



ROLE PROFILE

English Teacher



Job Family	Teaching
Report To	Headmistress
Direct reports	None
Status	Permanent contract
Hours	Full Time or Part Time

PURPOSE OF THE ROLE:

As an excellent classroom practitioner with a genuine passion for English, the English teacher will lead by example and inspire pupils across the School.

In addition to planning and implementation of appropriate and agreed schemes of work, ensuring that these are in line with both national frameworks and School policies, the teacher will be the subject coordinator for English across the School. They will oversee the planning, deliver and monitoring of the teaching and learning of English, providing feedback and support to others and ensuring progression of all groups within this subject area.

Key to this role is the maintenance of attainment and assessment records and reporting on pupils' progress to senior staff, parents and carers, in accordance with School policy.

KEY RESPONSIBILITIES:

TEACHING AND LEARNING

- Develop, plan and deliver progressive and comprehensive schemes of work that challenges pupils, promotes high levels of interest, and offers an age-appropriate broad, balanced and stimulating learning opportunities.
- Ensure appropriate provision is in place for children identified with SEN or EAL requirements and those identified as more able, seeking support from the SENCo and other teachers to enable all child to fulfil their potential.
- Inspire pupils to develop an enthusiasm to become independent learners and foster a life-long interest in personal development; providing learning opportunities that are underpinned by enquiry and exploration and encouraging pupils to engage in reflective practice and
- Implement clear practices for marking and assessing pupil's work and provide constructive feedback to help pupils reflect upon and improve the quality of their work; complying with the Marking and Feedback policy and ensuring that all pupils acquire and consolidate the knowledge, skills and understanding required for future learning.
- Ensure children's work is valued.
- Monitor, evaluate and report on progress in line with School's procedures, identifying any focus learning requirements and challenge provision for more able learners.
- Work closely with the Learning Support team in coordinating support for pupils with SEN and opportunities to extend higher attaining learners.
- Communicate and consult with parents and carers about children's progress and attainment, preparing informative and effective assessment and reporting in line with School policies and procedures.

CURRICULUM AND ASSESSMENT

- Lead and oversee a progressive and comprehensive scheme of work for English across the School, ensuring an engaging curriculum, demonstrating a critical understanding of developments in the subject and continually seeking opportunities to enhance practice.
- Demonstrate excellent knowledge and understanding of how pupils learn and how this impacts on teaching, implementing this in classroom teaching and sharing this with other staff
- Monitoring pupil and teacher performance through data analysis and observations and implementing school-wide curriculum and teaching strategies.

SAFEGUARDING

- Engage in all safeguarding training as required and adhere to all regulatory requirements.
- Carry out all duties with due regard and a personal commitment to the School's safeguarding, equality and health and safety policies and procedures, along with the staff code of conduct
- Ensure that all safeguarding concerns are reported in a timely manner and in line with policy.
- Promote the wellbeing of the children by curating a secure environment; fostering positivity, self-esteem, inclusion, and establishing relationships based on mutual respect.

PROFESSIONAL STANDARDS

- Be committed to continuing professional development, keeping abreast of developments in curriculum and subject areas and pedagogical approaches.
- Attend all INSET and staff training events.
- Promote and demonstrate in action the vision, values and ethos of the School, ensuring these are embedded in everyday practice.
- Contribute to the extra-curricular life of the School by offering clubs and activities after school.
- Contribute fully to the wider life of the school, including but not limited to attendance at School engagements / events and the promotion of the School within the wider community.
- Work co-operatively alongside members of the wider school team, demonstrating flexibility and initiative, fostering a cooperative and positive culture and acting as a role model to others.
- Develop excellent relationships with parents/carers, encouraging and promoting home/school partnerships through clear and open communication and consultation.
- Develop effective links with the local community, and identify further opportunities to enrich the curriculum, enhance teaching and to develop pupils' wider understanding.
- Use a range of strategies to model and promote positive behaviour in line with the School Values and behaviour expectations.
- Conduct school assemblies and arrange visiting speakers.
- Comply with the timetables and Duty Rota, including the provision of late-night duties as scheduled.
- Undertake wider staff responsibilities and such additional duties as might be reasonably requested by the Headmistress or other authorised person including, but not limited to, covering lessons and staff duties.

Other Duties:

This job description is a broad picture of the post at the date of preparation. It is not an exhaustive list of all possible duties, and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the postholder will be required to carry out any other duties to the equivalent level that are necessary to fulfil the purpose of the job.

Person Specification		
	Essential	Desirable
A. Qualifications	<ul style="list-style-type: none"> Relevant Degree (A, I) Qualified Teacher Status (A, I) 	<ul style="list-style-type: none"> Recent and relevant CPD (A, I) Paediatric first aid (A, I)
B. Experience (Teaching & Learning)	<ul style="list-style-type: none"> Experience across KS1 & KS2 (A, I) Plans and delivery incorporate innovative approaches to enrich pupil experience (A, I) Uses data, including standardised and school-based assessments, to drive continuous improvement (A, I) Promotes a culture of high expectations and appropriate challenge (R) Committed to personalised learning approaches, to ensure success for every child. (A, I) Enables inclusive and flexible learning choices and effective paths that lead to pupil success (A, I) 	<ul style="list-style-type: none"> Previous experience as a subject coordinator (A, I) Experience of delivering best practice in teaching and learning within a Prep school environment (A, I, R) Relevant experience of subject coordination. (A, I, R) Understands future curriculum developments (A, I) Thorough knowledge of Independent Schools Regulations for compliance and quality of education (I)
C. Collaboration	<ul style="list-style-type: none"> Builds and sustains reciprocal relationships and leverages those partnerships to cultivate inclusive, caring and culturally responsive school communities (A, I, R) Promotes partnership with parents / carers, to enhance children's enjoyment, wellbeing, achievement and personal development (R) Communicate effectively with the school community and outside agencies (A, I, R) Treats people fairly, equitably, and supports a positive school ethos (R) Demonstrates balanced and fair judgement (R) 	
D. Safeguarding	<ul style="list-style-type: none"> Undertakes training in line with the expectations set out in the latest version of Keeping Children Safe in Education (KCSIE). (A, I, R) Keeps up to date with local and national initiatives, announcements, guidance and legislation. (I) Knows when and how to report a concern (I) 	<ul style="list-style-type: none"> DDSL trained
E. Equal Opportunities	<ul style="list-style-type: none"> Understands of the requirements of Equality and Diversity and how they can be addressed in schools (I, R) 	
F. Skills and Personal Qualities	<ul style="list-style-type: none"> Be focused, aspirational, independent and resilient (A, I, R) Good ICT skills (A, I) Organised and able to maintain accurate records (A, I, R) Able to think and plan strategically and manage the classroom (A, I, R) Have the ability to reflect on own practice (A, I, R) 	
Attributes measured by: A – Application I – Interview R – Reference		