

## WEST BOROUGH PRIMARY SCHOOL – JOB DESCRIPTION



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| <b>Post title:</b>                 | KS2 English Leader/Teacher   |
| <b>Salary:</b>                     | Main/Upper Pay Range +TLR3   |
| <b>Line Manager:</b>               | Headteacher  |
| <b>Appraiser:</b>                  | Deputy Headteacher   |
| <b>Supervisory Responsibility:</b> | The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |

### **Core Purpose:**

The subject lead will take shared responsibility with the EYFS/KSI English Lead for providing leadership and management for English to secure:

- A progressive and inspirational curriculum that meets the needs of West Borough Primary School pupils
- A passion for English and support staff to develop their practice
- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

### **Duties and Responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### **Strategic direction**

- Develop and implement policies for English in line with the school's commitment to high-quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school improvement plan and produce an action plan for the subject
- Identify where support is needed and share good practice to support staff in delivering a progressive and inspirational curriculum that meets the needs of all pupils
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
- Work with the special educational needs co-ordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with the Early Years Foundation Stage (EYFS) leader to understand how the subject is developed at the EYFS and to support the EYFS
- Liaise with other professionals within subject groups on subject-related events, projects and activities

- Ensure that they are up to date with current research and practice and implement this where appropriate
- Ensure the school environment reflects the school's commitment to the subject areas and is of a high quality

### **Leading the curriculum**

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area

### **Leading and managing staff**

- Hold professional learning meetings and workshops on the subject to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises as and when required
- Provide feedback to SLT and other stakeholders re subject developments and impact of introduced initiatives on the school community

### **Efficient and effective deployment of resources**

- Provide support with textbooks and library books in the subject area
- Work with the Curriculum Lead to ensure that links between the subject topics and wider topics are meaningful and have an impact on outcomes for pupils
- Create a safe, welcoming environment and take care of the classroom accommodation
- Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home

### **Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach to a good/outstanding level
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate

- Be accountable for the attainment, progress and outcomes of pupils' you teach, ensuring all pupils make at least good progress
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

### **Personal Development, Behaviour and Welfare**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- Comply with health and safety policies and undertaking risk assessments where appropriate

### **Other**

- Have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher