Head of English - Job Description

Salary / grade range	L10 - L14
Location	Co-op Academy Stoke-on-Trent
Accountable to:	Members of the Senior Leadership Team

Purpose of role:

1. Ensure that the English faculty delivers an outstanding quality of education for all students.
2. Ensure the English department achieves outstanding academic outcomes in internal and external assessments for all students.
3. Ensure that all members of the English faculty are supported with a relevant, well-designed, and effective subject-specific programme of CPD.
4. Ensure that the Academy has a clear and accurate picture of the English faculty's strengths and areas for development by implementing the Academy's quality assurance processes.
5. Ensure that subject areas are aligned to, and compliant with, whole-Academy processes, procedures and initiatives.
6. Take a full and active role as a member of the Academy's Extended Leadership Team and lead on an area of the Academy Improvement Plan.

Key accountabilities (and specific duties / responsibilities):

1. Ensure that the English faculty delivers an outstanding quality of education for all students.
   - Teach exceptionally effective lessons that ensure, overtime, students know, remember and can do more.
   - Construct an English curriculum that is ambitious, rigorous and compliant with the National Curriculum.
   - Make sure the curriculum is carefully and coherently sequenced so that students develop expertise in English and their wider cultural capital.
   - Implement appropriate adaptations so that all groups of students know, remember and can do more, over time and achieve the same endpoints.
   - Develop subject-specific approaches to teaching that ensure subject matter is presented clearly and logically; assessment is used systematically to identify misconceptions; and direct feedback helps students to make progress.
   - Ensure assessment in English is used to help teachers check students' understanding so that students develop fluency in English.
   - Be responsible for the environment in the English faculty ensuring it is calm, purposeful and supports learning.
   - Strategically deploy the relevant TLR holders in the faculty to ensure the curriculum is highly effective.
2. Ensure the English department achieves outstanding academic outcomes in internal and external assessments for all students.

- Implement strategies that ensure that there is continual improvement in GCSE outcomes for all groups of students, and that outcomes – both progress and achievement - exceed performance nationally.
- Ensure that disadvantaged students achieve at least as well as their non-disadvantaged peers.
- Make sure that students are appropriately prepared – through the delivery of a well sequenced and rigorous curriculum – to perform successfully in all summative assessments.
- Strategically deploy the Intervention Leader to ensure that under-performance in all years is identified decisively and robustly addressed leading to rapid improvement.

3. Ensure that all members of the English faculty are supported with a relevant, well-designed, and effective subject-specific programme of CPD.
- Ensure that all English teachers have excellent subject knowledge and can deliver subject content with confidence and clarity.
- Provide bespoke support to ECTs and new teachers to ensure that they have the pre-requisite knowledge to deliver the subject with confidence and clarity.
- Lead Teacher Collaboration Time ensuring that members of the English team, ensuring there is absolute clarity about how the curriculum will be implemented effectively and consistently.
- Where teachers are underperforming, implement robust and decisive actions to ensure that lead to rapid and sustained improvements.

4. Ensure that the Academy has a clear and accurate picture of the English faculty's strengths and areas for development by implementing the Academy's quality assurance processes.
- Embrace the Academy's developmental approach to quality assurance.
- Adopt and undertake all quality assurance activities as prescribed in the Academy's policy.
- Ensure accurate recording of information discerned from quality assurance.
- Make sure that quality assurance is part of a developmental cycle leading to a culture of continuous improvement for the department and individual staff.

5. Ensure that subject areas are aligned to, and compliant with, whole-Academy processes, procedures and initiatives.
- Ensure complete alignment of the English faculty with all whole-Academy policies, processes and procedures, including, but not limited to: pedagogy and curriculum; reading; behaviour and rewards; extra-curricular; performance management.

6. Take a full and active role as a member of the Academy's Extended Leadership Team and lead on an area of the Academy Improvement Plan.
- Attend all meetings of the Extended Leadership Team.
- As a single subject leader, attend the Subject Leaders' Forum.
- Liaising with the Headteacher, identify and deliver an element of the Academy Improvement Plan each year.
- Provide reports, verbal or written, to all stakeholders on progress – either in English or on wider Academy development priority – to stakeholders including, but not limited to: Chief Education Officer, Governors, SLT, Trust Directors.
- Undertake duties commensurate with a position on the Extended Leadership Team and consistent with the provisions of the STPCD.
- Play a full and active part in the wider life of the Academy.

Person Description

Personal attributes required (based on job description):		
Attributes	**All attributes are essential, unless indicated below as 'desirable'**	**How measured, e.g., application form (A), interview (I)**
Qualifications • 2:1 or higher degree in English. • Postgraduate teaching qualification • NPQML or NQPSL		A A A
Experience • Successful and demonstrable experience as a TLR holder either in English or in another role, which demonstrates impact. • Knowledge and understanding of current developments in curriculum and pedagogy. • Experience of wider-school development initiatives.	 D	AI AI AI
Skills, Ability, Knowledge • A comprehensive understanding of what effective subject leadership looks like. • An effective understanding of how to raise standards of achievement. • Effective knowledge of how to constructively challenge, mentor and/or coach teachers to improve. • Comprehensive understanding of Keeping Children Safe in Education.		AI AI AI AI
Personal Qualities • Unswerving commitment to raising educational standards. • Committed to the Co-op Values and Ways of Being. • Nuanced and effective communicator. • Delivery and solution focused approach in all areas. • Can deliver on strategic aims and objectives.		AI AI AI AI AI

The job description best characterises the role at the time of its formulation. It is subject to review to align with the needs and requirements of the Academy, in agreement with the post-holder, and by final agreement with the Headteacher.

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.