**JOB DESCRIPTION: English/ literacy lead**

**Hamilton School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check will be required for all successful applicants.**

# Main purpose

The subject leader will take lead responsibility for providing leadership and management for English/literacy to secure:

* High-quality teaching and subject knowledge of staff
* A coherently planned and sequenced curriculum in English
* Improved standards of learning and achievement for all
* Consistent assessment and accurate teacher judgements within the subject
* Effective use of resources
* An understanding of how to adapt the curriculum to meet the needs of pupils with Autism.

# Duties and responsibilities

Strategic direction

* Set high expectations which inspire, motivate and challenge pupils
* Develop effective teaching and learning strategies
* Promote and monitor the use of school policies within the subject
* Contribute to school improvement planning, including creating subject action plans and evaluating the effectiveness of the subject

Subject knowledge and curriculum development

* Use extensive, up-to-date subject knowledge to lead English/literacy across the school, and keep up to date with developments in pedagogy and the curriculum
* Oversee the planning of curriculum content, ensuring it is well sequenced to promote pupil progress
* Ensure the planned curriculum is effectively and consistently implemented across the school
* Work with teachers and other subject leads to build links between the English curriculum/literacy skills and the wider curriculum
* Promote a high standard of speaking, listening, writing and reading of English among colleagues
* Demonstrate a clear understanding of systematic synthetic phonics and share this practice with colleagues.
* Demonstrate a clear understanding of how to deliver a curriculum to those pupils working at a pre phonics level.
* Model great teaching and learning in your own classroom practice.

Professional development

* Provide training, practice and coaching so all staff become experts in teaching reading, spelling and writing to pupils of all abilities.
* Attend relevant training courses and share new knowledge with colleagues

Monitoring and assessment

* Quality assure data within the subject to ensure it is accurate, reliable and valid
* Analyse internal and external assessment data to track pupil progress and attainment
* Identify where pupils have learning gaps or are not making the expected progress, and make sure interventions target these
* Monitor the quality of teaching and learning across the subject, including work scrutinies, lesson observations and learning walks
* Moderate assessment to make sure teachers are making accurate judgements of pupils' progress

Leading and managing colleagues

* Establish positive working relationships among colleagues, modelling effective teamworking and support
* Help colleagues develop positive communication with pupils and parents
* Work with others to continue to develop the curriculum to ensure it is as meaningful as possible for all pupils in the school.

Managing resources

* Audit, check and manage English/literacy resources termly, to ensure they are available, up to date, varied and diverse, and match pupil and curriculum needs
* Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils

**Managing own performance and development**

* Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy and in the subjects you teach.
* Understand your professional responsibilities in relation to school policies and practices.
* Set a good example to the pupils you teach in your presentation and personal conduct.
* Take part in the school’s appraisal procedures.

**Relationships with parents/ carers and wider community**

* Know how to prepare and present informative reports to parents.
* Use school based, home-school systems as appropriate
* Recognize that learning takes place outside the school context and provide opportunities to develop pupils’ understanding by relating their learning to real examples.
* Understand the need to liaise with agencies responsible for pupils’ welfare.
* Communicate effectively with pupils, parents and carers.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the careers leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.