



admin@greenfield.herts.sch.uk
Tel: 01992 760779

The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk

Executive Headteacher:
Mrs Mireilli Forrest



admin@hurstdrive.herts.sch.uk
Tel: 01992 624099

Job Description & Person Specification - Class Teacher and Subject Leader for English Job Description

Introduction

The Greenfield Nursery and Hurst Drive Primary Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development.

Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

Title and Grade of Post

Post Title: Class Teacher and Subject Leader for English

Pay Scale: MPS/ UPS Range London Fringe + TLR2

Contract type: Permanent

Hours: Full Time

Purpose of the Job

To provide leadership in the development and management of English and to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the head teacher in a courteous, helpful and positive manner.

Employment Duties

This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

Relationships

The post holder is responsible to the head teacher for his/her teaching duties and responsibilities and for teaching tasks. The post holder interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school - with particular reference to English. The post holder may be responsible for the supervision of the work of support staff relevant to his/her responsibilities.

Main purpose

The Teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Meet the expectations set out in the Teacher's Standards
- Fulfil duties reasonably directed by the Deputy Headteacher

N.B. The duties listed below are not an exhaustive list of requirements.

Key responsibilities

Teaching:

- Be responsible for the quality of the teaching and learning of all pupils who are assigned to the post holder
- Plan and teach well-structured lessons to assigned classes, following the school's plans and curriculum
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Participate in arrangements for preparing pupils for examinations.
- to maintain and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of support staff relevant to the allocated class;

Whole-school organisation, strategy and development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the school's vision and values
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.

Health and Safety:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

Working with colleagues and other relevant professionals:

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.

Management of staff and resources:

- Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Monitor quality and standards of resources delegated to them.

Professional development:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others.

Communication:

- Communicate effectively with pupils, parents/carers, colleagues, wider school community and governors.

Responsibilities attached to the post of English Lead within the Federation are as follows:

- to keep up to date with the latest developments and research in order to advise the head teacher and colleagues on the implementation of the 'English programmes of study: key stages 1 and 2' and the Literacy elements of the 'Statutory framework for the early years foundation stage' including developing and amending school policy accordingly;
- to seek to ensure English is taught effectively through monitoring of teaching and auditing of the school's equipment, resources and facilities;

- to carry out regular monitoring of the quality of teaching, learning and assessment in English, including learning walks, pupil voice, work scrutiny and data analysis, creating actions based on monitoring to improve outcomes for pupils;
- to provide support to colleagues in the teaching of English - co-ordinating, planning and leading in-service training relevant to this, and participate in meetings designed to integrate the work of the subject leader into the management of the school as a whole;
- to co-ordinate the requisition, storage, maintenance and deployment of resources and equipment needed for the teaching of English in accordance with the school's policy;
- to assist the head teacher in the preparation and sharing of reports relating to the teaching of English if these are requested by the local authority or the school's governing board; and to contribute examples of English work to displays and make contributions relating to the teaching of English to materials published about the school.

Person Specification – Class Teacher & English Lead

Criteria	Essential	Desirable
Qualifications & Professional Development	<ul style="list-style-type: none"> • A degree or relevant professional qualification • Qualified teacher status (QTS) • Evidence of inset, action research, personal study relating to teaching of English • Ability to identify own learning needs 	<ul style="list-style-type: none"> • Evidence of appropriate professional development at a leadership level (e.g. NPQML)
Experience	<ul style="list-style-type: none"> • Teaching experience across more than one key stage • Evidence of consistently good to outstanding teaching • Successful teaching in an area serving a diverse community including EAL learners. • Successful experience in creating an effective learning environment and developing successful behaviour management 	<ul style="list-style-type: none"> • Experience of teaching in the Early Years Foundation Stage • Experience of administering end of key stage 1 or 2 assessments • Subject leadership in one or more subjects • Experience of leading staff teams
Knowledge & Understanding	<ul style="list-style-type: none"> • Detailed knowledge of the National Curriculum requirements • Knowledge of how to monitor, assess and record evidence of children's learning • Have a working knowledge of the teacher's professional standards, duties and legal responsibilities • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils including the use of digital technology • Secure knowledge of statutory requirements relating to the Primary National Curriculum • Knowledge and understanding of teaching children who have special educational needs and of children who are learning English as an additional language • Understanding of Equal Opportunities implications for teaching and learning 	<ul style="list-style-type: none"> • Have good knowledge of using digital technology to enhance learning • Knowledge of the Statutory Framework for the Early Years Foundation Stage • Understanding of the foundations of literacy 0-5

Professional skills	<ul style="list-style-type: none"> • Ability to plan and teach the curriculum taking account of children's different needs and assessment for learning • Ability to use effective behaviour management strategies • Ability to work effectively as a team member and to make a contribution to the overall development of the school • Ability to work on own initiative and meet agreed deadlines • Ability to follow agreed school policies and procedures • Ability to communicate effectively with pupils, staff, parents and the wider community • Excellent standard of written English 	<ul style="list-style-type: none"> • Hobbies and interests to broaden the curriculum (e.g. sports, the arts etc.) • Demonstrable interest in quality children's literature and how it can be utilised across the curriculum. • Experience in coaching and/or mentoring
Person attributes and aptitude	<ul style="list-style-type: none"> • Passionate about teaching and learning, and providing a high quality of education for all • Committed to maintaining high expectations in all aspects of their work • Reflective practitioner willing to engage with educational research to inform and improve own practice and that of others • Enthusiastic with an engaging teaching style (i.e. to inspire pupils to learn, to build supportive relationships) • Approachable, with good teamwork skills (i.e. helping colleagues, children and parents/carers alike to ensure best possible outcomes for children) • Punctual and organised; able to prioritise tasks and manage own time effectively • Resilient and resourceful; always looking for ways to solve problems and pre-empt those which might occur 	
Safeguarding	<ul style="list-style-type: none"> • Secure knowledge of Part 1 of 'Keeping Children Safe in Education: for schools and colleges' including what staff should do to support the welfare of children and young people 	
Equalities	<ul style="list-style-type: none"> • Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin 	Relevant professional development relating to equalities