

JOB DESCRIPTION

Date

3.5.18

Job title:	Head of English
Reporting to:	Deputy Head Academic
Department/School:	Hendon Preparatory School
Scope:	Teaching Across Key Stage 2 & 3
Checks:	DBS, Overseas Checks and Employer References

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.

Working With Us

Achieving more than you believed possible – that's what constitutes a quality education. At Cognita it is what we strive for in our schools. We want it for our children, and we want it for the people who work for us.

Since Cognita's launch in 2004, we've built an international network of 67 schools that serve some 30,000 pupils across seven countries in the UK, Europe, Latin America and South-East Asia.

Cognita's international network of schools and regional offices, combined with our ongoing investment in the professional development of our people, means we can offer first-class career opportunities with a global dimension. If you want to take your career further, we want to support you in achieving that goal within Cognita.

Job Summary

To teach English across key stages 2 & 3 and to support the development of the subject across the wider school community. To work with all English teachers to ensure all English teachers across the school provide high quality planning, delivery and assessment

To take on the role of Form Tutor and be responsible for the pastoral care of the children in that class, including the teaching of the school's Well-Being syllabus.

To provide after school English examination preparation support for 11+ and 13+ students.

Key Responsibilities

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe environment for pupils, rooted in mutual respect
- Produce displays of children's work up to a high standard to create a stimulating learning environment
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

4 Plan and teach well-structured lessons

- to plan, prepare and evaluate lessons that lead to the effective education of the pupils
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and pupils' intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate written marking, and ensure pupils to respond to the feedback in line with the school marking policy

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support and to deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- Supporting fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Adhere to the Teachers' Standards and the codes of conduct of the School and of Cognita Schools Ltd.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory framework which set out their professional duties and responsibilities.

Additional duties to teaching commitments:

- Maintain the reputation of the School
- Perform duties during breaks and before and after school.
- Administer at least one after- school club per week.
- Attend staff briefings, training sessions and development programmes as advised by the Headmaster and the Senior Leadership Team.
- Undertake any duties which may be reasonably requested by the Headmaster and the Senior Leadership Team.
- Be available to accompany or lead day and residential trips in other disciplines.

Principal Working Relationships

Internal: Deputy Head Academic and Headmaster

External: Parents

Person Specification

Education and Skills:

- Qualified Teacher Status

Training and Experience:

- Experience of teaching across Key Stage 2 is essential and Key Stage 3 desirable
- Experience of teaching the ISEB curriculum for 11+ and 13+ examinations is desirable but not essential

Competencies for the Role:

Role Specific

- Ability to work as part of a team
- Ability to communicate effectively, work flexibly and show initiative
- Ability to encourage children to develop self-discipline, self-esteem, confidence and independence.
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Values Based Behaviours – the behaviours associated with our company values

- Excellence
- Respect
- Integrity

Remuneration

- Competitive salary
- Staff development and continued CPD
- Contributory pension scheme
- School fee discount
- Professional development
- Lunch is provided

Signed: Date:

Name (Print):