

Deputy Director of English Faculty

Responsible to: Head of School
Pay Range: Main pay scale and TLR (to be negotiated dependent on experience)

Job Description

This job description may be amended at any time following consultation between the Head of School, it will be reviewed annually.

Aims and purpose

To support the Director of Faculty in leading and monitoring the English Faculty across the Academy, ensuring that all lessons focus on the highest standards of academic, personal, and social development for all students by:

- Consistently delivering the highest standard of teaching in your own lessons to maximise students' progress, and acting as an ambassador for Teaching and Learning at all times.
- Ensuring that the teaching within your area of responsibility is of the highest standard and supports students in making maximum progress, with relevant interventions in place for both students and teachers to enhance student progress.
- Being relentless in ensuring that all deadlines are met by all members of the team, including yourself.
- Maintaining consistently high expectations of all students' attitudes toward learning within English.
- Within your area of responsibility supporting students' attainment, progress, and outcomes, especially for disadvantaged and SEND students.
- Ensuring that assessments within your area of responsibility are written, conducted, and moderated in a manner that ensures the accuracy and robustness of assessment data.
- Leading the development and review of areas of the English curriculum to maximise the progress of all learners, ensuring that the curriculum meets the needs of all students.
- Within your area of responsibility, constantly monitoring teaching and learning through both planning and delivery, analysing students' assessment data to identify strengths and areas for development, and ensuring that appropriate and effective interventions are in place to support rapid improvement where required. This will be reported termly following the release of the dashboards.
- Ensuring that all homework, marking, and feedback are set in line with Academy policies and that staff are monitored effectively to maximise progress. Using this information, take appropriate measures to address any issues that may arise.

Promote Personal Development, Behaviour, and Welfare by:

- Actively promoting all aspects of students' welfare and upholding the GLC values.
- Ensuring students are and feel safe at all times, and understand how to keep themselves and others safe in different settings.
- Developing a trusting, reliable, and strong professional relationship with the students to ensure rapid and appropriate actions are taken to resolve any concerns they may have within English.
- Establishing a safe and stimulating environment across the English Faculty for all students.
- Consistently modelling the positive attitudes, values, and behaviours expected of students at all times, and ensuring all staff within English do the same.
- Developing and leading training sessions for staff focused on positive behaviour management strategies and ensuring students meet their full potential.

- Ensuring students have an age-appropriate understanding of how to stay healthy, what a healthy relationship is, and are confident in staying safe from abuse, exploitation, and radicalisation.
- Establishing a culture that promotes excellence, equality, and high expectations of all students within an environment where mutual respect, tolerance, and fun are commonplace.
- Ensuring that the English Faculty plays a key role in displaying the successes of our students, and taking every opportunity to promote and celebrate students who make positive choices.

Leading and Managing by:

- Being acutely aware of your responsibility as a leader and the positive impact your work can have on shaping the lives of our students.
- Supporting the Academy ethos, enabling everyone to work collaboratively, share knowledge, celebrate successes, and accept responsibility for outcomes.
- Supporting the organisation and management of English staff, maximising time within the curriculum through effective Schemes of Work, planning, and delivery. Challenging underperformance at all levels and ensuring corrective actions and follow-up are in place when necessary.
- Ensuring full implementation of the Behaviour for Learning Policy and adhering to GLC policies across the Academy.
- Having a deep and accurate understanding of the English Faculty's lesson effectiveness, informed by students, parents/carers, and staff, and using this information to ensure continuous improvement in all classes.
- Effectively prioritising your workload and supporting others in doing the same.

Teacher-Specific Responsibilities:

Specific Duties:

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; maintain strong subject knowledge; keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships, and work with parents/carers in the best interests of their students.

PART ONE: TEACHING

A teacher must:

- **Set high expectations which inspire, motivate, and challenge students:**
 - Establish a safe and stimulating environment for students, rooted in mutual respect.
 - Set goals that stretch and challenge students of all backgrounds, abilities, and dispositions.
 - Demonstrate consistently the positive attitudes, values, and behaviours expected of all students.
- **Promote good progress and outcomes by students:**
 - Be accountable for students' attainment, progress, and outcomes.
 - Analyse students' data and exam performance to inform planning and intervention.
 - Plan teaching to build on students' capabilities and prior knowledge.
 - Guide students to reflect on their progress and emerging needs.

- Demonstrate knowledge and understanding of how students learn and how this impacts teaching.
- Encourage students to take responsibility and a conscientious attitude toward their work and study.
- **Demonstrate good subject and curriculum knowledge:**
 - Have a secure knowledge of relevant subjects and curriculum areas, foster students' interest, and address misunderstandings.
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, promoting the value of scholarship.
 - Take responsibility for promoting high standards of literacy, articulation, and correct use of Standard English, regardless of the teacher's specialist subject.
 - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
 - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- **Plan and teach well-structured lessons:**
 - Impart knowledge and develop understanding through effective use of lesson time.
 - Promote a love of learning and children's intellectual curiosity.
 - Set homework according to the Academy's timetable and plan out-of-class activities to consolidate and extend students' knowledge and understanding.
 - Reflect systematically on lesson effectiveness and teaching approaches.
 - Contribute to designing and providing an engaging curriculum within relevant subject areas.
- **Adapt teaching to respond to the strengths and needs of all students:**
 - Know when and how to differentiate appropriately, using approaches that enable effective teaching.
 - Understand factors that may inhibit students' learning and how to overcome them.
 - Be aware of children's physical, social, and intellectual development, and know how to adapt teaching accordingly.
 - Have a clear understanding of the needs of all students, including those with Special Educational Needs, high-ability students, those with English as an additional language, and those with disabilities. Use distinctive teaching approaches to engage and support them.
- **Make accurate and productive use of assessment:**
 - Know how to assess the relevant subject and curriculum areas, including statutory requirements.
 - Use formative and summative assessments to secure students' progress.
 - Use relevant data to monitor progress, set targets, and plan lessons.
 - Provide regular feedback, both orally and through accurate marking, and encourage students to respond to feedback.
 - Follow the Academy's Assessment Reporting Policies.
- **Manage behaviour effectively to ensure a good and safe learning environment:**
 - Establish clear rules and routines in the classroom and promote good and courteous behaviour across the Academy, in line with the Behaviour for Learning Policy.
 - Maintain high expectations of behaviour, using praise, sanctions, and rewards consistently and fairly.
 - Manage classes effectively, using approaches appropriate to students' needs to involve and motivate them.
 - Maintain good relationships with students, exercise authority, and act decisively when necessary.
- **Fulfil wider professional responsibilities:**
 - Make a positive contribution to the wider life and ethos of the Academy, including extra-curricular activities.

- Develop professional relationships with colleagues, seeking advice and specialist support as needed.
- Deploy support staff effectively.
- Take responsibility for improving teaching through professional development and responding to feedback from colleagues.
- Communicate effectively with parents/carers regarding students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

Teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the required behaviour and attitudes throughout a teacher's career:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour inside and outside the Academy by:
 - Treating students with dignity and building relationships rooted in mutual respect, observing appropriate professional boundaries.
 - Safeguarding students' well-being in accordance with statutory provisions.
 - Showing tolerance and respect for others' rights.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways that exploit students' vulnerability or might lead them to break the law.
- Maintain proper and professional regard for the ethos, policies, and practices of the Academy, and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks outlining teachers' professional duties and responsibilities.

PART THREE: PERSONAL TUTOR

- Act as a personal tutor within the Academy system.
- Be responsible for the well-being and academic progress of the personal Tutor Group.
- Act as the first point of contact for parents/carers.
- Be responsible for the Academy's reward system for your Tutor Group.
- Meet regularly with the Progress Leader and attend Year Group meetings.
- Support inter-form and extra-curricular activities arranged by the Pastoral Team.
- Ensure students follow the Academy's Uniform Policy and rules.
- Set a good example in dress, punctuality, and attendance.

PART FOUR: CONDITIONS OF SERVICE

The role of a teacher is subject to the following terms and conditions:

- The post-holder is required to fulfil all teacher responsibilities as outlined in the Schoolteachers' Pay and Conditions Document and National Standards for Teachers.
- Other terms and conditions set out in the National Collective Agreements in force.

- The Academy's Instrument and Articles of Government, as appropriate.
- The teacher is available to perform duties for 1265 hours required under full-time teaching conditions, excluding commuting time.
- Teachers must work additional hours as needed to discharge professional duties, including planning, marking, and report writing. This is not dictated by the employer but is determined by the work required.
- Teachers' pensions will be contributed to the Teachers' Superannuation Scheme unless notified otherwise.