**POST TITLE:**  Achievement Co-ordinator for English

**LOCATION/BASED: Gosforth Academy**

**PAYSCALE:**  MPR/UPR plus TRL 2c

**RESPONSIBLE TO:** Leader of Teaching and Learning in English

**CORE PURPOSE:** To be accountable for improving learning achievement within English by developing, leading and monitoring the implementation of stragies

**MAIN DUTIES & KEY RESPONSIBILITIES**

**Main Duties:** The following is typical of the duties the post holder will be expected to carry out. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

**Lead Teaching and Learning Responsibilities**

1. Contribute to leading learning within English by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
2. Lead, develop and enhance the teaching and student development practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning and management of learners.
3. Contribute to the management and development of the provision of programmes/activities that match learner aspirations and potential and achieve excellent for learners within English.
4. Contribute to the management and development of staff in order that curriculum/pastoral objectives are achieved.
5. Contribute to facilitating an ethos within teams which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
6. Contribute to ensuring that Health and Safety policies and practices, including Risk Assessments, are carried out in line with national & local requirements.
7. Contribute to SEF processes and development planning with English.
8. Help to secure effective liaison with feeder schools and outside agencies as appropriate.

**Generic Responsibilities**

1. Create and manage a learning environment and achieve a supportive culture and behavior management strategy which enable learners to achieve their potential.
2. Contribute to the monitoring an development of English an student development across the curriculum to ensure suitable opportunities are provided for learner aspirations to be met.
3. Plan effectively in the short, medium and long term and prepare lessons to ensure coverage of the curriculum and the differentiated needs of learners are met.
4. Apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the divers needs of learners are met and excellence and enjoyment is achieved.
5. Assess, record and report on the development and progress of learners, develop and maintain Individual Learning Plans for a group for students and analyse relevant data to promote the highest possible aspirations for learners, targeting expectations and actions to raise learners’ achievements.
6. Demonstrate ongoing development and application of teaching expertise and subject specialism and/or phase knowledge to enrich the learning experience with and beyond the teacher’s assigned classes or groups of learners.
7. Work collaboratively within and beyond the classroom with support staff (including directing their day to day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well being of learners.
8. Contribute to the development and application of priorities, policies and activities in order to enable the achievement of whole school aims.
9. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and services delivery.
10. Take responsibility for a tutor group, and to contribute to the development of Citizenship and the Guidance Programme.

**Specific Responsibilities (including target group(s) of students negotiated at need with the Leader of Teaching and Learning in English**

1. Ensure learner achievement in Y9 through leading the co-ordination of all aspects of the Y9 curriculum.
2. Secure progression into Y9 through coordinating Middle School Liaison, including the implementation and maintenance of a common transition unit.

**PERSON SPECIFICATION**

**POST TITLE: Achievement Co-ordinator of KS3 English**

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| **SKILLS, KNOWLEDGE AND APTITUDES** | **ESSENTIAL** | **DESIRABLE** |
| Excellent classroom practitioner | ✓ |  |
| Ability to teach English to KS3 and KS4 | ✓ |  |
| A clear understating of the issues involved in raising standards of teaching and learning | ✓ |  |
| Awareness of a range of approaches to managing the raising achievement agenda | ✓ |  |
| Awareness of new developments in English education and how they impact at school level. | ✓ |  |
| The ability to teach to KS5 |  | ✓ |
| Record of effective management skills |  | ✓ |
| Experience of working with changing roles, courses and circumstances |  | ✓ |
| **QUALIFICATIONS AND TRAINING**  | **ESSENTIAL** | **DESIRABLE** |
| A good degree or equivalent in English or a related course | ✓ |  |
| Qualified Teacher Status. | ✓ |  |
| **EXPERIENCE** | **ESSENTIAL** | **DESIRABLE** |
| An excellent track record of teaching English | ✓ |  |
| **PERSONAL QUALITIES** | **ESSENTIAL** | **DESIRABLE** |
| No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. | ✓ |  |
| Good organisational and time management skills | ✓ |  |
| Good interpersonal skill and the ability to communicate effectively | ✓ |  |
| Ability to motivate staff and students alike | ✓ |  |
| Flexible approach | ✓ |  |
| Capacity for hard work and resilience | ✓ |  |
| Positive approach to managing change and tackling new challenges |  |  |
| Ability to form and maintain appropriate relationships and personal boundaries with students. | ✓ |  |
| **SPECIAL REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** |
| Satisfactory Enhanced DBS clearance with a Childrens Barred List check. | ✓ |  |
| Medical clearance. | ✓ |  |
| Minimum of 2 references which are satisfactory to the Trust. | ✓ |  |
| Evidence of qualification certificates. | ✓ |  |
| Evidence of Right to work in the UK. | ✓ |  |

***The Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed.  The Trust is committed to safeguarding and promoting the welfare of children and young people and it expects staff and volunteers to share this commitment.***