



## Teacher of English

Salary / grade range	MPR/UPR (£30,000 - £46,525 FTE) + AMAZING benefits!
Location	Co-op Academy Priesthorpe, Priesthorpe Lane, LS28 5SG
Contract	0.6 FTE (Full time will be considered), fixed term maternity cover
Reports to	Subject Leader for English

### Purpose of role:

- To support the Subject Leader in the development and implementation of an ambitious and exciting knowledge-rich English curriculum, filled with opportunities for students to experience new things, learn, grow, reflect and question the world around them.
- To support students to make great progress through the skilful use of assessment, using clear assessment end endpoints.
- To deliver a learning experience which supports all students, including students with SEND and disadvantage, to achieve great outcomes
- To adopt and promote the Academy's values and Ways of Being, providing opportunities for personal and academic growth and success.
- A commitment to the academy's restorative and relational practice.
- Promote the purpose and power of Student Coaching.
- Effectively contribute to the academy and department improvement plans and improve the outcomes for students across the academy.
- To be an active and supportive member of the English Team.

Fulfil the responsibilities of class teacher, as set out in the Teachers' Standards, the post holder will also undertake the following duties and responsibilities:

### Key Responsibilities – all teachers

- To plan and deliver great lessons, to all students that;
  - Explore core and gateway concepts, using methods of delivery that are rooted in the science behind the acquisition of knowledge, including first class guided, deliberate and independent practice.
  - Skilfully check for understanding through effective questioning, including 'Pitstops', designed to anticipate errors and tackle misconceptions head on.
  - Reinforce knowledge that deepens understanding and promotes the transition from novice to expert learners, with fluent comprehension and application of specialist vocabulary.
- To use Student Passports to inform bespoke learning experiences for our students with SEND and Disadvantage, leading to accelerated progress made.



- To deliver feedback strategies that ensure;
  - Consistency in the quality of work amongst all key groups within the academy (in particular, disadvantaged, most disadvantaged and SEND)
  - Effective feedback as a tool for 'upgrading' student work and addressing misconceptions.
- To ensure that literacy, numeracy, cross-curricular and future career themes are reflected in the learning experience of students.
- To expect and encourage strong student engagement through consistent implementation of Academy policies relevant to teaching and learning, behaviour for learning, home-learning and assessment, with strong relationships at the core.
- To expect and encourage strong student engagement by recording and reporting on the attendance, progress, development and attainment of students.
- To positively contribute to the Department Develop Plan.
- To participate in learning evaluation strategies in accordance with the Academy policy and frameworks.
- To contribute to collaborative planning activities, seeking out and recommending improvements to processes within the team.
- To provide, or contribute to, verbal and written assessments, reports and references relating to individual students and groups of students.
- To uphold Teachers Standards in all areas of work and be an active and supportive member of the faculty.
- To lead a Student Coaching group, supporting and nurturing their personal and academic development.

## Data and Assessment

- Analyse and interpret Academy data to inform planning and personalised support..
- Ensure appropriate planning documents are in place and that they support strong progress for all students..
- Support internal frameworks that monitor the quality of achievement through Data Sweeps and assessment moderation.
- Provide all relevant bodies with robust information relating to student performance and development.
- Assess, record and report on the impact of intervention and mentoring strategies.

## Curriculum Development

- To assist in the development of an ambitious and exciting knowledge-rich curriculum filled with opportunities for students to experience new things, learn, grow, reflect and question the world around them.
- Support structures that ensure teaching and learning are innovative and of a high quality throughout the Academy.
- Support the implementation of high quality reading for learning strategies across the curriculum so that reading is prioritised to create a culture where pupils read widely, often, with fluency and understanding.
- Contribute to the development of a programme of enrichment extending the academy



experience beyond the limits of the formal academy day.

## Developing self and working with others

- To encompass what it means to be a reflective practitioner, including engaging in opportunities to further develop the 'craft' of teaching.
- Engage with the Academy's CPD programme including the application of theory to daily practice.
- Engage in the Academy's Personal and Professional Development Cycle.
- Contribute to subject specific CPD opportunities during time with teams.
- Develop positive working relationships with all staff.
- Support the academy's ITT, SCITT and ECT programmes of staff development, as appropriate.
- Support colleagues to be successful in their own role through mentoring, coaching and line management, as appropriate.
- Be a visible, proactive presence around the Academy, promoting positive student engagement.
- Reinforce and model the Academies and the Co-op Academies Trust's core co-operative values and behaviours.

## Strengthening the community

- Liaise with colleagues in other academies, higher education institutions, industrial links, governors and other relevant external bodies.
- Work with other agencies to ensure learning experiences and opportunities for students are integrated into the wider community.
- Build the reputation of the Academy within the local and wider community.
- Create and maintain partnerships with parents and carers to support and improve students' achievement and personal development.

## Managing and promoting the organisation

- Ensure effective communication/consultation, as appropriate, with the parents of students and other relevant stakeholders.
- Actively promote the development of effective links with external agencies.
- Act with integrity and a high level of professionalism in all situations.
- Be able to present the Academy's performance and other academy initiatives to a range of audiences; parents, governors, the Co-op Academies Trust and other external agencies.

## Child Protection and Safeguarding

- Ensure that the child protection policies and procedures adopted by the Governing Body and Co-op Academies Trust are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their Child Protection related responsibilities effectively.

## Our Policies

All staff will fully support and champion, Safeguarding, Child Protection, Equality and Diversity and



the Prevent agenda at all times, as appropriate.

## NOTES

All teaching staff will have generic responsibilities which support the development and learning of students. This job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying each of them out. Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. In consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

## 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)
Education and Qualifications <ul style="list-style-type: none"> <li>● Educated to degree level in a relevant subject</li> <li>● Qualified Teacher Status</li> <li>● Evidence of further study</li> </ul>	Desirable  Desirable	A  A A
Experience <ul style="list-style-type: none"> <li>● Evidence of a successful teaching practice with more than one year group</li> <li>● Experience of promoting positive behaviour conducive to learning and which is focused on raising standards</li> <li>● Successful experience of teaching at KS3, 4, 5.</li> <li>● Successful teaching, delivering consistently highly effective classroom experiences for students</li> </ul>	Desirable	A, I  A, I  A, I  A, I
Skills, Ability, Knowledge		



<ul style="list-style-type: none"> <li>● A clear and good understanding of current educational issues, theory and practice, with particular regard to the National Curriculum</li> <li>● An understanding of how to use assessment to inform planning for good teaching and learning</li> <li>● The ability to use ICT effectively to engage pupils</li> <li>● Demonstrate consistent and effective planning of lessons to meet pupils' differing learning needs</li> <li>● To be able to represent the academy on or off site and have an understanding of the importance of the academy within the community</li> <li>● To be able to use initiative, and have well developed incisive analytical and problem solving skills</li> <li>● To be able to monitor and evaluate procedures effectively</li> <li>● Communicate effectively with students, parents and other colleagues at all levels orally and in writing</li> <li>● Work under pressure</li> <li>● Organise and develop effective systems</li> <li>● Relate to young people</li> <li>● Work to high levels of accuracy</li> <li>● Prioritise and plan to ensure completion of tasks</li> </ul>		<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> <li>● Be innovative and creative in developing solutions</li> <li>● A record of reliability and integrity</li> <li>● Demonstrates fairness, honesty and integrity in his/her existing practice and conduct as a professional</li> <li>● Humour, optimism and ambition</li> <li>● Willingness to participate in further</li> </ul>		<p>A, I</p> <p>A, I</p> <p>A, I</p>



<p>training and CPD</p> <ul style="list-style-type: none"><li>• Self-motivated</li><li>• Be hard working and emotionally resilient, able to work under pressure, able to prioritise and be flexible working to deadlines</li><li>• To be able to understand and be committed to equal opportunities for all</li></ul>		A, I  A, I  A, I
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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 with appropriate childrens and/or adults barred list check if necessary. A person who is included in the childrens or adults barred list commits an offence if they engage in regulated activity from which they are barred.

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.