



Head of English Job Description

Post title: Head of English for ages 11-16 years

School: The New School, 149 Central Hill, Norwood, SE19 1RT

Salary: Competitive

Responsible to: The Co-Headteachers

The New School is an innovative non fee-paying but private school which opened in September 2020. We focus on building young people's sense of agency, their skills of self-direction, and their voice within a sociocratic structure. We are looking to appoint a committed and enthusiastic Head of English. The post is initially for our cohort of Year 7 - Year 10 students (and this will grow to Year 11 by 2025/2026).

Responsibilities

Teaching and curriculum

- To lead and teach secondary English as well as drama and media to Year 7-10, extending through to GCSE as the cohort grows.
- Support the teaching of interdisciplinary literacy across the school, as well as supporting literacy development further down the school.
- To lead on the development and sequencing of an ambitious English curriculum and scheme of work that engages young people and develops key skills and knowledge.
- To develop and adapt pedagogy to enable deep learning, but also young people's agency, metacognition and time and space for other things. To develop a 'responsible freedom' approach to learning, including aspects of self-directed learning within your teaching, that allows young people to take ownership over their learning, and develop key executive function skills.
- To provide English, (drama and media would be beneficial) lessons that support the current achievement level of every young person, putting individual strengths and needs at the heart of teaching and learning, creating support and challenge, and creating a fully inclusive learning environment.
- Ensure inclusion and diversity are at the heart of the curriculum through specific teaching practise, engagement in critical thinking, and inclusive assessment practices.
- Support the learning of young people who are absent from school for health or other reasons.
- Support young people to begin to identify options for work placements and internships that fit their interests and skills alongside the careers lead; offer guidance

to determine their next steps in terms of qualifications, further education or employment based on your knowledge of them, their skills and their interests..

Classroom

- Organise the classroom and learning resources in order to create displays that 'make learning visible' and create an age-appropriate self-directed learning environment that reflects young people's interests.
- Ensure resources are carefully selected, reviewed and used with a view to social justice and culturally responsive teaching and learning.
- Collaborate with young people to create an environment that works for learning, exploration, experimentation and relaxation.

Young people assessment

- Take responsibility for the progress of young people in English.
- Develop processes with young people so that they can monitor their learning and support their developing understanding of content.
- Develop assessment rubrics with young people to monitor progress, and secure understanding.
- Create opportunities for young people to showcase their work through online portfolios, presentations, performance, exhibition.
- Provide written and verbal feedback to a young person about their progress and support a collaborative conversation about this during termly My Learning Plan meetings with young people, as well as parents evening.
- Understand the learning needs of every young person in the class and their next progression step without the 'aid' of performance charts.
- Be familiar with the code of practice for identification and assessment of Special Educational Needs and Disabilities (and our own SEND policy) and keep appropriate records on needs plans for young people.

Young people's behaviour and discipline

- Model respectful communication and behaviour using principles of restorative justice for resolving conflict.
- Develop a partnership approach to communication and behaviour modification with young people, enabling their voice and opinion and responding respectfully but with clear boundaries.
- Support the growing autonomy and agency of young people with a strong awareness of appropriate expectations for each developmental age and stage.
- Maintain personal boundaries by adherence to the advice given to staff through trainings, feedback groups, the pastoral lead, the staff handbook and elsewhere.
- Ensure that the rights and responsibilities of democratic citizens are reflected in the rights accorded to – and the responsibilities expected from – young people in the classroom, developing the class sociocratic decision-making process.
- Follow the school behaviour (community accountability) and anti-bullying policy, finding ways to communicate with young people and to structure a respectful, calm classroom environment without the use of behaviour

modification tools and charts (points systems, negative behaviour marks,), even those deemed 'positive,' e.g. gold stars, certificates etc.

Professional duties

- Support the ethos, vision, and theory of change of the school; be adaptable and flexible in an innovative, evolving environment.
- Work with others to plan, review and coordinate teaching and learning; develop practice and take forward new ideas.
- Work with young people to maximise their involvement in the school.
- Take part in staff meetings and team meetings.
- Supervise and support the work of teaching assistants, trainee teachers and newly qualified teachers where relevant.
- Be the first point of contact for young people and their parents/carers, and pass on information to the co-Headteachers, pastoral lead, or other relevant team members as per school policies and the staff handbook.
- Take part in professional development meetings and personal target settings.
- Undertake additional roles as agreed upon and described within school policies.
- Be proactive and take responsibility for matters relating to health and safety.
- Take responsibility for safeguarding the welfare of all young people.
- Be familiar with and act in accordance with all school policies and procedures.

The above list may not be exhaustive and other responsibilities may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

| PERSON SPECIFICATION | | |
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| | Essential | Desirable |
| Qualifications | Secondary English specialism; Commitment to further professional development. | Qualified teacher status; PGCE, TSST or STEM related qualifications; Further qualifications in a related area e.g. MEd, MA, MSc, MBA. |
| Experience | Experience of teaching key stages 3 and 4; Experience of curriculum development and schemes of learning. | Experience in, or understanding of, educational democratic settings and self-directed learning. |

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| | <p>Has experience of assessing and tracking at all levels to GCSE, including using data to inform interventions, challenge, and adaptations to curriculum and teaching. Can work as part of a team to innovate assessment practices that suit the ethos and intentions of The New School.</p> | |
| <p>Knowledge and understanding</p> | <p>The theory and practice of inclusive teaching, providing effectively for the individual needs of all young people (e.g. classroom organisation and learning strategies);</p> <p>An understanding and ability to discuss culturally responsive teaching practice ;</p> | <p>Organisation of age appropriate self-directed learning spaces;</p> <p>Understanding of partnership opportunities and ability to foster links between schools, local community, families, and local business to support the school community as well as the learning opportunities for young people.</p> |

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| <p>Skills</p> | <p>The ability to establish and develop respectful good personal relationships within a team and in relationships with young people, parents/carers, trustees and the school community (see Non-Violent Communication,);</p> <p>Demonstration of self reflection of teaching practice, creating and maintaining respectful relationships with young people, ability to offer critical reflection on lesson content, personal work around bias and stereotype.</p> <p>The ability to positively promote the school's aims, communicate effectively (both orally and in writing) to a variety of audiences; and to create a happy, challenging, effective learning environment;</p> <p>The ability to engage with a diverse group of young people in taught, timetabled lessons, and to also know when to 'step back' and allow freedom of choice during self-directed learning time.</p> | |
| <p>Personal characteristics</p> | <p>Committed Adaptive Takes initiative Willing to try new things and new methods Flexible Critical thinker Values difference Organised Resourceful Eager to learn Strong belief in young people agency and in respectful communication.</p> | |