



HALEWOOD ACADEMY

The Avenue, Wood Road, Halewood, Liverpool, L26 1UU

Telephone: 0151 477 8830

Executive Principal: Mr G Evans

SENIOR LEADER OF ENGLISH Leadership Group Pay Range L12-L16

Required for September 2019. We are seeking to employ a well qualified, energetic and enthusiastic Senior Leader of English. Support for new staff is particularly strong. The successful candidate will have excellent subject knowledge and be able to motivate students through inspirational teaching. This is an excellent opportunity for a talented leader to join a thriving school.

We are looking for a dynamic, strong leader to drive further improvement in the English department. This position is available due to the internal promotion of the current postholder. As a member of the Senior Leadership Team you will lead the development for a clear vision for English, in line with School's vision, "We Seek The Best."

Halewood Academy is a successful 11 - 16 school and is part of the Wade Deacon Trust. It was judged to be a good school in May 2017 by Ofsted. The successful candidate will be pivotal in our journey to outstanding.

The Wade Deacon Trust is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.

For an informal discussion about this role please contact Miss Gallagher, Vice Principal on 0151 477 8830.

An application form and details are attached. Completed application forms should be returned to ssimmons@halewoodacademy.co.uk or to Mr S Simmons, Senior Administration Leader at Halewood Academy, The Avenue, Wood Road, Liverpool L26 1UU.

Closing date: 3pm, 13th May 2019

Interviews to be held Friday 17th May 2019



Dear Applicant,

Thank you for your interest in this post at Halewood Academy, a school within the Wade Deacon Trust. We are extremely proud of our learning community and how students and staff work together in order to achieve the highest possible educational outcomes.

This application pack is designed to help you decide whether or not you feel this school is one in which you would like to further your career by helping our young learners to raise their standards of attainment to their maximum potential.

To apply for this post;

1. Review the detail contained in this information pack.
2. Complete the Application Form, ensuring that all boxes are filled in.
3. Outline, in no more than two sides of A4 (Arial font size 12), why you are interested in this post and how you have prepared yourself so far, what contributions you feel you can make to students' development within our school, and any particular areas of strength and expertise you feel you may have
4. Complete the Supplementary Information Form.

Please note that we do not accept or require your CV.

Applications will be assessed on evidence of professional competence, communication skills, leadership qualities and personal attributes.

We look forward to receiving your application.

Yours faithfully,

Mr G Evans
Executive Principal



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JOB DESCRIPTION – SENIOR LEADER OF ENGLISH

Accountable to: Principal & Vice Principal

Pay range: Leadership L12-16

Main purpose of the job

- Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) and meet the Teachers' Standards.
- Lead, monitor and be accountable for the standards of teaching and learning within English.
- Consistently demonstrate at least good standards of teaching and learning, seeking opportunities for continued professional development opportunities.
- Lead the development of a clear vision for English, in line with School's vision for quality, opportunity and success for all.
- Have due regard for **safeguarding** and promote the welfare of children and young people.
- Raise standards of student attainment and achievement within English and monitor and support student progress.
- Be accountable for student progress and development within English.
- Develop and enhance the teaching practice of others.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school improvement plan and the curricular policies.
- Effectively manage and deploy TLR holders and teaching/support/technical staff, financial and physical resources within the department.
- To support the implementation of whole school literacy and numeracy.
- Lead departmental improvement planning and self evaluation and contribute to whole school strategic planning and evaluation.



- Lead the development of curriculum plans, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department, to reflect most recent best practice and National strategies.
- Monitor student progress data and demonstrate timely and effective intervention in order to meet School's and National targets.
- Implement school policies and procedures across the subject area, e.g. Equal Opportunities, Health and Safety and Safeguarding.
- Lead colleagues within the subject area to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- Work collaboratively with other post holders to ensure that the work in the curriculum area fully meets the needs of all students and ensures at least good progress is made.
- Ensure where appropriate, that Health and Safety policies and practices, including risk assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager.
- Liaise with the leadership team to maintain accreditation with the relevant examination and validating bodies.
- Work collaboratively with the leadership team and leaders of teaching and learning to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs, in order that minimally good standards of teaching and learning are reached and maintained consistently by all staff in the department.
- Undertake the Performance Management process and to act as reviewer for a group of staff within the designated department.
- Make appropriate arrangements for classes when staff are absent.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- Promote teamwork and to motivate staff to ensure effective working relations.
- Participate in the school's ITT programme.
- Be responsible for the day-to-day management of staff within English and act as a positive role model.



- Ensure School's rigorous quality assurance cycle is consistently embedded within the department and that data is shared with subject staff to formulate strategic action plans.
- Ensure that the department's quality assurance procedures meet the requirements of the School Improvement Plan.
- Monitor all strategic plans at timed intervals in order to review the impact of and where appropriate, re-evaluate the strategies implemented.
- Ensure School's target setting strategies are consistently embedded within the subject area in order that students make at least good progress, meeting School's targets.
- Contribute to School's procedures for monitoring the quality of teaching and learning, demonstrating this as a key improvement priority in department meetings and progress reports.
- Ensure the maintenance of accurate monitoring data and up-to-date information concerning the department on the management information system by scheduled School deadlines.
- Make use of analysis and evaluate performance data provided.
- Provide progress reports on student performance to SLT.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Provide the Governing Body with relevant information relating to the department's performance and development.
- Lead on the monitoring of all subject area internal assessments to reflect stretch, challenge, exam board expectations and adherence to mark schemes.
- Take responsibility for the monitoring and intervention of controlled assessment work, if applicable to the subject area, to ensure students meet deadlines, make at least good progress and that staff meet marking and completion deadlines, as agreed in the School calendar.
- Take responsibility for the accuracy of internal moderation processes within subject area to ensure accuracy and meet exam board expectations re marking, annotation and grading criteria.
- Take responsibility for external examination entries in order that students are entered for the correct papers and tiers to meet their needs.



- Ensure the effective communication/consultation with parents/carers, including the quality assurance of written reports and monitoring of staff intervention records.
- Liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- Manage the available resources of space, staff, money and equipment efficiently and effectively, in order that learning resources are kept well stocked and reflect current teaching and learning initiatives/specification requirements, within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- Monitor and take action to maintain a positive climate for learning within the subject area's classrooms and offices, in order that a professional and engaging climate is maintained.
- Act as a Form Tutor when required and to carry out the duties associated with that role.
- Contribute to PSHE, citizenship and enterprise according to school policy.
- Ensure the Behaviour Management and reward systems are implemented in the department so that effective learning can take place.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- Support the school in meeting its legal requirements for worship.
- Promote actively the school's corporate policies.
- Promote and implement equality and diversity in the Academy in all aspects of employment and educational delivery.
- Undertake duties not listed that are commensurate with the level of responsibility of the post.

This job description is current at the date below and, following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.



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PERSON SPECIFICATION – SENIOR LEADER OF ENGLISH

CRITERIA	ESSENTIAL	DESIRABLE
A. Education and training	<ul style="list-style-type: none"> To hold a degree or equivalent qualification. To be a qualified teacher. To have evidence of professional development relating to the leadership and management of a secondary school. 	<p>To hold qualifications in areas of school leadership and management.</p> <p>NPQML</p>
B. Work experience	<ul style="list-style-type: none"> To have evidence of consistently high standards of Teaching & Learning with a clear impact on student progress. 	<p>To have held a position of responsibility in a secondary school.</p>
C. Skills and abilities	<p>Shown the ability to (in consultation with others):</p> <ul style="list-style-type: none"> To action plan & review standards in English, the curriculum and provision to meet the needs of all students. Demonstrate strong interpersonal skills and the ability to develop and lead a team. 	<p>Experience of</p> <ul style="list-style-type: none"> preparing policy documents. support and lead staff in their personal and professional development and raise standards of teaching and learning within English.
D. Special knowledge	<ul style="list-style-type: none"> To have knowledge of developments with regard to the National Curriculum and other Government initiatives. To have pedagogical knowledge of teaching & learning strategies. To understand curriculum continuity and progression. To have knowledge of issues in the area of special needs. 	
E. Personal qualities	<p>Evidence of:</p> <ul style="list-style-type: none"> A passion for teaching and learning. <ul style="list-style-type: none"> the ability to relate to and motivate staff, parents and students; the ability to listen to and understand others; an innovative solution and seeking approach. consistent expectations of high standards. 	



F. Approach to work	Evidence of: <ul style="list-style-type: none">• high motivation and professional commitment;• a commitment to student-centred education;• a commitment to involving parents as partners in the education process;• a commitment to and understanding of equality of opportunity.	Professional development since training.
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Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

In addition, the post holder should have the ability to:

- vocalise the school's vision and aspiration to be a World class school
- be flexible to adapt to change
- have excellent attendance
- be a role model and act as an ambassador for Halewood Academy in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in a suit or smart skirt / dress / trousers and jacket.

Context

The Wade Deacon Trust

Halewood Academy is a secondary school in a growing multi-academy trust; The Wade Deacon Trust. Senior Leaders from the trust work to support and develop partner academies.

<https://wadedeacontrust.com/>