

## Rotherham Metropolitan Borough Council

<b>Job and Person Profile: Subject Leader for English</b>	
<b>Directorate: Children and Young People's Services</b>	<b>Service: Rotherham Aspire PRU</b>
<b>Grade: M1- U3 + TLR</b>	<b>Hours of Work: Full/Part time hours</b>
<b>Status: Permanent</b>	<b>Location: Aspire</b>
<b>Responsible to: Deputy Headteacher</b>	
<b>Responsible for: Coordination of English and literacy across Aspire sites</b>	

### **Main purpose of the job:**

- To be an inspirational teacher who wants to work in an alternative setting with children who have social, emotional and mental health needs.
- To teach high quality, engaging English at Key Stage 4, including GCSE, functional skills and other accreditation.
- To plan and deliver effective teaching to challenging pupils, many of whom present with social, emotional and mental health (SEMH) difficulties and often undiagnosed other special education needs (e.g. ASD and ADHD).
- To use highly effective pedagogy, including SEN/SEMH practice.
- To coordinate the delivery of English and literacy across all Aspire sites
- To provide coordinated support for teachers and tutors involved in the delivery of English and literacy at Aspire
- To work closely with the Deputy Head (Teaching & Learning) to ensure an appropriately planned curriculum and support Aspire's quality assurance processes

### **Teaching, Learning & Social Development:**

- To teach GCSE English to pupils in Key Stage 4, with the ability to personalise and address pupils' gaps in learning.
- To continue to develop expertise in pedagogy including engaging, creative approaches and disseminate this across Aspire
- To supervise support staff within the setting.
- To liaise with senior managers and other agencies about pupils.
- To maintain an up to date knowledge of the English curriculum and accreditation in key stage 4
- To understand and be able to bridge gaps in learning in English, including knowledge of different strategies for developing understanding of concepts and skills at different stages of development.
- To develop highly effective planning, delivery and assessment and share with team members where appropriate
- To analyse pupil data regularly and implement effective strategies for accelerating pupil progress.

### **Key duties and areas of responsibilities:**

- To provide a safe secure climate for learning based on nurture principles.
- To baseline assess pupils in co-operation with the SENCO so as to meet pupils' individual needs
- To take into account pupil's personal learning needs, and if identified in pupils' Education, Health and Care Plans, when planning and delivering.
- To contribute to an ethos that can provide support and education for pupils to help sustain them within the learning community successfully, based on the concept of building positive relationships.
- Collaboratively address deficiencies with any barriers to learning
- To teach highly effective, high quality, engaging lessons, well organised and resourced.
- To provide high quality, personalised effective feedback, relevant to the pupil, to contribute to their success.
- Be pro-active in analysing relevant data to make judgements and identify interventions to accelerate progress
- To provide relevant documentary evidence for all pupils of their progress as a result of robust assessment procedures.
- To take responsibility for personal professional development in order to develop expertise and contribute to innovative pedagogy developing of the learning community through lesson observations, research and development and coaching and mentoring.

<b>Person Profile</b>	<b>Essential</b>	<b>Desirable</b>
<b>Knowledge &amp; Experience</b>		
Qualified Teacher Status	CQ	
Post qualifying Training / Award relating to SEN		CQ
Qualification in management		CQ
Knowledge of Child Protection	AF/I	
Knowledge of National Curriculum and SEN Code of Practice	AF/I	
Understanding and knowledge of current education legislation and thinking	AF/I	
Knowledge of national Curriculum in English and alternative accreditation routes	AF/I	
Minimum of five years teaching		AF
Recent teaching in Key Stages 3 and/or 4	AF	
Experience of leading and managing teams of staff		AF/I/R/P
Experience of managing budgets		I/R
Experience of teaching with disaffected pupils and those with behavioural problems		AF/I
Experience of KS2/3 Transition		AF
Clear child-centred philosophy	I	
<b>Skills &amp; Abilities</b>		
Ability to plan, implement and manage a curriculum provision for SEMH students	I	
Stimulates & encourages high performance from others towards the achievements of objectives/targets	I/R/P	
Supports team members in the performance of their duties & maintain a critical oversight of their work	I/R	
Sets and maintains quality standards in areas of responsibility	I/R	
Ability to devise and deliver timetable and to ensure appropriate assessment is in place for all aspects of the curriculum	I/R	
The ability to think and plan strategically	I/R	
Evidence which demonstrates on-going commitment to professional development	AF/I	
Competent ICT skills with enthusiasm to develop use of software	R	
A commitment to high standards of student care and a consistent approach to class and school codes.	I	
<b>Core Management Behaviours</b>		
The ability to initiate and manage change	I/R	
The ability to work flexibly	I/R	
The ability to build & sustain effective working relationships with staff & pupils dealing sensitively with weakness	I/R	
The ability to find unconditional positives which empower staff and pupils.	I	
Commitment to high standards at all levels	I/R	
An ambitious personality with enthusiasm to contribute to the Centre's developing provision for SEMH students.	I/R	
<b>Personal/Physical Requirements</b>		
A good health & attendance record	R	
Disclosure & Barring Service at enhanced level	DBS	
Access to a suitable vehicle		AF/I
It will be a condition of your employment that there is no smoking in the workplace	I	
No serious health problem which is likely to impact on job performance (that is, one that cannot be accommodated by reasonable adjustments)	I/R	
Good sickness/attendance record in current/previous employment (not including absences resulting from disability).	I/R	

### **Method of Assessment**

**AF – Application Form    I – Interview    R – References    GE – Group Exercise    P – Presentation**  
**CQ – Certificate or Qualification    OT – Occupational Test    DBS – Disclosure & Barring Service**  
**\*indicates shortlisting criterion**

This specification has been prepared in accordance with the requirements of the Council’s Equal Opportunities in Employment Policy. We undertake to make any “reasonable adjustments” to a job or workplace to counteract any disadvantages a disabled person may have. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview. In the event of a large number of applicants meeting the essential criteria, desirable criteria or occupational testing may be used as a further shortlisting tool.

Completed by..... Designation..... Date.....