



**Al-Hijrah School**  
**مدرسة الهجرة**

## **Head of English**

**Salary MPS/UPS+ TLR 2, Permanent / Full-time**

**Al Hijrah School**

**Burbidge Road**

**Bordesley Green**

**Birmingham**

**B9 4US**

**Required for September 2018**

Al-Hijrah School is a very successful (4-16) Voluntary Aided Islamic Through School.

We have a clear aim to provide outstanding education for all of our pupils through innovative teaching. We are looking to appoint a dynamic Head of English. The ideal candidate would be responsible for the strategic and operational leadership of the English Department; they will hold the leadership skills necessary to inspire, develop and motivate others. They will be passionate about the subject and share this zeal with others.

You will be joining an English Department with a proven track record of excellent results with 82% of students achieving a Grade 9 – 4 in English and 68% of students achieving a Grade 9 - 4 in English & Maths in 2017.

The successful candidate should have a proven record of excellent English teaching across the ability range at Key Stages 3 & 4, and a desire to instill a love of English in their pupils.

Al-Hijrah is one of the highest achieving schools in Birmingham and has a strong support network. We have amazing students who are highly motivated, ambitious and dedicated.

**Closing Date for Applications: 23 May 2018**

**For further details or to arrange a school visit please contact Sr Saima Khan  
via email to: [s.khan@al-hijrah.bham.sch.uk](mailto:s.khan@al-hijrah.bham.sch.uk)**

**for an Application Form please visit our website at [www.alhijrahschool.co.uk](http://www.alhijrahschool.co.uk)**

Al-Hijrah School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

# **JOB DESCRIPTION: Head of English**

**Job title: Head of English**

**Responsible to: Asst Head Teacher**

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## **MAIN PURPOSE**

- To be responsible for the strategic and operational leadership of the English Department.
- To raise standards of pupil attainment and achievement within the English curriculum area and to monitor and support pupil progress.
- To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.
- To actively support the schools strategic vision and ethos.
- With other senior staff participate and contribute to the strategic discussions to support sustained improvement within the subject and at whole school level with emphasis on the requirements of the School Improvement Plan.
- Development of departmental improvement plans where necessary to identify priorities
- Ensure that at each examination Key Stage appropriate revision resources and sessions are in place to fully support students un achieving the best possible outcome
- Ensure that effective tracking of students' progress is in place throughout all Key Stages through accurate identification and any underperformance is supported by intervention programmes and the impact monitored closely.
- Ensure the department is fully represented at Parent's evenings and other events.

## **OVERALL RESPONSIBILITY**

- To ensure that any identified improvements and developments in teaching and learning take place.
- To ensure that standards of pupil attainment and achievement in English are sustained
- To be accountable for pupil progress and development within the English Department
- To be accountable for the leadership, management and development of English
- To develop and enhance the teaching practice of English teachers
- To effectively manage and deploy teaching staff, financial and physical resources within the subject area to ensure best value.
- Ensure that regular and appropriate homework contributes to learning

## **SECTION 1 - GENERAL TEACHING DUTIES**

### **Teaching and Learning:**

1. Have secure knowledge and understanding of the subjects taught (including cross-curricular learning)
2. Know and understand the statutory and non-statutory frameworks including those provided through the national strategies for the subjects taught
3. Plan for progression across the age and ability range you teach, designing effective learning sequences (episodes) within lessons and across a series of lessons/ unit of work
4. Plan lessons appropriate to the needs, interests, experience and existing knowledge of the pupils in the class
5. Design opportunities for children to develop their literacy, numeracy, ICT and thinking and learning skills (as appropriate)
6. Plan and assess homework and other out-of-class work, where appropriate to ensure progress and to extend and consolidate learning
7. Teach challenging, well organised lessons and sequences of lessons in which you:
  - know and use an appropriate range of teaching strategies and resources, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
  - build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress;
  - develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
  - adapt your language to suit the children you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
  - manage the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the learners.
8. Teach engaging and motivating lessons designed to raise levels of attainment
9. Personalise learning to provide opportunities for all learners to achieve their potential, (including EAL/ special needs/ disabilities/ G&T children) promoting equality and inclusion
10. Use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem
11. Nurture the growth of the whole child – spiritually, intellectually, socially, emotionally and physically
12. Understand how children develop and how progress, well-being and development are affected by a range of developmental, social, religious, ethnic, cultural, linguistic and personal circumstances
13. Challenge and inspire pupils to deepen their knowledge and understanding of the curriculum and of their faith
14. Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary

15. Review the impact of the feedback provided to children and guide them on how to improve their attainment.

### **Monitoring, Assessment, Recording, Reporting, and Accountability**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
3. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
4. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

### **Subject knowledge and understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy and the subject

### **Professional Standards and Development**

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.

11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
  - have SEN
  - are gifted and talented
  - are not yet fluent in English

### **Health and Safety**

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

### **Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
4. Contribute to the professional development of colleagues
5. Act upon advice and feedback and be open to coaching and mentoring

**N.B:** Every teacher will be expected to have pastoral responsibilities

## **SECTION 2 - ADDITIONAL DUTIES FOR THIS POST 2018-2019**

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

- To implement staff responsibilities as laid out in the Teacher conduct
- To be responsible for teaching of your given pupils
- To assist in the ongoing review and development of schemes of work
- To work closely with the other members of the team and, where required, with colleagues from other departments throughout the school
- To support the school's ethos and Aims & Objectives.
- To adhere to and fully implement whole school policies as laid down by the Head Teacher and the Governors
- Co-ordinate and oversee the administration of pupil premium

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

## ADDITIONAL REQUIREMENTS

- Ensure compliance with Equal Opportunities Policy
- Ensure compliance with Health & Safety requirements
- Attend all meetings as appropriate to the role (including evening events)
- Help maintain a calm and purposeful atmosphere around the school
- Undertake any other task as determined by the Head Teacher
- Contribute to the collective ethos of the school

## PERSON SPECIFICATION: Head of English

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CRITERIA	ESSENTIAL	DESIRABLE
<b>Initial Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Honours degree</li> <li>• PGCE or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous INSET and commitment to further professional development</li> </ul>
<b>Further Qualifications /Professional Development</b>	<ul style="list-style-type: none"> <li>• Recent, relevant in-service training in current educational practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Post Graduate study</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience and proven skills in working with pupils and teaching in KS1 and KS2</li> <li>• A commitment to deliver a full range of relevant examination options</li> <li>• Experience and good working knowledge of the National Curriculum</li> <li>• Some leadership and management experience within an English Department and proof of impact</li> </ul>	<ul style="list-style-type: none"> <li>• Have an awareness of current legal requirements and national policies</li> <li>• A commitment to involving the parents, governors and the community in the life of the school.</li> </ul>

<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner skills</li> <li>• Ability to plan, monitor, evaluate teaching and learning.</li> <li>• Ability to handle data and track pupil progress to secure effective learning.</li> <li>• Evidence of having influenced the quality of teaching, learning and use of assessment.</li> <li>• Ability to work effectively in teams</li> <li>• Ability to communicate effectively all levels</li> <li>• Confidence with ICT</li> <li>• Promote the school's aims positively, and use effective strategies to monitor motivation and morale</li> <li>• Create a happy, challenging and effective learning environment</li> <li>• Knowledge and understanding of current developments in English Teaching and wider educational issues</li> <li>• Well developed behaviour management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead and inspire staff</li> <li>• Commitment to developing the spiritual, moral, social and cultural aspects of the school's work</li> <li>• Develop strategies for creating community links</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Promotion of positive behaviour strategies and constructive handling of problems</li> <li>• A commitment to raising the quality of learning and use of data in-order to eliminate underachievement.</li> <li>• Knowledge and understanding of Equal Opportunities, SEN and other legislation essential for the health, safety and well-being of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Ambition</li> <li>• A sense of humour</li> </ul>
<b>Contra Indicators</b>	<ul style="list-style-type: none"> <li>• Record of offences against children.</li> </ul>	

*All the above elements will be assessed and evaluated through the application form and the selection process (April 2016)*