

JOB DESCRIPTION

Post Title:	Director of English, with responsibility for the improvement of whole school literacy and to contribute to the Raising Standards agenda at Workington Academy
Responsible To:	Headteacher
Responsible For:	This post is responsible for the strategic leadership of English and whole school literacy
Remuneration:	Leadership Spine L10
Start Date:	1 st September 2021
Place of Work:	Your principal place of work will be at Workington Academy. You may be reasonably required to work at other establishments across the Trust driven by the needs of the organisation.

Note: The duties required of all teachers under Pay and Conditions of Service Legislation are a necessary part of this job description. This is not necessarily a comprehensive definition of the post and may be subject to modification or amendment after consultation with the post holder.

Leadership Team Responsibilities

The Director of English sits as a member of the academy Leadership Team. As a senior member of staff, the post holder will report to one of the Assistant Headteachers or Deputy Headteachers and will support the planning and implementation of school policy and the day-to-day organisation of the academy. It also contributes to the development and formulation of the longer-term aims and objectives for the school as part of the ongoing drive to improve standards of education for the students of the academy.

As a member of the Leadership Team this role will promote the vision, ethos and aims of Cumbria Education Trust.

- Provide outstanding leadership to secure improvement in achievement and attainment for all students.
- To raise aspirations and standards of learning and teaching.
- Provide high quality provision of all services.
- Provide effective strategic direction, leadership and management within all areas of responsibility.
- To effectively deploy resources within your area of responsibility.
- To provide a safe, healthy, welcoming and vibrant environment for all members of the academy community.
- To take the lead during external inspections/visits (i.e. OFSTED) on areas of strategic responsibility.

To directly assist the Leadership Team with:

- Determining, planning and implementing the direction of whole school issues within academy frameworks.
- Meeting student and staff needs on a day-to-day basis.
- Supervising the control of student behaviour (compliance and behaviour for learning) around the academy at all times.
- Being a high-profile presence around the academy; an outstanding role model to all.
- Being a part of all monitoring and quality assurance activities across the schools.

Generic expectations of all members of the Leadership Team:

- Act with professional integrity at all times.
- Notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work.
- Identify and improve those areas relevant to your role which need to improve.
- Maintain the school's policies and procedures relevant to your area and update whenever required.
- Be present where required at meetings, performances, other functions and events.
- Ensure that they maintain the quality of their teaching; routinely judged to be good or outstanding.
- To actively support in the creation and development of an organisation in which all staff recognise that they are accountable for the success of the schools.

Undertake a proactive part in:

- Those activities that are part of the self-evaluation of the academy.
- Checking of uniform.
- Being a high-profile presence around the academy.
- Appraisal, performance and line management systems.
- Student and parent voice activities.
- Set an example in undertaking a regular commitment to duties and the assembly rota.
- Work as part of a team, submitting draft proposals and documents for further development by the Leadership Team, and accepting and supporting final Leadership Team decisions.

With regard to attendance at meetings:

- The Ethos of the trust is that meetings will be kept at a minimum during the school day to enable the team to be around school focusing on teaching, learning and development.
- All members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Headteacher.
- All members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Headteacher.
- A consistent message should be given to staff and students at all times.
- As requested to do so by the Headteacher/Deputy Headteacher, prepare and present reports on progress/issues related to areas of accountability and responsibility.

- Traverse the conflicting expectations of transparency and confidentiality.
- Attend any meetings requested during the year.
- At all times work as one team with the staff.
- Undertake specific tasks reasonably delegated by the Headteacher/Deputy Headteacher.

Key Specific Elements of the role:

The role of the Director of English is crucial in developing the ethos of achievement within the Curriculum Area, in harmony with the aims and ethos of the whole school. The post is key to the success and development of the school, and the raising of student achievement.

The Director of English will provide strategic leadership of the English curriculum area in order to:

- Report to the Leadership Team and the Local Advisory Board on all aspects of English where necessary.
- Establish and implement an ambitious vision and ethos for the future of the curriculum area.
- Raise the standards of progress and attainment in English across all key stages.
- Inspire outstanding provision in English to stimulate all students to achieve their potential.
- Ensure that all English staff have a shared vision for what outstanding teaching looks like.
- Ensure that Disadvantaged students, SEND students and all sub-groups are well catered for within the classroom.
- Be accountable for the strategic planning and delivery of accredited courses and have the strategic overview of student performance data in relation to the curriculum area.
- Provide specialist subject expertise as part of the Senior Leadership Team and departmental staff in order to secure rapid improvement in English outcomes.
- Play an active role in the CET English School Improvement team, contributing to an aspirational 3-18 CET English Curriculum

The Director of English will provide strategic leadership in the further development of whole school literacy by:

- Sharing an ambitious vision for student literacy which is effectively communicated across the school.
- Leading whole school CPD in the development of literacy and provide strategic leadership to ensure that literacy is a continuing focus across all curriculum areas.
- Contributing to the strategic work of the teaching and learning team, including the completion of the whole school SEF.

PERSON SPECIFICATION

Post Title: **Director of English: Workington Academy**

The following qualities and aptitudes are sought in the successful candidate:

Qualifications
• Qualified Teacher Status • Degree, or equivalent • Evidence of professional development across career to date.
Skills
• An in-depth understanding of school leadership and school improvement needed to achieve outstanding student progress and personal development. • Understands aims and vision of the school and is able to inspire, challenge and motivate others to carry the vision of excellence forward. • Understands how a strategic school development plan can increase teacher effectiveness and secure school improvement. • Able to lead by example in promoting the school's vision and values to students, staff, Governors and parents. • Promotes positive behaviour management and develops a student focused, inclusive and effective learning environment. • Can motivate and enable all staff to carry out their respective roles to the highest standard through performance management and continuing professional development. • Has the drive and ability to provide clear direction and motivate others to attain high goals. • Has sound knowledge and understanding of the wider educational agenda. • Understands the value of systematic and rigorous self-evaluation, and combines the outcomes of this with external evaluations to develop the school. • Understands the need for effective relationships with parents, carers, partners and the community which enhance and supports student learning. • Can understand how Trust status can support improvement strategies for the school via partner collaboration. • Is committed to secure the school's place in the community and build positive relationships, seeking and acting on feedback from community stakeholders.
Experience
• Proven track record of contributing to the raising of educational standards. • Has successful experience of curriculum development along with an understanding of the personalised learning agenda. • Has a sound understanding of how students learn, how teachers can best teach and how to raise standards through careful monitoring and target setting. • Able to access, analyse and interpret information and data to support school improvement and the raising of standards in learning and teaching. • Proven track record in leading and managing staff including building a successful team and delegating effectively. • Able to acknowledge success and challenge under performance. • Proven track record of providing direction, inspiration and strong leadership to staff.

Personal Attributes

In addition to specific skills and experience, we are looking for an individual whose personal attributes embody the positive, inclusive ethos of the Trust. These attributes will include:

- Shows commitment to their own and others professional self-development.
- Commitment to putting the safety and well-being of the student at the heart of every decision.
- Has high expectations and personal integrity with the ability to promote the values of the school.
- Has excellent interpersonal and communication skills across the spectrum of stakeholders.
- Self-motivated with excellent organisational skills and the ability to prioritise workload effectively.
- A commitment to collaborative working, both within the academy and across the Trust.
- Openness, sense of humour, energy and enthusiasm.