

**This Job Description is supplementary to the Trinitas Teacher Job Description and represents an additional area of responsibility**

Job Title:	Head of English
School:	Trinity
Allowance:	TLR1C

**In addition to carrying out the duties of a Class Teacher**

**Main Purpose of the Job:**

The post holder will lead a team of teachers in raising achievement of students:

- Lead and manage the English Department to deliver a stimulating, inclusive, and effective curriculum.
- Inspire and mentor a team of passionate and professional teachers.
- Monitor and evaluate teaching and learning practices across the department.
- Monitor and evaluate student progress, ensuring consistent academic achievement.
- Foster a positive, engaging learning environment that promotes a love for reading, writing, and critical analysis.
- Work collaboratively with other department heads to ensure cross curricular success and holistic student development.
- Contribute to the wider development and growth of the school community, in line with our Christian values.

**Major Duties & Responsibilities:**

As Head of English you will be expected to:

- Model outstanding teaching and lead collaborative planning and development, including the sharing of resources and best practices within the department.
- To shape the development priorities of the department through review processes in line with policy, utilising the Department Improvement Handbook to ensure priorities are clearly communicated and development is planned.
- To effectively deploy staff inside the department (supported by their line manager and other postholders as appropriate).
- To lead on appraisals, observations and other monitoring systems in conjunction with school-wide policy; this includes appraisal of departmental post-holders.
- To enable departmental staff to develop themselves through a number of routes; leading CPD, taking charge of parts of the curriculum, developing enrichment programmes... in turn supporting progression in the school and personally.
- To ensure monitoring tools are used effectively to determine pathways that are supportive for staff and improve outcomes for all stakeholders.
- To extend positive messaging through the use of established school systems.

- To improve behavioural expectation and relationships with pupils and with home through consistent departmental use of school-wide policy with regards to behaviour.
- To lead and oversee assessment and data management across all Keys Stages utilising a range of tools to support best outcomes

All Teachers are required to:

- Carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD), and in accordance with the Teachers' Standards.
- Play a full part in the life of the school community and to support its distinctive Christian ethos and participate in collective worship in accordance with school policy.
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area in line with departmental and whole school policy.
- Contribute to raising standards of student attainment through participation in departmental planning and attendance at departmental meetings.
- Prepare lessons thoroughly in accordance with departmental schemes of work, assess and mark pupils work frequently in order to monitor progress systematically, and write such reports as are necessary, all in accordance with school policies, especially on Assessment, Recording and Reporting.
- Undertake a tutorial and pastoral role to monitor and support the overall progress and development of students as a teacher/ Form Tutor (as required).
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Participate in meetings with colleagues, governors and parents and undertake duties within agreed directed time.
- Continue personal and professional development by participating in arrangements for further training and professional development
- Engage actively in the Performance Management Review process.
- Maintain discipline in accordance with the school's procedures and to encourage good practice with regard to standards of work and homework, behaviour, punctuality and uniform.

**Last Updated By:**

DWh

**Date:**

Mar 2025

Person Specification	Essential / Desirable
<b>Qualifications</b>	
Qualified to degree level	E
A minimum of grade C at GSCE (or equivalent) in English and Maths or completion of QTS Skills tests	E
Qualified Teacher Status	E
Evidence of other professional study	D
Evidence of further professional development relevant to the role.	D
<b>Experience</b>	
Consistent record of delivering outstanding lessons	E7
Track record of delivering successful outcomes in external examinations	E
Experience of effectively leading others	E
Evidence of continued professional development relevant to the subject area	E
Experience of subject leadership in a secondary setting	D
Ability to teach across more than one subject area in the department	D
Involvement in a key departmental/professional development	D
Strong involvement in extra -curricular activity	D
<b>Skills &amp; Abilities</b>	
Positive pupil behaviour management skills	E
<b>Knowledge &amp; Understanding</b>	
Up-to-date knowledge of English curriculum, including assessment and examinations.	E
The use of performance data to track student progress and monitor achievement	E
Maintaining good records of pupils' work	E
<b>Personal Attributes</b>	
Ability to inspire trust and confidence	E
Ability to engage and motivate pupils and staff	E
Good organisational skills	E
Employees should work to the 'Seven Principles of Public Life' Which are:- Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership	E
Confidently deliver/present to a variety of stakeholders	D