



## SUBJECT INFORMATION PACK

## ENGLISH TEACHER: LITERACY LEADER

(TLR2B)

### Our Literacy Leader Role

This is a new role that we are genuinely excited about introducing as it will have a significant impact on the learning of all students across the College: we are looking for a leader who will absolutely relish the opportunity of devising and implementing our whole school literacy approach.

Our vision is that literacy is the responsibility of all and the post holder will facilitate the acquisition of subject based literacy, rather than having a generic whole school literacy approach. The emphasis on this 'disciplinary literacy' will make it clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school. Our literacy leader will lead on making each teacher a literacy specialist in their subject!

To facilitate this whole school role, the successful candidate will be on a reduced timetable of approximately 38 out of 50 teaching periods a fortnight. This will provide the flexibility to support colleagues in other subjects and provide time to undertake relevant research and develop training materials for staff.

### Our English Team

We envisage that our Literacy Leader will be an English specialist and will join our English Team. Here they will find colleagues who are passionate, committed and driven by a desire to deliver a top class education for our students: a team who share and support one another, thriving in a culture of teamwork and collaboration.

The department is a very busy and forward thinking place to be: somewhere with plenty of pace, opportunity to develop and to contribute to improving teaching and learning. If an activity is original and engaging for the students and helps them to learn, you will find it happening in **all** English lessons.

### Our English Facilities

The department is well-resourced: we are housed in our own learning centre, that has recently been refurbished: it is clean, bright and vibrant.

All rooms have whiteboards, and projectors and all staff have their own laptop. All rooms have a visualizer as we strive to support our students to make outstanding progress with the support of modelling and the high profile recognition of success.

We have our own staffroom (a welcome cup of tea is on-hand!) and staff workroom.

### Our Curriculum

We have implemented an exciting curriculum and a culture of praise in the department in order to promote high engagement.

English is currently taught in mixed ability groups in Years 7 and 8. Students in Years 7 and 8 follow the Accelerated Reader programme. This has resulted in some amazing improvements in reading ages and we are excited about this being even more successful in the future. Some of our KS3 texts include *A Monster Calls*, *Animal Farm*, *The Jungle Book*, and *Twelfth Night*.

Year 9 provides a foundation year to prepare for GCSEs and this is largely delivered in mixed ability groups.

At GCSE, the department offers AQA English Language and English Literature.

At A Level the department currently offers AQA English Literature.

There are very well-resourced modules of work and assessments, which form the basis of all teaching at Key Stages 3 and 4. These, along with embedded AfL techniques deployed throughout the curriculum, have seen a real consistency in delivery and high expectations across the department.

## Job Description—English Teacher: Literacy Leader (TLR2B)

Role:	English Teacher: Literacy Leader
Line Manager:	Head of English (known as Progress Leader)
Direct Reports:	None
Scale:	TMS plus TLR2b

### General Responsibilities

- To lead the whole school literacy support strategy;
- As a teacher, to teach English and to carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document;
- To be a form tutor and to carry out the specific responsibilities of the role.

### Specific Responsibilities

#### **Leadership**

##### **Literacy:**

- To provide vision and leadership for literacy across the school, promoting the concept of subject specific literacy techniques;
- To identify the latest evidence based research for the acquisition of literacy skills across the curriculum and deliver appropriate support and training to staff accordingly;
- To liaise with the SENCO and each individual subject area and support with the implementation of strategies to:
  - Provide targeted vocabulary instruction in each subject
  - Develop students' ability to read complex academic texts
  - Break down complex writing tasks
  - Provide opportunities for structured talk
- To line manage the Learning Resource Centre (LRC) Manager and devise and implement a vision for the future of the LRC, defining its role in supporting literacy across the curriculum;
- To lead in whole College reading strategies, evaluating their impact and implementing improvements to ensure that their impact is effective;
- To lead any cross-curricular literacy strategies that are implemented, monitoring and evaluating their impact;
- To be responsible for the effective management of the budget and allocation of resources for literacy.
- Deputising for the Progress Leader in their absence.

## Job Description continued

### Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Understanding and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole college improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the College's meeting cycle.

### Form Tutor

- To lead a tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the Achievement Leader;
- To encourage tutees to comply with the College's values statement;
- To encourage the student voice and develop a Form and year group ethos that is in harmony with College values;
- To monitor student progress, following the College's tracking processes, mentoring tutees and intervening when progress is not as expected;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

### Other

- To undertake any other reasonable duties as directed by the Principal.

## Person Specification—English Teacher: Literacy Leader (TLR2B)

SELECTION CRITERIA (no priority order)			
Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status / Degree relevant to the subject	X		Application form/Verified at interview
Evidence of further study in preparation for leadership		X	Application form
High standard of literacy	X		Application form/Interview
Commitment to Safeguarding	Essential	Desirable	Method of Assessment
Motivation to work with children and young people	X		Application form/Interview
Commitment to, and belief in, the equal value of all students	X		Application form/Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Application form/Interview/Reference
Ability to raise the self-esteem and expectations of children and young people	X		Application form/Interview
Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline	X		Application form/Interview
Teaching and Learning Experience	Essential	Desirable	Method of Assessment
Proven track record of outstanding outcomes	X		Application form/Interview
Proven track record of strong and effective behaviour management strategies	X		Application form/Interview
Experience of teaching English at KS3 and 4	X		Application form/Interview
Experience of teaching English literature at KS5		X	Application form/Interview
Knowledge of and a genuine interest in current research based evidence in the promotion of literacy skills	X		Application form/Interview
Knowledge of, or a willingness to learn, effective strategies to support students who have English as an Additional Language (EAL)	X		Application form/Interview
Excellent ability to use ICT in varied and innovative ways	X		Interview
Leadership and Interpersonal Skills	Essential	Desirable	Method of Assessment
Prior experience of leadership		X	Application form/Interview
Proven experience of leading a successful departmental or whole school improvement project with measurable impact		X	Application form/Interview
Ability to communicate effectively and relate well to all stakeholders	X		Application form/Interview
Ability to motivate and inspire others to work collaboratively as part of a team	X		Application form/Interview
Creativity, energy and enthusiasm, with an added good sense of humour!	X		Application form/Interview
Evidence of resilience and working effectively under pressure	X		Application form/Interview
Effective time management and organisational skills	X		Application form/Interview
Additional Qualities	Essential	Desirable	Method of Assessment
Aspirations of future leadership of a department / team	X		Application form/Interview
Willingness to contribute to extra-curricular activities	X		Application form/Interview