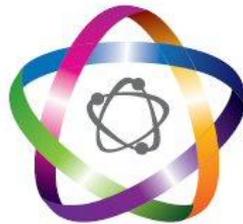


Debenham High School

A Church of England high performing specialist academy



Second in English
TLR 2a (£2,741)

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Suffolk
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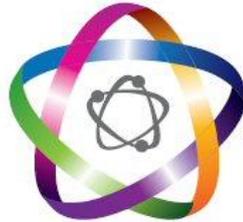
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The English Faculty

The English Faculty is extremely successful. In 2017 the faculty achieved some of the highest English results in the country with 92% of students achieving Grade 4 or higher and 83% of achieving Grade 5 or higher. The exact responsibilities of the Second in English will be negotiated on appointment and will look to utilise the strengths of the person appointed, whilst also giving scope for professional development.

As a Teaching School there are a number of opportunities for working with other schools in a supportive role; this means the opportunity to carry out outreach work or lead training may be available to a suitable candidate.

The team and facilities

The faculty is made up of a team of seven teaching staff. English is accommodated in a purpose built block. The team has priority use of a laptop trolley of thirty computers, all with wireless access. They also have exclusive use of a set of iPads for learning within the classroom.

Key Stage 3 English

In Year 7 pupils are taught in mixed ability form groups until October half term, at which point pupils are placed into six sets (there are five forms of entry in each year group). Pupils continue to be taught in sets throughout Key Stage three, with regular reviews to ensure all pupils remain suitably placed. Class sizes vary from 6-30 pupils at Key Stage 3. Pupils are taught English for four 50 minute periods per week. Sets 4 to 6 also have an additional literacy lesson each week.

Key Stage 4

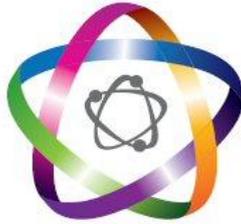
At Key Stage 4 students are taught in six sets for five 50 minute periods per week in Year 11 and 6 50 minute periods in Year 10. All students follow the AQA English Language and English Literature GCSE courses.

Film Studies and Drama are chosen by pupils as part of the options process and are taught for three periods per week. Film Studies follows the WJEC GCSE course, Drama follows the Edexcel GCSE course.

GCSE results 2017

GCSE English Language	88% 9-4	22% 9-7
GCSE English Literature	90% 9-4	28% 9-7
GCSE Media	83% A*-C	21% A*-A

Debenham High School



Job Description Second in Faculty

1. INTRODUCTION

1.1 **NAME OF POST HOLDER:**

1.2 **Post Title:** **SECOND IN FACULTY**

1.3 **Key responsibility** To work with the Head of Faculty to provide effective leadership of a team of teachers and support staff to ensure the quality and consistency of learning and teaching based on school expectations.

1.4 **Post Purpose:** To work with the Head of Faculty in providing high-profile leadership for a teaching team in order to:

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)
- Lead, implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- Constantly look for ways to develop and share good practice between team members
- Help students learn successfully and with enjoyment across a range of groups/courses
- Encourage a learning experience which provides students with the opportunity to achieve their individual potential
- Ensure the quality and consistency of expectations, course content and assessment across the teaching team
- Aim to continually improve the quality of learning and teaching across the teaching team, using lesson observation, data, and students' feedback
- To monitor and support the overall progress and development of students as a teacher / form tutor.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Ensure consistent implementation of school policies, ethos, and expectations
- Serve as a role-model to other staff in dress, language and conduct.

1.5 **Reporting to:** Head of Faculty

1.6 **Responsible for:**

- The quality and consistency of learning and teaching across a teaching team
- A specific area of the English Faculty development and accountability
- The provision of a full learning experience and support for students
- Consistent and effective implementation of the school's aims, priorities, targets and action plans as they relate to the teaching team
- Implementation of relevant statutory requirements for curriculum provision, assessment, recording and reporting of students' attainment and progress
- The staff development of all members of the teaching team and support staff (eg technicians) within the team

- Implementation of whole-school policies and themes, including Every Child Matters (ECM) themes

1.7	Liaising with:	Headteacher, leadership team, special educational needs coordinator, Head of Faculty, teachers and support staff, external agencies and parents.
1.8	Working Time:	Full time as specified within the STPCD, teaching up to 25 out of 30 sessions over a week
1.9	Salary/Grade:	Classroom Teachers' Pay Scale, TLR 2a

2. TEACHING

- To undertake a designated programme of teaching.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, literacy, numeracy, work-related learning and other whole-school themes are reflected in the teaching/learning experience of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as required by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal feedback.
- To ensure the effective/efficient deployment of classroom support.
- To contribute to the moral and spiritual development of each student in line with our ethos as a Church of England school.

3. OPERATIONAL/ STRATEGIC PLANNING:

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department
- To participate in implementing the school development plan, policies, and statutory requirements
- To contribute to the subject team's development plan and its implementation.
- To fully plan and prepare courses and lessons.
- To provide data and analysis for the Leadership Team and Governors about performance in learning and teaching across your team
- To be involved in the active recruitment of high quality staff when vacancies arise
- Annually to review the performance of the teaching team, summarising feedback to the Assistant Headteacher

4. LEADERSHIP:

- To work positively with the Senior Leadership Team to enable the sharing of good practice across the team, underpinned by a culture of mutual observation, data analysis and a desire to raise standards
- To work with others with TLR responsibilities to ensure that there are clear accountabilities and effective leadership and management across the team
- To provide high profile leadership across the teaching team
- To use scheduled meeting time effectively to develop all staff and share pedagogy and practice
- To establish and maintain a culture of self-evaluation, critical thinking and proactive sharing of good practice across members of your team
- To line-manage a team of staff, which may include technician and other support staff, meeting them regularly to give feedback, hear their concerns and manage performance
- To praise high quality performance and tackle issues of underperformance across the staff team, including (where relevant) technicians
- To serve as a visible presence around the school, embodying whole-school expectations

5. CURRICULUM PROVISION:

- To ensure effective curriculum coverage in line with statutory requirements and school priorities
- To develop and monitor a consistent learning and teaching approach across the team based on identifying and sharing good practice
- To work with other Heads of Department and Heads of Faculty to give students a rich learning experience based on active participation, independent study, study skills, cross-curricular connections and work-related opportunities
- To ensure that agreed lesson requirements are in place across the lessons taught by members of your team – register, lesson objectives, pace and variety, plenary, rewards and homework
- To ensure that the curriculum promotes equal opportunities, with particular regard to gifted & talented students, and those with learning difficulties
- To ensure effective development of whole-school themes (literacy, numeracy, ICT, independent learning) and Every Child Matters themes
- In the absence of staff to work with teachers, teaching assistants and cover supervisors to ensure high quality lessons
- To monitor the regular setting of homework, use of planners, neat presentation in books and quality of cover work, ensuring consistency of expectations across the team
- To ensure an attractive and challenging environment for learning, working with administration staff and technicians to ensure high quality provision
- To lead celebration of student achievement across the whole school through displays, exhibitions, articles for Aspire etc

6. CURRICULUM DEVELOPMENT:

- To take a whole-school view of the curriculum based on students' personal, cultural and intellectual development
- To develop relevant, lively and innovative strategies for making students' learning more effective
- To lead training sessions for members of the teaching team so that good practice is shared
- To monitor the quality of the curriculum using student feedback
- Actively to seek ways of developing opportunities for students' independent learning, use of ICT and promotion of work-related learning

7. PROFESSIONAL DEVELOPMENT:

- To take part in the school's staff development programme by participating in arrangements for training and professional development
- To participate in whole-school training, making links with teaching styles and approaches in other subjects, which aims to reduce the compartmentalisation of the curriculum and share pedagogy of teaching and learning
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the performance management review process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- To use meeting time as a training opportunity to develop the skills of the whole team, including support staff, in terms of subject-specific knowledge, relevant skills, and the development of shared and consistent practice with teachers of other subjects
- To use performance management to review the performance of members of your team, setting clear and measurable targets
- To lead high-quality training sessions, providing regular feedback to your team and actively monitoring the quality and consistency of their impact

8. STANDARDS:

- To expect high standards of behaviour, respect and courtesy from students across lessons and to monitor these across the team
- To monitor the quality of learning, teaching, assessment and student enjoyment across classes
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria
- To use targets and data to provide students in all classes in the department with challenging but attainable targets in their work
- To review and record student progress regularly
- To seek/implement modification and improvement in the curriculum and learning & teaching approaches where required.
- To set and assess homework in line with subject and whole-school guidelines
- To follow up any behavioural issues that occur in a lesson taught by a member of your team
- To ensure the quality of work set during cover lessons through random sampling
- To follow the school's agreed expectations on behaviour, dress code and visibility
- To use data and targets to set high expectations for students and staff

9. MANAGEMENT INFORMATION:

- To inform and consult with members of your team and, through evaluation, demonstrate that they feel well informed about whole-school, curriculum and other issues
- To maintain appropriate records and to provide relevant accurate and up-to date information for MIS, registers, etc.
- To track student progress and use information to inform teaching and learning
- To ensure that books are marked in line with the school's expectations
- To keep parents appropriately informed of students' progress
- To encourage staff to use data for all decisions relating to past, present and future student performance
- To use data and targets for monitoring the quality of your team's work
- To keep a record of behavioural incidents and to ensure that members of the pastoral team are properly informed of behaviour, motivation or personal issues.

10. COMMUNICATION & LIAISON:

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school
- To take part in activities such as parents' evenings, review days and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies
- To abide by the school's absence management policy, giving due notice of absence where possible and setting high quality cover work.
- To hold regular meetings with members of the team, including support staff (eg technicians)
- To help staff to work in constructive relationships with students and each other.

11. RESOURCES:

- To contribute to the process of the ordering and allocation of equipment and materials
- To identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To ensure that appropriate risk assessments have been completed for lessons taught and equipment used in your teaching team's area
- To ensure that staff in your teaching team are fully conversant with and relevant health and safety implications
- To ensure the good upkeep and secure storage of resources, including whole school ICT resources.

12. PASTORAL SYSTEM:

- To be a Form Tutor to an assigned group of students
- To promote the general progress and well-being of individual students within teaching classes and the tutor group
- To liaise with the Head of Year to ensure the implementation of the school's pastoral system
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students within the tutor group and keep up-to-date student records as may be required
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To regularly monitor the log book of students in the form to ascertain patterns of underperformance and communicate with parents
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the school's house style on behaviour management so that effective learning can take place.

13. SCHOOL ETHOS:

- To play a full part in the life of the school community, to embody its Christian values, distinctive mission and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements
- To promote actively the school's corporate policies, including the dress code for staff and students, our expectation on behaviour and taking a high-profile, visible lead around the school
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

14. SIGNATURES:

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed _____ Signed _____
(Teacher) (Headteacher)

Dated _____ Dated _____