

Academies Enterprise Trust**Job Description****Job Title:** Deputy Director of English**Location:** Sir Herbert Leon Academy**Reports to:** Director of English / SLT Lead**Purpose of the Role:**

To provide support with the professional leadership and management for English to secure:

- improvement in progress and attainment for all students;
- high quality teaching and learning;
- effective leadership and management;
- effective use of resources and a safe and healthy environment for students and staff.
- provide professional leadership and management for students and staff within the Faculty and actively work to move the academy forward as swiftly as possible in a sustainable way
- be accountable for the raising and maintenance of standards within the Faculty
- support, develop and lead their Subject Leaders and their teams, thereby making a measurable contribution to whole school targets
- be a role model for learning and teaching within the faculty so that others are able to develop their professional practice

Responsibilities:

- Work under the guidance and strategic direction of the Director of Learning for English;
- To be responsible for the quality control of all data collected and analysed relating to students' progress in the subject, linking these to the Academy assessment and reporting calendar and systems;
- To track vulnerable groups and recommend appropriate intervention strategies in relation to Pupil Premium funding;
- Ensure that students show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment in English;
- Ensure students understand the key concepts in the subject at a level appropriate to their age and stage of development;
- Ensure the effective development of individual and collaborative study skills which are necessary for them to become increasingly independent learners in and out of the Academy and which allow the transfer of skills between subjects;
- To regularly inform the Director of Learning for English of the progress of students and ensure that reporting to parents/carers is undertaken on time and in line with Academy policies and procedures;
- Ensuring adherence to the Academy's Homework Policy by department teaching staff.
- Ensure continuity and progression in English by choosing the appropriate sequence of teaching and learning methods and setting clear learning objectives through agreed schemes of work, developed in line with the

- English Improvement Plan, supporting colleagues where relevant;
- To be responsible for providing interesting, stimulating and challenging lessons which relate to the scheme of work as expressed in detail in the English Subject Handbook;
 - Keep abreast of curriculum changes and developments and ensure that these have an appropriate impact on teaching and learning. Regularly review and develop the specifications, schemes of work and teaching methodologies of the department in line with current subject developments in consultation with the Director of Learning for English;
 - Establish clear targets for achievement in English and evaluate progress through the use of appropriate assessments and records and regular analysis of this data;
 - Evaluate the quality of teaching and learning by the monitoring of planning and through the analysis of students' work; identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching to ensure that it is consistently good or outstanding;
 - To ensure teaching staff are adhering to the Academy Marking and Feedback policy.
 - Ensure the delivery of English conforms to the Academy Health and Safety Policy;
 - Use your own class as an example of high quality teaching and learning in the subject;
 - Ensure the sharing of good practice throughout the subject by planning to support and lead CPD for other colleagues;
 - To encourage the use of display in all English rooms and adjoining areas by using student work celebrating achievement and progress, and maintaining a sense of order and tidiness in a climate of promoting success;
 - To support the continuing professional development of any staff who work in English.
- Ensure that English teachers are aware of the implications of the Academy Teaching and Learning Policy – particularly the impact that the 'aims and objectives', 'culture and values' and 'teaching and learning' sections as well as the Equal Opportunities Policy should have on developing teaching and learning in the Academy;
 - Be aware of and implement all relevant Academy policies relevant to English;
 - Develop and implement policies and practices which reflect the Academy's commitment to high achievement through effective teaching and learning;
 - Have an enthusiasm for English which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives;
 - Use relevant Academy, AET and national data to inform targets for development and further improvement for individuals and groups of students, particularly those from the identified disadvantaged group;
 - Develop plans with the Director of Learning for English which identify clear targets, timescales and success criteria for the development and / or maintenance of the subject in line with the English Improvement Plan;
 - Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and impact;
 - Play a leading role in the Professional Development of staff in English and be accountable for the dissemination of training to members of the department;
 - Support with the monitoring / organisation of subject staff to be observed twice a year in line with the Academy's Appraisal process;
 - To take the lead, when appropriate, in the development of extra-curricular activities within and beyond the department;

Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Pay and Conditions.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.
6. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

Academies Enterprise Trust and all of our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check.

Equality, Equity, Diversity and Inclusion

At AET, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation. Join our family and help us inspire every child to choose a remarkable life.

Person Specification

Job Title: Deputy Director of English

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> • Qualified teacher status • Undergraduate degree • Specialism in English or related subject 	<ul style="list-style-type: none"> • Evidence of further study •
Knowledge/ Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> • Successful leadership of a team of people • Strategic leadership of an area • Monitoring, evaluating and reviewing the performance of a dept • Ability to create and implement a vision • Ability to manage change and innovation and to inspire and empower others to carry this on • Ability to think creatively in order to solve problems • Commitment to the safeguarding of all pupils • Commitment to the promotion of equal opportunities and a belief that every child matters • Outstanding classroom practitioner • Understanding of how pupils learn and how to motivate them to learn 	<ul style="list-style-type: none"> • Successful implementation and leadership of a whole school initiative • Evidence of leading a team to have good or better exam results • Have a good knowledge of national current and intended curriculum developments • Successful experience of teaching English to at least GCSE level



		<ul style="list-style-type: none"> • Evidence of good or better exam results • Have a good knowledge of current and intended curriculum developments within the specific subject areas • Have an understanding of the role assessment plays in planning and delivering successful lessons • Successful experience of teaching English across key stages. 	
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a
	Forward and strategic planning	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a
	Budget (size and responsibilities)	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a
	Abilities	<ul style="list-style-type: none"> • Understanding of how to use pupil data for target-setting, how to act upon this to raise achievement (interventions for example) • Understanding of how to plan and implement this to provide a structure for raising achievement • An ability to work with a variety of stakeholders to address the improving schools agenda • An understanding of what quality provision means and how to implement this • Ability to manage a budget and resources efficiently and effectively • Experience of monitoring the quality of learning and teaching in an area and addressing the outcomes of the monitoring 	<ul style="list-style-type: none"> • Experience in working with a range of stakeholders and providers • Experience of planning, monitoring and evaluating to raise standards



Personal Characteristics	Behaviours	<ul style="list-style-type: none">• A passion for education and making a difference• Excellent communicator• Effective team leader/member• Drive and determination• Ambition• Energy, enthusiasm, sense of humour• The ability to forge effective relationships that aid the progression of the department• The ability to dominate your area of responsibility and ensure outstanding practice is disseminated through the academy as a consequence	
	Values	<ul style="list-style-type: none">• Ability to demonstrate, understand and apply our values<ul style="list-style-type: none">○ Be unusually brave○ Discover what's possible○ Push the limits○ Be big hearted	
Special Requirements		<ul style="list-style-type: none">• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check• Right to work in the UK• Evidence of a commitment to promoting the welfare and safeguarding of children and young people• Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a	



		positive attitude towards legislative developments and the provision of equitable services	
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