

## Job Description **Classroom Teacher with English Lead Responsibility**

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| Start Date:       | September 2024   |
| Responsible to:   | Headteacher  |
| Location:         | Baden-Powell and St Peter's CE Junior School                             |
| Grade:            | Upper Scale: U1-U3 (£43,266 - £46,525 FTE) with TLR2b (£4,443 FTE)       |
| Hours of work:    | Full-time, 32.43 hours, Monday-Friday                                    |
| Disclosure Level: | Enhanced Disclosure & Barring Service Check with child barred list check |

### **Main Purpose**

- To inspire, motivate and enthuse pupils and, through this, enable them to make rapid and sustained progress in their learning.
- To teach pupils with commitment and enthusiasm, working closely with the team to ensure an appropriately balanced, exciting, relevant and differentiated curriculum.
- The post holder may be responsible for the supervision of the work of classroom assistants relevant to their responsibilities.
- To take lead responsibility for English to ensure:
  - High-quality teaching and subject knowledge of staff
  - A coherently planned, sequenced and engaging Key Stage 2 English curriculum
  - Extensive, up-to-date subject knowledge to lead English across the school; keep up to date with developments in pedagogy and the curriculum
  - The effective planning of curriculum content, ensuring it is well sequenced to promote pupil progress
  - Links between the English curriculum skills and the wider curriculum by working with teachers and other subject leads
  - Effective use of resources which match pupil and curriculum need

### **Safeguarding**

*Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.*

*The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, online searches, Enhanced DBS check and satisfactory references.*

### **Main Responsibilities**

- Have overall strategic direction for the development and continuous improvement of English across the school
- Be responsible to the Headteacher for the process involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, analysis of data and target setting.
- Set high expectations which inspire, motivate and challenge pupils
- Develop effective teaching and learning strategies within the teaching of English
- Promote and monitor the use of school policies within the subject

- Contribute to school improvement planning, including creating subject action plans and evaluating the effectiveness of the subject
- Deliver quality CPD for staff so that they become experts in the teaching of Reading, Writing and Spelling
- Provide development areas for colleagues to ensure the highest possible standards of teaching
- Lead the development of and review all aspects of the English curriculum including planning, recording and reporting
- Attend Trust related training courses and share new knowledge with colleagues
- Lead on moderation within the school and support colleagues in making informed teacher assessment judgements for Writing
- Ensure a personal strive to keep up to date with key initiatives related to the teaching and learning of the English curriculum and utilise opportunities such as staff meetings and Inset sessions to disseminate to key staff
- Act as an appraiser for colleagues.

### **Monitoring and assessment**

- Analyse assessment data to track pupil progress and attainment
- Undertake formal external assessments such as end of Key Stage 2 SATs as well as internal assessments throughout the course of the year
- Consistent assessment and accurate teacher judgements within the subject through effective moderation
- Identify where pupils have learning gaps or are not making the expected progress, and make sure interventions target these
- Monitor the quality of teaching and learning across the subject, including book looks, teacher planning, lesson observations and learning walks
- Moderate assessment to make sure teachers are making accurate judgements of pupils' progress
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress, providing clear and regular feedback to encourage high levels of engagement and interest
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Provide information to parents about the achievements and progress of their child as required through parents' evenings and reports

### **Planning, Teaching and Classroom Management**

- Provide positive, memorable learning opportunities, following clearly identified objectives and linked to assessment criteria
- Set tasks which challenge pupils and ensure high levels of interest
- Deliver lessons which maintaining pace, provide opportunities for discovery and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Use a variety of teaching methods to:
  - Ensure effective content, structure information, present a set of key ideas and use appropriate vocabulary

- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate own teaching critically to improve effectiveness
- Ensure the effective and efficient deployment of classroom support
- Take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning
- Actively monitor and respond to national developments in the subject area, teaching practice and methodology
- Work collaboratively with other areas of the school and the other schools in our Partnership to develop cross-curricular links which support the school and promote achievement

As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the Teachers' Standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Teachers are expected to perform at a level that is consistent with what should reasonably be expected at the relevant stage of their career (whether they are a newly qualified teacher, a mid-career teacher, or a more experienced practitioner).

The duties assigned to the Teacher will therefore vary depending on the stage of their career, their personal strengths and interests, their career ambitions and the opportunities available within their School. Examples of additional responsibilities and expectations may include:

- Lead responsibility for a subject or aspect of the school's work, across the school
- managing finances
- managing staff
- undertaking appraisals
- working on a school wide area of the Improvement Plan

*Whilst every effort has been made to explain the main duties and responsibilities of the Teacher role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their School Leadership team.*

## Person Specification: Classroom Teacher with English Lead Responsibility

| Criteria                | Essential  | Desirable  |
|-------------------------|--|--|
| Qualifications:         | <ul style="list-style-type: none"> <li>▪ Qualified Teacher Status</li> <li>▪ Commitment to continuing professional development</li> </ul>  | <ul style="list-style-type: none"> <li>▪ A relevant degree or higher degree qualification</li> <li>▪ Post graduate education</li> </ul>    |
| Experience:             | <ul style="list-style-type: none"> <li>▪ Knowledge of managing teaching resources</li> <li>▪ Primary school experience with an extensive knowledge of Key Stage Two</li> <li>▪ A willingness to familiarise yourself with the school's chosen phonics programme.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Experience of subject leadership in English</li> <li>▪ Experience of teaching phonics.</li> </ul> |
| Professional knowledge: | <ul style="list-style-type: none"> <li>▪ Expert knowledge of the National Curriculum, particularly the English curriculum across the key stage</li> <li>▪ Understanding of high-quality teaching and learning strategies in English, and the ability to model this in support and to improve others.</li> <li>▪ An awareness of local and national organisations that can provide support with delivering English.</li> <li>▪ Ability to build effective working relationships with staff and other stakeholders.</li> <li>▪ Ability to adapt teaching methods to meet the needs of the pupils.</li> <li>▪ Knowledge and requirements surrounding Safeguarding</li> <li>▪ Effective communication and interpersonal skills with the ability to communicate a vision to others</li> <li>▪ Familiarity with attainment tests.</li> </ul> |  |

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| Professional skills & abilities   | <ul style="list-style-type: none"> <li>▪ Ability to effectively direct and supervise the work of support staff within the classroom</li> <li>▪ Able to engage parents in order to encourage their close involvement in the education of their children</li> <li>▪ Appetite for continuous improvement and a willingness to share expertise within the school and the Partnership</li> <li>▪ Dynamic and innovative approach to teaching and learning</li> <li>▪ Good ICT skills, particularly using ICT to support learning</li> </ul> | <ul style="list-style-type: none"> <li>▪ Commitment to the school's wider community</li> </ul> |
| Personal qualities and attributes | <ul style="list-style-type: none"> <li>▪ Ability to uphold and promote the ethos and values of the school</li> <li>▪ Commitment to safeguarding and equality</li> <li>▪ Ability to work under pressure and prioritise effectively</li> <li>▪ Maintain confidentiality at all times</li> </ul>  |  |

This job description may be amended at any time in consultation with the postholder. The post holder may be required to travel to other local sites, including other CLP school.