|  |  |  |
| --- | --- | --- |
|  | **Job Description** | |
| Literacy Lead | |
| Reporting to: | Head Teacher |
| Responsible for: | TBC |

Aims of the post

Phoenix Learning & Care is a diverse organisation offering residential and educational services for Young People. The individuals we support are generally classified under the description of Socially, Emotional and Mental Health (SEMH) with difficulty managing their emotions and behaviour.

The subject lead is an additional set of duties to the employed role and will be responsible for the leading, developing and promoting the delivery of an aspirational curriculum which meets the needs of all students.

Main purpose of the job

The subject lead will take lead responsibility for providing leadership and management and ethos of achievement of the curriculum area across the school to:

* Deliver high quality teaching relative to the specific subject area
* Ensure that there is an effective use of resources
* Improve standards of learning and achievement for all working with the pedagogical lead and upper and lower school leads
* Ensure that learning is the core purpose of the specific curriculum area.
* Foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best working in partnership with the pedagogical, upper and lower school leads on subject specific knowledge
* Support the professional and personal development of staff, delivering CPD and mentoring on subject specifics as required

The subject lead will play a pivotal role in the success and development of the school.

The subject lead will ensure that targets for improvement are set and met thorough innovative and positive approaches to curriculum development, the planning and preparation of schemes of work and monitoring of learning and teaching across the curriculum area and the support, coaching and development of teaching staff.

# Strategic Direction

* 1. Develop and implement policies and practices for the curriculum area which reflect our school’s commitment to high achievement, effective teaching and learning working with the pedagogical, upper and lower school leads
  2. Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
  3. Use data effectively to identify students who are underachieving in the subject and create and implement effective plans to support those students where necessary working with the pedagogical, upper and lower school leads
  4. Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods relative to your specific subject area
  5. With the involvement of relevant staff, establish short, medium and long-term plans for the development and resourcing of the subject.
  6. Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement working in partnership with the pedagogical, upper and lower school leads
  7. Support all staff to develop literacy, numeracy and scientific interventions which suit the needs of individual students according to their EHCP outcomes.

# Teaching and Learning

* 1. Support all staff to develop literacy, numeracy and scientific interventions which suit the needs of individual students according to their EHCP outcomes.
  2. Ensure curriculum coverage, continuity and progression in the subject for all students, including more able students, students with special educational needs and students with English as an additional language.
  3. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students working in partnership with the pedagogical, upper and lower school leads
  4. Ensure effective development of students’ literacy, numeracy, scientific and ICT skills through the subject.
  5. Establish and implement clear practices for assessing, recording, and reporting on student achievement, and for using this information to recognise achievement, set targets, and secure good progress working in partnership with the Deputy Head
  6. Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching relevant to the specific subject area
  7. Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching working in partnership with the pedagogical, upper and lower school lead
  8. Have oversight of the learning of all students in the curriculum area with robust recording and evidencing
  9. Ensure proper assessment procedures are set-up in line with whole school policy working in partnership with the pedagogical, upper, and lower school leads
  10. Ensure effective development of students’ individual and collaborative study skills.
  11. Work with staff to establish a partnership with parents to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
  12. Help staff to achieve constructive working relationships with students and parents, supporting them with subject knowledge where necessary
  13. Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
  14. Sustain your own motivation and, where possible, that of other staff involved in the subject through a supportive and collaborative approach to working
  15. Lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching and or mentoring as necessary
  16. Enable teachers to build confidence in teaching the specific curriculum area
  17. Work with the Headteacher/SENDCo and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to students’ needs.

# Personal Responsibilities

* 1. Maintain own continuing professional and personal development (supported by the organisation where appropriate) to ensure up-to-date knowledge.
  2. Responsible for organising and prioritising own workload in the day to day allocation of work.
  3. Maintain appropriate confidentiality of information relating to the Company and its employees and maintain compliance with the Data Protection Act and GDPR legislation.
  4. The job holder will act as a role model for the Phoenix Values and Code of Conduct.

Person Specification

APP – Application INT = Interview AST = Assessment

| **Essential Criteria** | **Measurement** | | |
| --- | --- | --- | --- |
| **APP** | **INT** | **AST** |
| Degree qualified | **✓** |  |  |
| Qualified Teacher | **✓** |  |  |
| Successful experience of subject leadership | **✓** | **✓** |  |
| Evidence of appropriate professional development | **✓** | **✓** |  |
| Expert knowledge of the national curriculum, particularly the curriculum area from KS1-4. This should include an understanding of phonics | **✓** | **✓** |  |
| Understanding of what constitutes outstanding teaching and learning strategies in the subject, and the ability to model this for others and support others to improve | **✓** | **✓** |  |
| Excellent written and verbal communication skills with ability to communicate a vision and inspire others. | **✓** | **✓** | **✓** |
| Awareness of local and national organisations that can provide support with delivering the subject | **✓** | **✓** |  |
| Ability to build effective working relationships with staff and other stakeholders | **✓** | **✓** | **✓** |
| Ability to adapt teaching to meet student’s needs | **✓** | **✓** | **✓** |
| Ability to build effective working relationships with students | **✓** | **✓** | **✓** |
| Knowledge of guidance and requirements around safeguarding children | **✓** | **✓** | **✓** |
| Ability to use data and information to support self-evaluation and reflection to review and set targets to raise standards | **✓** | **✓** |  |
| Good IT skills, skilled in using Microsoft Word, and Excel packages and experienced in working with bespoke software. | **✓** | **✓** | **✓** |
| Excellent organisational skills including ability to manage time and prioritise effectively. | **✓** | **✓** | **✓** |
| Motivated and able to use own initiative whilst remaining flexible, reliable, patient, compassionate and maintaining a sense of humour. | **✓** | **✓** |  |

| **Desirable Criteria** | **Measurement** | | |
| --- | --- | --- | --- |
| **APP** | **INT** | **AST** |
| Highly analytical with good investigative and problem-solving skills, demonstrating ability to undertake research and report writing. | **✓** | **✓** | **✓** |
| Ability to resist/report action or inaction that breaches practice, policy or law | **✓** | **✓** | **✓** |
| Presentation Skills. |  | **✓** |  |

| **Organisation Values** | | **Measurement** | | |
| --- | --- | --- | --- | --- |
| **APP** | **INT** | **AST** |
| Honesty | Mutual honesty is the cornerstone of any relationship we build with the people we work with. | **✓** | **✓** | **✓** |
| Empathy | We work to understand and empathise with all the individuals we care for – it is important we show empathy and not sympathy. | **✓** | **✓** | **✓** |
| Aspiration | We work to assist all individuals aspire to achieve their goals and outcomes. | **✓** | **✓** | **✓** |
| Respect | We treat others in the same way we wish to be treated and to build shared respect. | **✓** | **✓** | **✓** |
| Teamwork | We strive to provide consistency in our approach through effective teamwork and to bring the best out of each other. | **✓** | **✓** | **✓** |