

JOB DESCRIPTION

HEAD OF DEPARTMENT ENGLISH

ROLE

Establishing goals and expectations

- Promote and develop the school ethos and philosophy through modelling and sharing The Nexus Way.
- Promote and model the schools 'restorative practice' ethos to facilitate harmonious relationships.
- Contribute to decision making at leadership level and support outcomes when a decision is made.
- Contribute to the development of whole school improvement planning (SIP).
- Contribute to the whole school review of the guiding statements and SIP through further development of The Nexus Way.
- Ensure all stakeholders, under your management, implement the school goals and targets so there is clarity and consensus.
- Write your phase improvement/action plan in collaboration with your team, to align with the SIP.

Strategic resourcing and management

- Be involved in the identification and recruitment of staff to continue to further strengthen teaching and learning in your area.
- Allocate appropriate staffing in conjunction with the timetabler.
- Manage academic support/administrative staff if relevant.
- Contribute to whole school decisions about resource allocation.
- Gather and prepare budget requests in line with the SIP.
- Order specialist resources and equipment in line with the SIP.
- Effectively track and manage budgets and assets.

Planning, Coordinating and evaluating teaching and the curriculum

- Contribute to school wide curriculum development through relevant collaboration in alignment with school goals.
- Lead a regular review of the curriculum in your area/Phase in line with the school goals.
- Work with others to ensure vertical and horizontal alignment of the curriculum through systematic review of the scope documents.
- Ensure that the curriculum is monitored in terms of learning outcomes so that learners make good progress in line with expectations.
- Evaluate and analyse a range of summative and formative assessment data to identify and implement strategies to support all learners.
- Promote a learning focussed culture through regular observations of learning e.g. Looking for Learning, Learning Walks etc. to ensure your team has an open door policy.
- Ensure that all staff receive feedback on their pedagogy at least 5 times a year, following observations of learning.
- Ensure team understand and are following the planning process for each phase.
- Ensure collaborative planning is well managed and effective.
- Promote learning conversations in your team.
- Work with staff to set professional development goals that are aligned to the TPA rubrics.
- Monitor staff progress to support implementation of their professional development goals and address underperformance.
- Support and prepare staff for the TPA process and conversation

Promoting and participating in teacher learning and development

- Where appropriate lead whole school and departmental professional learning to further promote 'The Nexus Way'.
- Promote and model best practice in line with the Nexus Way as articulated in the TPA rubric.
- Identify and or provide appropriate training, through coaching and mentoring, for individuals to meet their professional development goals.
- Ensure team meetings are learning focused and facilitate sharing best practice.
- Be an active participant in your own continuous professional learning

Ensure an orderly and supportive environment

- Ensure new teachers and team members are inducted effectively and supported in their transition.
- Have responsibility for the wellbeing of your team members by managing deadlines and external expectations to minimise stress and promote collegiality.
- Assist in the development and implementation of effective systems for managing routines and processes in your area of the school.
- Ensure there is a team culture that promotes risk taking, favours collaborative and cooperative learning and is culturally sensitive.
- Ensure collaborative planning and meeting times are productive and focused.
- Ensure that decisions made at meetings are promptly communicated to your team.
- Represent the views of your team at meetings as part of the whole school community.
- Ensure relevant policies and procedures related to health and safety are known by all.
- Take a leading role in ensuring the schools health and safety policies and procedures are carried out effectively.
- Ensure the resources and facilities in your area are well maintained and safe.

Other duties and responsibilities

KEY RELATIONSHIPS

A Head of Department English reports to the Head of Secondary

In addition a Secondary Middle Leader will develop and maintain effective working relationships with:

- Department members
- Deputy Head Systems and Processes
- Deputy Head Director or Learning & Teaching
- Middle Leaders
- Parents
- Learners

PERSONAL SPECIFICATION

Qualifications and Training

A degree plus teaching qualification (or equivalent)

Higher degree or recognised professional qualification (preferred)

Evidence of continued relevant professional development

Experience desirable

Previous Middle or Senior Leadership Role

Teaching learners with diverse language and learning needs

A range of settings ideally also in an international school environment

Using technology in learning

The IPC, IGCSE or/and IBDP curriculum (as appropriate to age taught)

Person Qualities

The successful candidate will:

Plan, develop and deliver rigorous learning experiences that address learners with a variety of language and learning needs (including autism, global delay, English and an additional language, Dyslexia etc. as well as highly academic learners).

Develop and foster the learners' confidence and skills to enable them to become autonomous self regulated learners.

Build learning focused relationships.

Have excellent collaboration and teamwork skills that result in effective co-planning and co-teaching.

Be a confident user of technology to transform learning.

Be a reflective practitioner and a life long learner. Deal effectively and non-confrontationally with learners, staff and parents to positively influence others.

Be community and internationally minded and want to participate beyond their classroom.