



Job Description – Head of English

The Downs Preparatory School strives to employ outstanding, educational practitioners as ultimately they will largely determine the success of the children and the school in the future. It is anticipated that they will be dedicated, passionate, innovative teachers who will enthuse, stimulate and excite our pupils in their learning. They will be excellent role models who will promote good manners, civilised behaviour and traditional values. They will also embrace the service philosophy of the school that is one of genuine superior customer care.

It is anticipated that all members of staff will take great pride in The Downs. They will work hard to become effective members of the outstanding 'staff team' and the close, happy community. Described by ISI as a 'very demanding but very nurturing environment' it is vital that members of staff are also *fully* committed to the 'all round ethos' of the school - which is exacting but wonderfully rewarding - whilst simultaneously being committed to the pastoral needs of each child.

Whilst it is impossible to list the exact roles of an English Teacher at The Downs Preparatory School, the following points provide a reasonable outline.

Head of English

Summary of the role:	Head of English – responsible for the teaching of English throughout the school, that is the Pre-Prep and the Prep Departments.
Line management accountability:	Responsible to the Curriculum Group, thereafter the Headmaster
Line management responsibility for:	Colleagues teaching in the English Department, be they in the Pre-Prep or Prep Departments.
Safeguarding Children	<ul style="list-style-type: none"> • Members of staff will unreservedly promote and safeguard the welfare of children. In doing so they will follow the school’s safeguarding procedures as described in the Staff Handbook and they will develop their knowledge, understanding and skills as required by the school’s Designated Safeguarding Lead (DSL).
Curriculum	<ul style="list-style-type: none"> • Teachers will plan, prepare and give lessons in line with the department syllabus and scheme of work. This requires in depth knowledge of curriculum documents and syllabi. These might include the EYFS, the National Curriculum, the Common Entrance Syllabus and various scholarship syllabi. • Teachers will set prep / homework as indicated on the prep timetable. The timetable is drawn up by the Curriculum Group. Further details are available in the Staff Handbook. Members of staff should expect children to hand their Prep in on time. • Teachers will embrace constructive cross curricular activity in their teaching
Teaching	<ul style="list-style-type: none"> • Teaching should; <ul style="list-style-type: none"> ➤ capture the minds of children ➤ be invigorating, motivating and fun

	<ul style="list-style-type: none"> ➤ challenge all the children of all abilities ➤ make clear aims and outcomes of a lesson ➤ differentiate by task as well as outcome ➤ employ a variety of teaching strategies in order to suit the learning styles of different children ➤ suitably deploy a variety of appropriate resources ➤ embrace IT ➤ ensure that all pupils present and preserve their work carefully and tidily <ul style="list-style-type: none"> • Excellent behaviour management will be evident in teaching at all times. This will be conducive to excellent learning. Excellence does not mean silence or military order but warmth and focus. • Teachers will present attractive, tidy and interesting classrooms. Displays should be changed on a regular basis (twice a term) and should include some work of the children. • Suitable revision material will be presented to children well before exams or tests.
Learning	<ul style="list-style-type: none"> • Learning should be: <ul style="list-style-type: none"> ➤ organised ➤ challenging ➤ well resourced ➤ focused on outcomes as a consequence of clear aims • Learners should demonstrate : <ul style="list-style-type: none"> ➤ resilience and perseverance ➤ application.
Assessment	<ul style="list-style-type: none"> • Teachers will mark pupils' books in line with the School Marking Policy. • Teachers will act upon the trends identified by the Curriculum Group from standardised assessment data • Teachers will analyse standardised assessment data to identify pupils of concern • Formative assessment will be used to inform future teaching and learning. Marks and / or grades should be clearly displayed on a piece of work (afI). Comments on a piece of work should be informative and mainly positive. • Summative assessment in the form of exams or module

	<p>tests must be scored as required in the Staff Handbook.</p> <ul style="list-style-type: none"> • Effort and Grades will be carefully considered. They must be entered on to the school data-base before the required date. Dates are displayed on the school calendar.
Recording & Reporting	<ul style="list-style-type: none"> • Records of pupils' achievement will be kept to inform assessment. • Reports on each child will be written each term. Each report will reflect the individual child and they must be target specific.
Planning	<ul style="list-style-type: none"> • Short term plans must take into account; <ul style="list-style-type: none"> ➢ aims and outcomes of a lesson(s) ➢ the learning difficulties of children ➢ on some occasion differentiation • Long term planning must be in line with the department scheme of work.
Professional Development	<p>Teachers will:</p> <ul style="list-style-type: none"> • attend Inset Days as required generally immediately before the onset of term and on occasion during an evening, • partake in observation fortnights each Christmas and Easter term, • partake in appraisal every two years, <p>Teachers are encouraged:</p> <ul style="list-style-type: none"> • to regularly attend courses that will be to the benefit of teaching and learning, • to visit other schools in order to observe similar practice.
General Professional Duties:	<p>School Meetings</p> <p>Members of staff will share information and work collaboratively. In doing so they will;</p> <ul style="list-style-type: none"> • attend Liaison Meetings (one each term) – meetings between the Prep and Pre-Prep colleagues; • attend Staff Meetings as required by the Headmaster and or the Leadership Team (weekly); • attend Pupil Attainment meetings (twice a term). <p>Pastoral Care</p> <ul style="list-style-type: none"> • It would be wholly inappropriate and unacceptable should a teacher be unable to keep excellent standards of behaviour.

	<ul style="list-style-type: none"> • Teachers will have very high expectations of pupil conduct and presentation. • A small, happy community, The Downs prides itself in knowing each child well and in doing so being able to cater for their individuality. Each member of staff is allocated a Tutor Group. They are expected to take a particular interest in the pastoral care of these children.
<p>General Duties</p>	<ul style="list-style-type: none"> • To cover colleagues lessons as instructed by the Curriculum Group. • To undertake the administration duties of a Form Teacher as required by the Assistant Head(s). • To take clubs two terms of the year. • To take games as required by the Director of Sport. It should be noted that this is likely to require a weekend commitment – Saturday morning. • To undertake a duty day, often concluding at 6.45pm, once a week as required by the Assistant Head(s). • To approve absence from the Head or the Assistant Head.
<p>Line management duties and responsibilities associated with Heads of Department (HoD's)</p>	
<p>Line Management responsibility; to the Curriculum Group</p>	
<p>Leadership – of the English Department</p>	<ul style="list-style-type: none"> ▪ Head of Departments (HoD's) will take a real and positive interest in the work and development of a department: This will include: <ul style="list-style-type: none"> ➢ regularly chairing department meetings. It is anticipated that such meetings will take place at least once a term; ➢ informing members of the department of current educational trends; ➢ encouraging team work within a department, by the use of observation, scrutiny and consultation; ➢ providing professional support for colleagues at times when guidance is necessary. • HoDs will lead and develop rather than simply consolidate. Creativity and vision are essential aspects of leadership. At The Downs a collaborative style of leadership is embraced. • HoD's will embrace middle management and enjoy responsibility. They will make decisions and use their discretion but understand that there are times when they will seek the attention of the Curriculum Group • HoD's must maintain a detailed Department Handbook outlining amongst other issues, the syllabus, schemes of

	<p>work for the whole school, the assessment policy (the marking policy), methods of reporting and recording, resources, means of monitoring and evaluating performance, health and safety procedures, provision of learning support for both HAP's (High Attainment Pupils) and LAP's (Low Attainment Pupils), and possible means of cross curricular activity.</p> <ul style="list-style-type: none"> • HoD's must regularly update the section of the school development plan relating to their subject. Short and Long Term aims must be provided. In particular, the plan must be updated for a review by the Head each 1st March. ▪ HoD's should explore methods of encouraging cross-curricular studies with other departments.
Events	<ul style="list-style-type: none"> ▪ The Head of the English Department will lead Literature Week during October. During the week authors and poets provide workshops for the children. Some performing art specialists will also visit the school – eg The Old Vic... ▪ The Head of the English Department will take a keen interest in school productions and work closely with the Head of Drama.
Management of Professional Development	<ul style="list-style-type: none"> • HoD's must take the opportunity to both promote the professional development of the personnel in the department and their own individual professional development. <ul style="list-style-type: none"> ➤ In addition to the Head, HoD's should provide colleagues with details of opportunities for development (training) whenever possible. ➤ HoD's should offer colleagues the opportunity to observe teaching, particularly within the department. ➤ HoD's should encourage discussion about teaching in the department, certainly during department meetings. • In order to maintain high academic standards at The Downs, HoD's must monitor and evaluate the work of a department. This is achieved at least through lesson observation and the scrutiny of children's books. Such monitoring and evaluation is in addition to the demands of the appraisal system.
Curriculum Management	<ul style="list-style-type: none"> ▪ HoD will liaise closely with the Curriculum Group in the creation of the curriculum timetable each year. ▪ HoD will ensure the curriculum is well resourced.

<p>Assessment Management</p>	<ul style="list-style-type: none"> • HoD'S must ensure that colleagues in the department are following the school Marking Policy. • HoD's must ensure that assessment, be it formative or summative - is consistent. Means of moderation should be discussed regularly. • HoD's are expected to be fully aware of the idiosyncratic examination requirements of the various senior schools pupils at The Downs are likely to encounter. These will include: SATS, Common Entrance (ISEB), Common Scholarship, Winchester College, Bristol Schools and individual school scholarships. • HoD's must regularly liaise with the Head of Learning Support to monitor the development of pupils receiving help and to alert the Head of Learning Support of the possibility of other pupils needing additional guidance. Similarly, HoD's must liaise with the Scholarship Coordinator about the academic development of high achievers.
<p>Health and Safety Management</p>	<p>HoD's must make sure that the department adheres to the appropriate Health and Safety policies. The school's Health and Safety Committee will provide advice on such issues. Some HoD's will be invited to attend committee meetings.</p>
<p>Financial Management</p>	<p>The HoD is responsible for the English budget.</p> <ul style="list-style-type: none"> • As budget holders, HoD must follow the correct procedure, as outlined by the bursar, when ordering new stock. • HoD's will not exceed the annual budget allocated. If it is possible that this is likely to be the case, the issue should be discussed in advance with the Bursar.
<p>Administration</p>	<ul style="list-style-type: none"> • HoD's must ensure that a department has a sufficient and up-to-date supply of Key Stage 1 & 2 tests, Common Entrance papers, Bristol Schools Exam Papers, Common Scholarships and individual school scholarship exams. • HoD's must make sure a department is adequately resourced to facilitate effective learning.

You may also be required to undertake such other comparable duties as the Head requires from time to time.

Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • A good teaching qualification with reference to English – BEd or PGCE. 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • A degree in a subject that can be used constructively in teaching and learning • Secondary qualified • A First Aid qualification • A Life Guard qualification • Any sports coaching qualifications. 	Production of the Applicant's certificates
Experience:	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role.</i></p> <ul style="list-style-type: none"> • Previous experience teaching GCSE • Previous experience teaching English to pupils in Years 7 and 8. • Experience of a Prep School / Pre Prep culture 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role.</i></p> <ul style="list-style-type: none"> • Proven success of teaching Prep School children • Proven success of teaching of Common Entrance and Scholarship 	Contents of the Application Form Interview Professional references Portfolio
Skills	<p><i>The skills required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • To be computer literate. In doing so be able to use the school data base for recording and reporting. • To attain and maintain high standards of discipline in the classroom • To use an inter active 	<p><i>The skills that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • To work cheerfully and effectively within a team • Skill and enthusiasm to contributes towards games coaching • Skill and willingness to contribute towards the other creative arts – music, art, 	Contents of the Application Form Interview Professional references

	<p>whiteboard confidently</p> <ul style="list-style-type: none"> • To write accurate written English 	<p>dance</p> <ul style="list-style-type: none"> • Interest in a hobby 	
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Knowledge of the teaching standards • Excellent subject knowledge 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Knowledge of IT programmes used a great deal in teaching at The Downs; • Knowledge of SIMS – the school data base • Knowledge of INCas and MIDyis – standardised assessment tools • Knowledge of AS Tracking. 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Qualifications</p> <p>Professional references</p>
Personal competencies and qualities	<ul style="list-style-type: none"> • <i>The personal qualities that the Applicant requires to perform effectively in the role and</i> • Honesty, reliability and transparency • High professional standards • High personal standards; appearance, behaviour and punctuality. • Willingness to reflect on personal practice • Good time management • The understanding and appreciation of superior customer care. 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Tolerance and patience • A good sense of humour and a cheerful disposition • A positive outlook • Perseverance and determination • Humility • Kindness, sensitivity and caring • A developing passion for The Downs 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
To ensure that the Applicant safeguards and promotes the welfare of children and young people	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • The certainty of understanding and following the school's safeguarding policies and procedures as described in the Staff Handbook. 		

M A Gunn

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