



**Assistant Leader of English
Application Pack**

May 2024

Dear Applicant,



Assistant Leader of English

Thank you for your interest in the position of **Assistant Leader of English** here at Penwortham Priory Academy.

We are seeking to appoint an experienced, well-qualified, outstanding teacher of English who is both an ambitious and enthusiastic leader to take on a significant leadership role within our curriculum area of English.

The successful candidate will have specific responsibility for the leadership, development and assessment of the KS3 English curriculum ensuring strong outcomes for all our pupils at KS3 in English, as the bedrock to safeguarding strong progress outcomes in English at KS4. They will also oversee the successful transition of students from KS2 and be responsible, where appropriate, for transition activities.

Our priority is to appoint the best English teacher who has great potential for leadership development. They would take a TLR2b level of responsibility with a relentless determination to help maintain and continuously improve standards across the English department as a whole and specifically from KS2 and throughout KS3. This determined individual will join our team at an exciting, yet challenging time on our 'Journey to Great'.

Our most recent Ofsted monitoring visit report is available to read on our school and [Ofsted website](#). The report is overwhelmingly positive and provides a very strong vote of confidence for all we are doing as a school. Of course, we have not been complacent, and have continued to work towards the improvement and success of Penwortham Priory Academy and its students.

We are therefore seeking an inspirational teacher and potential future leader who, first and foremost, will have the highest expectations to secure the best for all, from all as we move forward. The successful applicant will ensure the team here at Priory best supports the:

- Academic progress of all our pupils – by ensuring the best outcomes for all.
- Learning progress of all our pupils – by ensuring the best teaching, teaching support and therefore learning in lessons takes place, delivered by the best teachers and teaching assistants.
- Pastoral progress of all our pupils – by ensuring the best pastoral care for all.

At Priory, we work to a system in which **all** children and young people achieve. We believe we can have a great school that delivers quality and equality for **all** our students. This involves imagination, courage, and collective action, with capacity building at its heart – leadership capacity, pedagogical capacity and the capacity for creativity and action.

Our journey to great, and our ability to stay there, relies upon the values and behaviours of us, the staff, but in particular, **us as teachers and leaders**, to propel continuing improvement. Our focus now is to 'unleashing greatness' within Priory itself – working

collaboratively to improve the quality both of staff entering the profession and existing staff, cultivating peer learning within school and between schools, encouraging innovation to discover future leading practices and ultimately ownership and accountability by ourselves of outcomes and the quality of education at Priory.

Staff at Priory **must** therefore be willing to work to our value set. We are **committed**, we are **positive**, we **evolve** - the 3 pillars of Priory.

We are seeking a passionate and inspirational professional, who would relish working in an exciting and rewarding environment and who is prepared to contribute fully to Priory's wider school life and strategic priorities.

The post holder will be entrusted with the challenge to accelerate progress in all 3 areas (Academic, Learning, Pastoral) and improve outcomes for all our pupils.

Penwortham Priory Academy is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff and volunteers to share this commitment.

Appointments are subject to satisfactory DBS clearance and satisfactory employment references which will be taken up prior to the commencement of the post.

Yours sincerely



Mr Matt Eastham
Headteacher

Closing date – Monday 13th May at 12.00 noon
Interviews – Monday 20th May

Applications should be submitted via the TES website, CV's will not be accepted. In your application you should indicate the reasons for your interest in the post, together with a brief outline of how your previous training and/or experience has prepared you for this position and should demonstrate how you meet the requirements in the person specification below.

Please note that the school is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS clearance.

Note: We will always consider your references before confirming a job offer in writing.

It is an offence to apply for the role if barred from engaging in regulated activity.

JOB DESCRIPTION
Assistant Leader of English



SUMMARY OF MAIN DUTIES / RESPONSIBILITIES

- Job Title:** Assistant Leader of English
- Pay Scale:** MPR/UPR plus Teaching and Learning Responsibility 2b (Extended Leadership Team) from 1st September 2024
- Responsible to:** Head of English (Extended Leadership Team)
- The post clearly offers the successful candidate significant professional development opportunities.

1. Job Purpose and Accountability

As **Assistant Leader of English** at Penwortham Priory Academy, you will have a prime responsibility to promote the core principles of the school.

You will provide professional leadership and management for the subject area to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

You are accountable for a significant, specified responsibility focused on teaching and learning that is not required of all classroom teachers. (Ref STRB)

This is a key post within the school reflecting considerable responsibility towards individual pupils and staff. The primary responsibility is to ensure that each student is cared for, is stimulated to learn and enjoys engaging with their subject. You will be a leading figure in the school whose task as a leader is to be alert to the needs of the school in general. You should, by example, inspire others to a general contribution to the development of the school, taking part in consultation that is necessary to this development.

You are required to uphold all of the Teachers' Standards in all aspects of your work.

The Key Leadership Behaviours which contribute to success at this level are:

<p>Self Awareness Emotional Self-Awareness* Accurate Self-Assessment* Self-Confidence</p>	<p>Social Awareness Empathy Organisational Awareness* Service Awareness*</p>
<p>Self Management Emotional Self-Control* Transparency* Adaptability Achievement orientation Initiative Optimism*</p>	<p>Relationship Management Developing Others* Inspirational Leadership Change Catalyst Influence Conflict Management* Teamwork and collaboration</p>

Ref The Emotional Intelligence Model developed by Daniel Goleman/Hay Group

** Research into teacher effectiveness (Hay McBer 2001) indicated levels in each Emotional Intelligence competency for Main Professional Grade teachers*

1. All staff are ultimately responsible to the Headteacher.
2. You are directly responsible to Ms Stephanie Beswick, ELT Lead of English.
3. Your immediate responsibility in respect of Form Tutor Duties is your Head of Year.
4. You are responsible for the teaching groups and the Form Group assigned to you.

As **Assistant Leader of English**, you play a major role in:

- Formulating the aims and objectives of the department
- Establishing the policies through which they shall be achieved
- Managing staff and resources to that end; and
- Monitoring progress towards their achievement
- Providing leadership and professional guidance to all of the English team

2. GENERIC – TEACHER

General Professional Duties:

2.1 Principal

- 2.1.1 to promote Penwortham Priory Academy's Aim and Strategic Direction and to carry out the professional duties of a teacher as circumstance may require, implementing the policies of the school which underpin good practice and the raising of standards;
- 2.1.2 to play a professional part in the development of the school and take a positive approach in the raising of standards, pupil achievement and development of the learning environment.

2.2 Particular Duties:

- 2.2.1 to perform in accordance with any directions which you may reasonably be given by the head teacher from time to time, such particular duties as may reasonably be assigned to you.

2.3 Teaching

- 2.3.1 to plan and prepare courses and lessons;
- 2.3.2 to teach the pupils assigned, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
- 2.3.3 to promote the general progress and well-being of individual pupils and of any class or group of pupils;
- 2.3.4 to insist on high standards of behaviour, uniform and appearance;
to insist on high standards of punctuality;
to check the attendance of pupils at each lesson, keep a register and follow-up any absences which cause concern.

2.4 Assessments and Reports

- 2.4.1 to assess, record and report on the development, progress and attainment of pupils;

- 2.4.2 to communicate and consult with the parents of pupils, consulting with ELT Leaders of Departments/Faculties and Teachers as appropriate;
- 2.4.3 to communicate and co-operate with persons or bodies outside the school, consulting with ELT Leaders of Departments/Faculties as appropriate;
- 2.4.4 to provide or contribute to oral and written assessments, reports and references relating to individual pupils.

2.5 Appraisal

- 2.5.1 to participate in arrangements made for the appraisal of their performance and that of other teachers.

2.6 Review Induction Further Training and Development

- 2.6.1 to review from time-to-time methods of teaching and programmes of work, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- 2.6.2 to participate in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements;
- 2.6.3 in the case of a teacher serving an induction period pursuant to the Induction regulations, participating in arrangements for his supervision and training.

2.7 Educational Methods

- 2.7.1 to advise on and co-operate with the ELT Leader of English and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

2.8 Discipline, Health and Safety

- 2.8.1 to maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- 2.8.2 to encourage a clean environment in the Department and generally in school.

2.9 Staff Meetings

2.9.1 to participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

2.10 Cover

2.10.1 to supervise and so far as practicable, teach any pupils whose teacher is not available to teach them in accordance with the provisions in the conditions of employment, School Teachers' Pay and Conditions and any appropriate local agreement;

2.10.2 except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, teachers shall only be required to 'rarely cover'.

2.11 Public Examinations

2.11.1 to participate in arrangements for preparing pupils for public examinations and in assessing pupils for the purpose of such examinations; to record and report such assessments.

2.12 Management

2.12.1 to contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;

2.12.2 to assist the ELT Leader of English in carrying out threshold assessments of other teachers for whom they have management responsibility;

2.12.3 to co-ordinate or manage the work of other staff;

2.12.4 to take such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

2.12.5 If you have a teaching and learning responsibility it is linked to a clearly defined job description which is detailed separately in Section 4 and which is part of your conditions of employment.

2.13 Administration

- 2.13.1 to participate in administrative and organisational tasks related to such duties described above, including the direction or supervision of persons providing support for the teachers in the school;
- 2.13.2 the first bullet point above does not require you routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgement;
- 2.13.3 without prejudice to the generality of the second bullet point above the School teachers' Pay and Conditions Document contains a list of Administrative and Clerical tasks falling within the scope of that bullet point;
- 2.13.4 to attend assemblies, register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions;
- 2.13.5 to ensure that necessary information is relayed to pupils as appropriate;
- 2.13.6 to ensure that necessary information is relayed to Principal Teachers as appropriate;
- 2.13.7 to contribute to the organisation of tasks specific to the Department.

2.14 Working Time

- 2.14.1 to be available for work for 195 days in any school year, of which 190 days shall be days on which you shall be required to teach pupils in addition to carrying out other duties (those 195 days shall be specified by the head teacher);
- 2.14.2 to be available to perform such duties at such times and such places as may be specified by the Head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which you are required to be available for work;
- 2.14.3 under this contract you will not be required to undertake midday supervision and you will be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm;
- 2.14.4 in addition to the requirements set out in the first two bullet points above you are required to be available to work such reasonable additional hours as may be needed to enable you to discharge effectively professional duties in accordance with the

provisions in the conditions of employment, School Teachers' Pay and Conditions and any appropriate local agreement. The amount of time required for this purpose beyond the 1265 hours and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

2. GENERIC – POST OF ADDITIONAL RESPONSIBILITY – TLR2b

At Penwortham Priory Academy a teacher receiving a payment for a Teaching and Learning Responsibility should demonstrate knowledge and understanding of:

- School improvement and effectiveness strategies including the process of school self-evaluation
- Processes and systems for quality assurance within subject area(s)
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance
- Principles and practices of effective leadership and management of change
- The application of information and communications technology (ICT) to learning, teaching and management of the subject area(s)
- Principles of curriculum planning
- Financial planning, stock inventory and resource planning

3.1 Impact on educational progress beyond your own assigned pupils, assuming responsibility and accountability for:

- 3.1.1 deputising as ELT Lead of English in the absence of the ELT Leader of English;
- 3.1.2 assisting the ELT Leader of English in the development, implementation, delivery, co-ordination, monitoring, evaluation and measurement of impact on pupil performance of English and the reporting of results and progression to a variety of audiences;
- 3.1.3 developing, leading and evaluating intervention strategies at Key Stage 3;
- 3.1.4 assisting the ELT Leader of English in the process of Department Improvement Planning;
- 3.1.5 inspiring others by example to build positive relationships and uphold the ethos of the school.

3.2 Leading, developing and enhancing the teaching practice of others:

- 3.2.1 to initiate and participate in departmental coaching including observation to assist colleagues' performance and aid collaboration and sharing of good practice (in line with the new OFSTED framework development and whole school self-evaluation);
- 3.2.2 to develop and apply observation techniques for the measurement and analysis of the quality of learning taking place in English classes;
- 3.2.3 to provide consistent professional support, guidance and encouragement and act as a role model for colleagues within the English department and our school as a whole;
- 3.2.4 to develop and lead appropriate English CPD for the enhancement of teaching and learning

3.3 Accountability for leading, managing and developing English across the curriculum:

- 3.3.1 being responsible and accountable for the writing, implementation, monitoring and evaluation of delegated aspects of Key Stage 3 schemes of work
- 3.3.2 assisting in the organisation and delivery of appropriate Key Stage 3 revision activities;
- 3.3.3 assisting in the research, selection and implementation of resources to complement and enhance the English curriculum.

3.4 Line management responsibility for a number of people:

- 3.4.1 being responsible and accountable for the line management of staff delivering delegated aspects of the Key Stage 3 English curriculum;
- 3.4.2 assisting the ELT Lead of English by implementing and monitoring consistently self-evaluation techniques in delegated aspects of Key Stage 3 English to ensure the quality and relevant improvements in curriculum and teaching skills;
- 3.4.3 Assisting the ELT Lead of English by managing, co-ordinating and organising any internal Key Stage 3 English examinations.

4. SPECIFIC DUTIES

- 4.1 To lead and develop planning, delivery and assessment of the KS3 English curriculum

- 4.2 To have oversight of the teaching, schemes of work, resources, discipline and assessment of KS3 English
- 4.3 To oversee the successful transition of students from KS2 and be responsible, where appropriate, with transition activities
- 4.4 To engage in professional dialogue with primary colleagues so teachers of English clearly understand what and how pupils are taught in their primary schools
- 4.5 To liaise with all feeder primary schools and lead on the development of the highest quality transition from primary schools to Penwortham Priory Academy to ensure curriculum continuity and maximise learner progress
- 4.6 To build working relationships with the primary schools to allow effective links between phases, smoother transition, staff development and experience in all key stages ensuring continuity of learning and to ensure that local primary schools are able to access the facilities at Penwortham Priory Academy for English related activities and learning.
- 4.7 To ensure the KS3 English curriculum eliminates any repeated learning from KS2 and therefore any slowing of progress over KS3
- 4.8 To know and understand the support provided to pupils at KS2 so when they start at Penwortham Priory Academy in KS3 their barriers to learning are managed immediately on entry. Disseminate this to all English staff
- 4.9 To ensure good teaching for all pupils from their first day in year 7
- 4.10 To ensure all students attain their full potential within KS3
- 4.11 To monitor the work of staff delivering the KS3 curriculum
- 4.12 To work with colleagues to ensure the successful progression of all students from KS3 to KS4
- 4.13 To oversee the quality of reporting and communicating with parents of Years 7-9
- 4.14 To participate in Development Planning, as relevant to KS3 students
- 4.15 To develop the ethos of respect for the individual, hard work and celebration of achievement within KS3
- 4.16 To work with colleagues responsible for data to monitor and review systems of student assessment at KS3

- 4.17 To work with the Inclusion, SEN and Transition Coordinators to ensure that the individual needs of all KS3 students are handled appropriately and that there is continuity of experience for all
- 4.18 To lead the process of identifying and supporting vulnerable and disaffected learners and those with behavioral difficulties, and ensure appropriate support and intervention
- 4.19 To oversee academic monitoring for KS3 and liaise with the ELT Lead of English with regards to appropriate action
- 4.20 To effectively manage all delegated resources
- 4.21 To work collaboratively with any relevant agencies as and when appropriate
- 4.22 To ensure that parents and learners are well informed about attainment and progress, and about the contribution that they can make to achieve the department's targets for improvement
- 4.23 To create and maintain an effective partnership with parents and carers to support and improve learners' achievement and personal development
- 4.24 To work with the department team to raise standards of achievement in English
- 4.25 To contribute to the discussion and formulation of the department improvement plan and to work for the resourcing of the plan;
- 4.26 To contribute to staff development in accordance with the need of the department improvement plan
- 4.27 To take responsibility together with the ELT Leader of English for the welfare and career development of staff in English
- 4.28 To encourage, and lead where appropriate, curricular links with other departments.

Note

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

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Staff are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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.

The postholder will be required to safeguard and promote the welfare of children and young people.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only, and may be reviewed in negotiation with the employee in the future.

The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to teachers.

The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

School Ethos

All employees have a responsibility to:

- contribute to the Academy's vision to be 'first choice, locally respected and nationally recognised'
- support our pledge to make Priory a school where individuals 'learn to succeed'
- contribute to the four pillars of the Academy's Strategic Development Plan – Learning & Teaching, Stakeholders (Community and Primary), Reputation (Pastoral and Academic) and Funding

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already

ASSISTANT LEADER OF ENGLISH

PERSON SPECIFICATION

1. Qualifications

Essential: Degree in appropriate English subject
Qualified Teacher Status (or working towards)
Evidence of regular and recent professional development

2. Skills, Knowledge and Experience

Essential: Engaging classroom practitioner
Ability to teach across the age and ability range
Knowledge of different teaching strategies and ability to apply these appropriately
High rates of progress and attainment achieved in current school
Experience of the use of ICT and computer technology in curriculum delivery
Strong understanding of behaviour management techniques

Desirable: Experience of leading and managing others

3. Personal Qualities

Essential: An effective communicator, able to inspire others and deliver clear messages and instructions
Excellent organisation and time management skills
Ability to work to deadlines
Ability to delegate tasks as necessary and follow up completion
Ability to provide effective feedback and respond to feedback effectively
Willingness to continually improve
Ability to understand their own influence on others and how to use this positively to contribute to the success of the team

APPLICATION DETAILS

Candidates will be expected:

- ✓ to show commitment to upholding the ethos of our school as expressed in our aim and our strategic areas
- ✓ to be well qualified at graduate level, ambitious and prepared to learn;
- ✓ to be a successful English teacher at examination level;
- ✓ to be committed to teaching pupils of all abilities, backgrounds and faiths;
- ✓ to provide evidence of leadership in their current/previous schools, showing how the impact of actions benefitted pupils.

Candidates might also be able:

- ✓ to provide evidence of participation in recent and relevant INSET.
- ✓ to provide evidence of commitment to their current school beyond their department

Job Description:

The successful applicant will be subject to the general professional responsibilities outlined in the current Teachers' Pay and Conditions document and Penwortham Priory Academy's Appraisal and Attendance Policies.

The job description for this post is above.

Application Details

Please provide a supporting statement for your application.

Please include:

- ✓ your own educational philosophy, informed by experience, of how learning and thinking develop in pupils through the study of English Language and English Literature;
- ✓ specific evidence of recent successful teaching at examination level;
- ✓ evidence of the impact of your leadership shown in your teaching career so far;
- ✓ details of any recent innovation for which you may have been responsible;
- ✓ the skills, principles and values that you would bring to the role.

Application Deadline

Monday 13th May 2024 at 12.00 noon

Interviews:

Interviews will take place on Monday 20th May 2024

The successful candidate will commence their role on 1st September 2024.