

## **Heath Farm College**

### **English Teacher**

#### **Reports To: Deputy Headteacher / Headteacher**

#### **Job Purpose**

- To secure high quality teaching, effective use of resources and improve standards of learning and achievement for all students in consultation with the Deputy Headteacher for Curriculum and Learning.
- To teach a range of skills and techniques as necessary to ensure the effective delivery of the school's English curriculum.
- To develop and build the English and literacy provision within Heath Farm College across Key Stages 4 and 5, ensuring a whole-school impact, including younger year groups.
- Although English will be the main subject area, be prepared to teach other subjects as and when required.

#### **Knowledge and Understanding**

Have knowledge and understanding of:

- Key Stages 4 and 5 English curriculum.
- Strategies that relate to the education and personal development of SEMH students, including effective behaviour management techniques and opportunities to praise and reward.
- Implementing the school's vision, aims, priorities, targets, curriculum policies and action plans in relation to classroom practice.
- Statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- The characteristics of high-quality teaching and learning, together with strategies to improve and sustain high standards of teaching and learning leading to achievement for all students.
- The implications of the SEND Code of Practice for teaching and learning.

#### **Specific Roles and Responsibilities**

- To play a key role in the development of English provision at Heath Farm College.
- To work with all stakeholders to ensure successful inclusion of students with SEMH and associated needs.
- To engage in Continuous Professional Development to implement and develop appropriate learning styles, teaching approaches, behaviour management and positive reinforcement.
- To work with the school therapy team to implement and deliver a seamless multidisciplinary provision for young people with SEN.
- To work as a team member and identify opportunities for collaboration and the sharing of effective practice.

- To provide high-quality support to English and literacy provision within the school.
- To demonstrate excellence in a variety of teaching techniques, enabling all students to access their learning in different ways.
- To shape the English curriculum and examination pathways to best suit the needs of groups of students.
- To plan and deliver work in accordance with National Curriculum programmes of study.

### **Planning and Target Setting**

- Set appropriate and achievable expectations and targets for students.
- Work with the Assistant Headteacher, Headteacher and other staff to ensure that EHCPs and Personalised Learning Goals are used to set achievable yet challenging targets and that English curriculum pathways are matched to students' needs.
- Establish short, medium and long-term plans for the development and resourcing of English provision that:
  - contribute to whole-school aims, policies and practices, including those relating to behaviour, discipline, bullying and racial harassment;
  - are based on a range of comparative information and evidence, including student attainment;
  - identify realistic and challenging targets for improvement;
  - are understood by all those involved in their implementation;
  - clearly define actions, timescales, required skills and success criteria.

### **Teaching and Managing Student Learning**

Ensure:

- Curriculum coverage, continuity and progression in English for all students, including those of high ability and those with special educational needs.
- Lessons are well planned and build upon previous learning and skill acquisition, with clear learning objectives and outcomes communicated to students.
- Classroom organisation is appropriate to lesson content and teaching styles, with resources that promote and enhance learning.
- A stimulating learning environment is created and maintained, with displays that are relevant, well maintained and support learning.
- Preparation of termly, weekly and daily plans in accordance with agreed school policy and National Curriculum content.
- Effective development of students' core literacy, numeracy and information technology skills.
- Effective development of students' individual and collaborative study skills, enabling them to become increasingly independent learners.

### **Assessment and Evaluation**

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement, in line with school policy, effective practices for assessing, recording and reporting student achievement.
- Use assessment information to recognise achievement and support students in setting targets for further improvement.
- Ensure information about students' achievements in previous classes and schools is used effectively to secure good progress.
- Monitor student progress over time and evaluate the impact of teaching and learning, using this analysis to guide further improvement.

#### **Student Achievement**

- Establish clear targets for student achievement and evaluate progress and attainment for all students, including those with special educational and communication needs.
- Use data effectively to identify underachievement and, where necessary, create and implement effective plans of action to support those students.

#### **Relationships with Parents, Carers and the Wider Community**

- Establish partnerships with parents and carers to involve them in their child's learning and provide information regarding curriculum, attainment, progress, targets, behaviour and achievements.
- Develop effective links with the local community, including business and industry, to enhance teaching and broaden students' understanding of the wider world.
- Communicate effectively, both orally and in writing, with parents, governors, external agencies and the wider community.

#### **Managing Own Performance and Development**

- Prioritise and manage time effectively, particularly in balancing the demands of teaching, subject leadership and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for own professional development.
- Undertake Team Teach training as directed by the school.

#### **Managing Resources**

- Establish resource needs and advise the Head of School on priorities for expenditure, ensuring resources are allocated efficiently and provide value for money.
- Manage the deployment of support staff within the classroom to maximise the use of subject, technical and specialist expertise.
- Ensure the effective and efficient organisation and management of learning resources, including information and communications technology.

- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of internal and external sources.
- Use accommodation and learning spaces to create an effective and stimulating environment for teaching and learning.
- Ensure there is a safe working and learning environment in which risks are appropriately assessed and managed.

### Other Duties and Responsibilities

A job description can never be fully descriptive and exhaustive and therefore teachers are expected to carry out any reasonable tasks requested by the Headteacher. It is also expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.