

JOHN COLET SCHOOL JOB DESCRIPTION

POST: Assistant Subject Team Leader - English
RESPONSIBLE TO: Subject Team Leader - English
RESPONSIBLE FOR: Members of the English Department as allocated by the STL

Teaching and Learning Responsibility: 2b

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

MAIN DUTIES AND RESPONSIBILITIES

- To be accountable for and to provide professional leadership and management within the English department which secure:
 - Outstanding quality teaching
 - Outstanding standards of learning and achievement for all students
 - Outstanding behaviour
 - Effective use of resources
- To deputise for the Subject Team Leader in English.

Strategic direction and development of the subject

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

Teaching and learning

To secure and sustain outstanding teaching of and behaviour within the subject, evaluate the quality of teaching and standards of students' achievements and set challenging targets for improvement.

Leading and managing staff

To 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.

Efficient and effective deployment of staff and resources

To identify appropriate resources (human and material) for the subject and ensure that they are used efficiently, effectively and safely.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher/Manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

December 2018

Notes for the above

Strategic direction and development may include

- identify the general and particular needs for guidance and support which students bring to the school
- use data on student achievement to create an overview of student progress and development, and inform plans of action to support learning
- review the effectiveness of tutoring, guidance and support, and use this analysis to guide further improvement
- establish plans for the development and resourcing of the pastoral work, which;
- contribute to whole-school aims, policies and practices;
- identify realistic and challenging ways for improving the provision for supporting student achievement;
- are founded in relevant evidence regarding student learning;
- are understood and adopted by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales and how evaluation will happen;
- analyse and interpret information from other schools in order to inform the process of developing guidance and support
- promote an ongoing learning cycle with the team in which they monitor the progress made in achieving goals, evaluate the effects on students' achievement and development, and use this analysis to guide further improvement
- recognise and respond to statutory requirements

Teaching and learning may include

- develop and communicate a positive vision for tutoring as its significant contribution to students' learning and personal development;
- help tutors to clarify the pastoral goals of the school and the special contribution of the tutor to the achievement of these goals;
- ensure that tutors are clear about tutoring objectives with individuals and with groups;
- help tutors choose appropriate tutoring methods to meet the needs of different students, and ensure that all students have access to their tutoring entitlement;
- support practices for self-assessment, recording and providing accounts of student achievement and personal-social development;
- ensure that tutoring supports the development of students as autonomous learners;
- ensure that information about students' previous achievements is used in promoting further progress;
- help the community of students and teachers to develop high expectations in tutoring and interpersonal behaviour, including personal integrity, relationships with others, pro-social behaviour and contribution to the community within the school, the school itself, and the wider community;
- evaluate with the team and the students, the tutoring in the school, and use this analysis to identify effective practice and areas for improvement;
- ensure that tutors recognise and act upon issues which may disadvantage students, such as "race", gender, ability, disability, faiths;
- establish a partnership with parents to involve them and their perspective in tutoring and learning;

Leading and managing staff may include

- help all members of the school community to develop constructive working relationships;
- promote a climate of collaborative working and mutual support between members of the team and between students;
- devolve responsibilities and delegate tasks, to team members and students as appropriate;
- develop individual and group accountability, and help tutors and students evaluate their own and others' practice;

- help staff and students identify their learning and development needs;
- engage in the school's staff appraisal processes and use them to develop personal and professional learning;
- ensure that beginner and newly qualified teachers are offered appropriate high quality learning experiences, and are monitored, supported and assessed in relation to their pastoral tasks, at least to the standards for award of Qualified Teacher Status, the career Entry Profiles and standards for induction;
- coordinate and collaborate with staff holding special educational needs responsibilities, to ensure best support for individual students;
- inform the headteacher, senior managers and governors about pastoral policies, plans and priorities, the evaluation of current practice, and pastoral professional learning plans.

Identifying and developing resources may include

- develop staff through promoting their confidence in tutoring, guidance and support;
- develop the pastoral team as a key resource for students, for the team itself, and for staff more widely;
- identify and select appropriate teaching and learning resources for group tutoring;
- ensure that the necessary knowledge resources are in place for effective individual tutoring;
- enhance the school community as a resource which enables staff to develop and value the contribution of personal-social development to effective learning and teaching, and therefore helps students develop social skills of learning autonomy and resilience so that they may more effectively compose a life and make a difference to the world they will inhabit.
- ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety).

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