



## Job Description

<b>Post Title:</b>	English and Communication Lead
<b>Location</b>	Bank View School Long Lane – To work across all sites
<b>Salary:</b>	Leadership Scale L4 – L6
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	N/A

Bank View is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

You will be line and performance managed by your line manager in respect of all professional duties.

The appropriate line manager will monitor your professional duties in respect of teaching and provide feedback to you and your assigned line manager through a range of Quality Assurance Cycle (monitoring) activities.

The role will be based at Bank View School, Long Lane, however you will be required to work across all sites.

### **Purpose of the role**

This post involves a significant role in terms of curriculum and additional provisions leadership.

The person undertaking this role will have specific responsibility for the English and Communication curriculum. This is a strategic position to ensure consistency across key subjects in school including English language and literacy, the Development of Reading, Specific Learning Difficulties provisions, Social Communication provision and Oracy. The person undertaking this role will be responsible for establishing key processes and systems.

As a member of extended Leadership Team, the English and Communication Lead will support the SLT in managing, monitoring and developing the curriculum.

To comply with the requirements of the OFSTED framework.

### **Key duties and responsibilities**

In addition to carrying out the professional duties of a teacher, the Leader of the English and Communication curriculum will play a role under the overall direction of the Head teacher in:-

- Contributing to the formulation and review of the whole School Development Plan (SDP) and Self-Evaluation Framework (SEF) and work to ensure the school is on track to meet the targets
- Establishing the policies through which the objections in the SDP are achieved
- Leading and managing staff and resources to this end



- Monitoring progress towards the achievement of the aims and objectives of the school
- Undertake any professional duties of the assistant head teacher when reasonably delegated by the head teacher or deputy head teacher.

### **Formulating the aims and objectives of the school**

- To set appropriate performance indicators and targets for the communication curriculum areas by creating an action plan which is reviewed regularly and updated annually
- To support, monitor and evaluate the progress of the communication curriculum areas against the identified development plan objectives
- To lead the strategic approach to the communication curriculum across key stages 3, 4 and 5
- To lead on the design, intent and implementation of the communication curriculum.
- To take a lead role in assessing the impact of the communication curriculum
- To coach other staff in identifying the intent, implementation and impact of the communication curriculum within their specific subject areas
- Liaise the base leader to develop a highly personalised curriculum which meets the needs of our most complex students
- Liaise with the primary lead and 6<sup>th</sup> form leaders in order to ensure progression and curriculum development across all phases of school
- To work with the assessment and pupil progress leader to develop and use effective assessment systems across all key stages
- To use selected tools for data collection and analysis and provide data reports which communicate the outcomes for students within their areas of responsibility
- To lead on interventions for identified learners
- To lead on research-based practices and innovations which ultimately improve the outcomes for learners including developing the use of technology within your areas of responsibility
- Ensure key stakeholder support for development and change through the provision of consultation and engagement opportunities
- To be responsible for monitoring the effectiveness of key relevant policies and liaise with and report to the Governing Body in this regard
- To have a shared responsibility for establishing and reviewing school policies and procedures
- To develop, communicate and interpret policies and procedures and ensure the effective execution of the aims of the school.

### **Leadership and management**

- To lead curriculum cluster meetings, working collaboratively with single subject coordinators, teaching and support staff to fully implement development plans and initiatives for the communication curriculum
- To be responsible for risk assessing activities within the subject areas responsible for and ensuring this information is disseminated to other staff teaching these subjects
- To be responsible for resources within their area of responsibility including the management and supervision of teachers and support staff ensuring professionalism at all times
- To direct other staff in the implementation of the communication curriculum
- To hold staff to account for the quality of education across the subjects and provisions within the cluster



- Organise the audit and monitoring of the resources for the communication curriculum, ensuring that key health and safety measures for the storage of resources are adhered to
- To manage a set budget for the communication curriculum, ensuring value for money and arranging the allocation of materials and equipment across the subjects responsible for
- To engage in in-depth reviews of their curriculum area through the teaching and learning monitoring cycle, conducting learning walks, lesson observations, reviews and work scrutiny when required
- Provide constructive feedback to staff following on from monitoring cycles through reports, one-to-one or group feedback as necessary
- Organise and lead effective moderation cycles
- To take a role in planning and running trips for students
- To contribute to individual student risk assessments for students with high-level medical or behavioural needs, ensuring control measures are adhered to
- To support the SLT in the punctual running of the school day, including the preparation of timetables, rotas, staff lunchtime cover and allocation of duties and responsibilities to staff within the designated areas of responsibility.

### **Monitoring progress towards the achievement of the aims and objectives of the school**

- To contribute to the training and professional development of staff within the school
- To support the SLT in monitoring the quality of education
- To ensure that the physical and emotional wellbeing of pupils is a priority at all times and any concerns are investigated fully and acted upon swiftly in line with safeguarding procedures
- To monitor pupil attendance and inclusion and take swift action to overcome any barrier to learning students may be experiencing
- Lead whole schoolwork on equality issues
- To follow LA protocols, and ensure that pupils receive the curriculum entitlement
- Attend all leadership meetings and contribute to school plans and initiatives
- To ensure that transitional arrangements are in place for pupils both on and off site
- To provide help and guidance to teachers in planning, monitoring and assessing pupils work
- Ensure that the achievements of students are celebrated and rewards are allocated accordingly in in line with the behaviour for learning policy.

### **The Leader of the English/Communication curriculum will also be required to**

- To demonstrate a commitment to the Equality Act 2010 throughout all aspects of the school life
- Actively promoting the building of self-esteem and directly teach self-regulation strategies to students using the school's selected programme
- Play a full part in the life of the school community, supporting its distinctive ethos and encouraging pupils to follow this example and demonstrate the school's core values
- Contribute to annual schedules for assemblies with priorities to their areas of responsibility. Deliver engaging assemblies for students across the age range
- Create flexible and comprehensive learning opportunities for all students
- Work with subject coordinators and teaching staff to develop models for transdisciplinary learning approaches with the objective of improving learner retention of knowledge and skills



- To encourage staff to take a holistic approach to meeting the needs of each pupil and coach other staff in implementing person-centred planning approaches
- To be aware of the school policies and procedures and to ensure that all staff act accordingly
- Be willing to plan for and lead trips for students
- Regularly review information related to their designated area of responsibility on the school website and update where necessary
- Be a positive role model for both students and staff, demonstrating the school values and working to uphold the whole school ethos statement in all pursuits
- To contribute to the SDP, SEF, the school prospectus, SEND Information Report and other key documents
- To provide reports to Head teacher and Governing Body as and when required.

#### **Duties to be undertaken within the designated area of responsibility as necessary**

- To maintain and excellent standard of teaching and learning practices within the classroom and keeping abreast of current developments within the designated areas of responsibility and across SEND education.
- To monitor curriculum planning, preparation, assessment and delivery as appropriate
- If asked chair EHCP reviews for students which reflect the school's commitment to person-centered practice and co-production. Ensure Close liaison with SLT during this process and utilise the administrative support of the EHCP clerk
- To communicate, liaise and collaborate closely with parents and carers of pupils
- To communicate, liaise and collaborate closely with multi agencies and other professionals and stakeholders
- To hold support staff and teaching staff appraisal when directed, holding performance management reviews and setting targets linked to the SDP
- To line manage support staff and conduct appraisal meetings and set targets which are in line with the School Development Plan
- Ensure effective and timely communication/consultation, as appropriate, with Governors, SLT, teaching staff, support agencies and the parents of students
- To undertake and minute multi agency meetings as and when required.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Leader of the English/Communication curriculum will carry out.

The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

This job description may be amended at any time in consultation with the postholder.

This post is not subject to the 'directed time' regulations.

All staff participate in the school's appraisal process.