subject leader expertise is demonstrated by the ability to apply these skills and attributes in each of the key areas of subject leadership.

- a. Leadership skills, attributes and professional competence – the ability to lead and manage people to work towards common goals

Where other colleagues teach or support the subject, subject leaders should be able to:

- i. secure commitment to a clear aim and direction for the subject;
- ii. priorities, plan and organise;
- iii. work as part of a team;
- iv. deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject;
- v. acknowledge and utilise the experience, expertise and contribution of others;
- vi. set standards and provide a role model for students and other staff, in the teaching and learning of the subject;
- vii. develop responsibilities and delegate tasks, as appropriate;
- viii. seek advice and support when necessary.

Subject leaders should have the professional competence and expertise to:

- ix. command credibility through the discharge of their duties and use their expertise to influence others in relation to their subject;
- x. make informed use of research and inspection findings;
- xi. apply good practice to and from other subject and areas.

- b. Decision-making skills: the ability to solve problems and make decisions

Subject leaders should be able to:

- i. judge when to make decisions, when to consult with others, and when to defer to the Head Teacher or senior leaders;
- ii. analyse, understand and interpret relevant information and data;
- iii. think creatively and imaginatively to anticipate and solve problems and identify opportunities.

- c. Communication skills: the ability to make points clearly and understand the views of others

Subject leaders should be able to:

- i. communicate effectively, orally and in writing, with the head Teacher, other staff, students, parents, governors, external agencies and the wider community, including business and industry;
- ii. negotiate and consult effectively;
- iii. ensure good communication with and between staff who teach and support the subject;
- iv. chair meetings effectively.

- d. Self-management: the ability to plan time effectively and to organise oneself well

Subject leaders should be able to:

- i. priorities and manage their own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;
- ii. achieve challenging professional goals;
- iii. take responsibility for their own professional development.

- e. Attributes

Subject leaders draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles, including:

- i. personal impact and presence;
- ii. adaptability to changing circumstances and new ideas;
- iii. energy, vigour and perseverance;
- iv. self-confidence;
- v. enthusiasm;
- vi. intellectual ability;
- vii. reliability and integrity;
- viii. commitment.

4. Key areas of subject leadership

A range of subject leadership and management tasks is set out for each of the four key areas of subject leadership:

- A. Strategic direction and development of the subject**
- B. Teaching and learning**
- C. Leading and managing staff**
- D. Efficient and effective deployment of staff and resources**

Expertise in subject leadership is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

The subject leader works closely with the Head Teacher and senior leadership team in each of the four key areas and liaises with other colleagues as appropriate. Subject leaders should also understand the roles of others in the school, including newly qualified teachers, the Team Leader for Behaviour and Learning Support and the Head Teacher and should support them as appropriate in fulfilling these roles.

A. Strategic direction and development of the subject

Within the context of the school's aims and policies, subject leaders develop and implement subject policies, plans, targets and practices.

B. Teaching and learning

Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of students' achievements and set targets for improvement.

C. Leading and managing staff

Subject leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

- i. help staff to achieve constructive working relationships with students,
- ii. establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating; an acceptance of accountability;
- iii. sustain their own motivation and, where possible, that of other staff involved in the subject.

D. Efficient and effective deployment of staff and resources

Subject leaders identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.