



## JOB DESCRIPTION

**Job Title:** Director of English

**Report to:** Deputy Heads

**Grade:** MPS + SEN and TLR2a (£8,279.00)

**Contract type:** Full time/permanent.

### Purpose of the Job

- To provide strategic leadership in the development and implementation of the English curriculum across the school, ensuring it meets the diverse needs of pupils with SEND.
- To model and promote high-quality, inclusive teaching and learning strategies, fostering a culture of continuous improvement.
- To lead and manage the English curriculum development team, ensuring coherence and progression across all key stages and pathways.
- To work collaboratively with senior leadership to align English provision with national and local SEND priorities and initiatives.
- To drive school improvement initiatives related to English and literacy, ensuring all pupils make measurable progress in their communication, language, and literacy skills.
- To oversee the effective delivery of phonics, communication strategies, and literacy interventions tailored to the needs of pupils with complex learning profiles.
- To monitor, evaluate, and develop the quality of teaching and learning, supporting staff in the implementation of evidence-based approaches.

This job description reflects the core expectations for the **Director of English** in a **special school setting**, recognizing the unique challenges and opportunities presented when delivering high-quality literacy education for pupils with SEND. The role requires a passionate, experienced, and knowledgeable leader who can inspire staff, drive improvement, and ensure that every pupil receives the best possible literacy education tailored to their needs.

## Duties and Responsibilities

### Raising the Quality of Teaching and Learning

- Lead by example, delivering high-quality lessons that demonstrate outstanding practice in differentiation, inclusive teaching strategies, and adaptive learning approaches.
- Develop and share high-quality teaching resources that support the effective teaching of English and literacy across different ability levels.
- Design and deliver tailored training for teaching and support staff, equipping them with the skills and strategies to meet the diverse learning needs of pupils.
- Support teachers with professional development and performance management by conducting lesson observations, providing constructive feedback, and implementing targeted support strategies.
- Provide mentoring and coaching to staff, particularly those new to SEND teaching, ensuring they develop the necessary expertise to deliver high-quality literacy provision.
- Use a range of assessment tools and pupil progress data to identify individuals or groups needing additional teaching support and implement evidence-based interventions.
- Develop and oversee a whole-school literacy strategy that supports differentiation, communication, inclusion, and positive behaviour management.
- Lead on transition planning for English and literacy, ensuring a smooth progression of learning between key stages and pathways.

### Subject Knowledge and Curriculum Development

- Ensure the English curriculum is accessible, engaging, and appropriately differentiated to meet the needs of all pupils, including those with complex SEND and communication difficulties.
- Stay informed about national and local curriculum developments, adapting the school's English provision to reflect best practice in SEND literacy teaching.
- Oversee the sequencing of the curriculum to ensure logical progression in skills, knowledge, and understanding across the school.
- Develop cross-curricular links that enhance literacy development within all subjects and support functional literacy skills in real-life contexts.
- Promote high standards of speaking, listening, writing, and reading across the school, ensuring all pupils have opportunities to develop their communication skills.
- Lead on the implementation of phonics and alternative literacy strategies tailored to the learning needs of pupils with diverse communication profiles.
- Work collaboratively with speech and language therapists, occupational therapists, and external agencies to enhance literacy provision for pupils with complex needs.

## Monitoring, Assessment, and Pupil Progress

- Develop and implement systems for monitoring and evaluating the impact of English teaching, including work scrutiny, lesson observations, and pupil progress tracking.
- Use data effectively to identify trends, set ambitious yet achievable targets, and plan strategic interventions to improve pupil outcomes.
- Ensure that assessment practices within the English curriculum are robust, meaningful, and aligned with the needs of SEND pupils.
- Moderate internal assessment processes to ensure consistency and accuracy in evaluating pupil progress.
- Work closely with teachers to identify pupils who require additional literacy support, ensuring interventions are evidence-based and effectively monitored.
- Provide regular reports to senior leadership and governors on pupil attainment and progress in English, using data insights to inform strategic planning.

## Professional Development and Leadership

- Lead research into best practice in literacy teaching for pupils with SEND and share findings with staff.
- Promote a culture of professional learning by identifying and facilitating high-quality CPD opportunities in English teaching and literacy development.
- Support staff in implementing literacy strategies that promote engagement, independence, and confidence in reading and writing.
- Take an active role in school-wide CPD, leading training sessions and coaching programmes focused on improving literacy outcomes.
- Engage in ongoing personal professional development to maintain a high level of expertise in SEND English education.
- Participate in the appraisal process for staff within the English department, supporting their professional growth and ensuring accountability for high standards.
- Contribute to whole-school initiatives, including literacy-themed events, parent workshops, and outreach programmes to support home-school learning.

## General Responsibilities

- Uphold the school's values and ethos, promoting a culture of respect, inclusion, and high expectations for all pupils.
- Ensure that safeguarding and child protection policies are adhered to at all times, working in partnership with designated safeguarding leads.
- Work collaboratively with the wider leadership team to contribute to the school's overall strategic direction and development.
- Maintain strong communication with parents, carers, and external partners to ensure a holistic approach to pupil development in English and literacy.
- Be flexible and adaptable, responding proactively to the changing needs of the school and its pupils.

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## Reporting to:

1. Headteacher
2. Deputy Headteachers
3. Assistant Headteachers

### Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in a special school</li> <li>• Experience planning and delivering interventions for pupils</li> <li>• Experience of supporting colleagues to develop</li> <li>• Experience delivering training</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum</li> <li>• Knowledge of effective teaching and learning strategies</li> <li>• Knowledge of the barriers to learning that pupils may face</li> <li>• Tailoring plans and interventions to individual pupils</li> <li>• An excellent understanding of how children learn</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils</li> <li>• Ability to establish curriculum development, assessment and co-ordination</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Knowledge of effective behaviour management strategies</li> <li>• Able to use systems and to conduct analysis and produce reports</li> <li>• Good ICT skills, particularly using ICT to support learning</li> </ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>• High expectations for children's attainment and progress</li><li>• Ability to work under pressure and prioritise effectively</li><li>• Commitment to maintaining confidentiality at all times</li><li>• Commitment to safeguarding and equality</li></ul>
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