



KING EDWARD VI
GRAMMAR SCHOOL
ESTABLISHED 1551

King Edward VI Grammar School Second in English Department

MPS3-UPS3 + TLR2a

(£37,101-£45,352 + £3,527)

**Please apply by completing the Teacher's Application
Form on the School Website and return it to:**

HR@kevigs.lincs.sch.uk

Closing date: Wednesday 25th February, 8am

<https://www.kevigs.org/our-school/vacancies/>



King Edward VI Grammar School

Second in English Department

Job Description

To support the Director of English to provide professional leadership and management of the English Department to secure high-quality teaching and learning, robust curriculum and improved standards of learning and outcomes for all students. This role would entail leadership of Key Stage three.

Leading Teaching and Learning:

The post holder will be able to secure and sustain effective teaching of English in Key Stage 3, 4 and 5, they will evaluate the quality of teaching and learning and assessment within key stage three, analyse assessment data and set targets for improvement for the key stage. They will:

- Ensure curriculum coverage, continuity and progression in English for all pupils in Key Stage 3-5.
- Ensure that teachers are clear about the sequence of teaching and learning and the main objectives of the lessons and communicate such information to students.
- Provide feedback and guidance of the choice of appropriate teaching and learning strategies to meet the needs of the English Department in providing challenge and support for all learners.
- Work with the whole school literacy coordinator to ensure effective development of pupils' literacy and oracy
- Implement and monitor the school and department policies and practices for assessing, recording and reporting on pupil achievement and progress, and use this information to inform future planning across [Key stage]
- Analyse data effectively to secure good progress within English
- Evaluate the teaching of English in the school, use this analysis to identify effective practice and areas for improvement, and take steps to further the quality of teaching.
- Provide feedback and support to teachers within the English department.



Leading Curriculum and Strategic Development

Within the context of the schools aims and policies, English leaders develop and implement English policies, plans, targets and practices. They

- Ensure the Key stage ... curriculum aligns with current curriculum requirements of
- Support the Director of English in developing and implementing a department action plan based on the analysis of National, regional and school based assessment data that aligns with the School's Improvement Plan
- Develop and implement policies and practices for the English Department that reflect the school's commitment to holistic, academic education, high achievement and effective teaching and learning
- Support the Director of English in the development of short-, medium- and long-term plans and the necessary resourcing of the department
- Monitor and evaluate the implementation of the curriculum
- Ensure the curriculum includes opportunities for students to develop cultural capital
- Support with the promotion of English around school.
- Work alongside the Director of English and the Whole School Literacy. Lead on developing the Key Stage three library curriculum that promotes a love of reading and confidence in oracy skills.

Core Teaching

In line with the statutory Teachers Standards:

- Communicate with all key stakeholders to ensure student progress and development of the School Action Plan
- To maintain a thorough and up-to-date knowledge of the teaching within your subject areas and take account of curriculum developments
- Actively participate in ongoing CPD to ensure best practice is at the forefront of all planning
- Use learner profiles and collaboration with our SEN & KESH team to ensure all students are supported to succeed at the highest level
- Be responsible for the well-being of students through the role of a form teacher
- Provide enrichment opportunities for students through the running of clubs, leading and or supporting with trips and school-based events/initiatives and key stages



Professional Knowledge and Understanding

The second in English should have secure knowledge and understanding of:

- The School's aims, priorities, strategic direction and action plans
- The significance of English to the curriculum as a whole
- Any statutory curriculum requirements for [key stage specific info to be added]
- The characteristics of high-quality teaching and learning in English and effective strategies for improving and maintaining high standards based on current research
- How to use comparative data, together with information about pupils' prior attainment to identify targets for improvement
- How to develop students' literacy, oracy and digital literacy through English
- How teaching of English can promote students' spiritual, moral, cultural, mental and physical development
- The implications of the SEND code of practice for teaching and learning in their subject
- Effective behaviour management strategies
- Knowledge and experience in driving forward outcome in English Language across key stages.

The roles and responsibilities listed within this job description are the main duties of this post, however, each individual task undertaken on a daily basis may not be identified.

These duties may change occasionally without changing the overall post or level of responsibility. They are correct at the time of publication but may be reviewed annually following consultation with the postholder to reflect any anticipated changes in the requirements of the position. This procedure will be conducted by the appropriate manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Headteacher reserves the right to make changes to your job description following consultation.

It is our priority to make any reasonable adjustments to the job and working environment to enable applicants with a disability to have equal employment opportunities

Flexibility Clause

As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.



Person Specification

Applications will be reviewed against the essential and desirable criteria below:

Qualifications & Experience	Essential (E) Desirable (D)
Relevant subject degree at BA/BSc and above	E
Qualified Teacher Status with subject specialism	E
Evidence of recent relevant continued professional development	D
Experience of supporting or leading colleagues (e.g. mentoring, coaching, leading CPD)	D
Experience of contributing to curriculum planning and development	E
The right to work in the UK	E
Professional Knowledge & Skills	Essential (E) Desirable (D)
A thorough and up-to-date knowledge of teaching, learning and behaviour management strategies	E
Clear understanding of effective pedagogy and inclusive classroom practice	E
Detailed subject and curriculum knowledge	E
Understanding of curriculum sequencing and progression across KS3–KS5	E
Effective assessment strategies that lead to meaningful next step feedback for students	D
Evidence of using technology within teaching to support and enhance learning (use of MS 365 for education)	E
A clear understanding of age-related expectations of students within each key stage (KS3, KS4 & KS5)	E
Personal Attributes	Essential (E) Desirable (D)
A commitment to uphold high standards of personal and professional conduct	E
Promote equality, diversity and inclusion in all aspects of working practice	E
The desire and ability to make a significant contribution to the wider life of the School	E
Be a positive role model to students	E
An ability to form positive relationships with students and colleagues based around high expectations and respect	E
A positive and flexible attitude toward change and improvement	E
Honesty, integrity and resilience with a positive, solutions focused mindset	E
Effective organisation and time management	E



Safeguarding & Child Protection	Essential (E) Desirable (D)
Clear enhanced DBS and safeguarding checks in line with Safer Recruitment legislation within The Children Act 2024 and KCSIE	E
Recent safeguarding training that includes KCSIE updates, knowledge of safeguarding procedures and statutory responsibilities	E
A commitment to upholding the highest safeguarding standards to promote the welfare of children and young people, creating a safe environment, considering at all times, what is in the best interest of the children	E
Be able to actively identify concerns, share accurate information and take prompt action to safeguard and protect all children	E
Be aware that KEVIGS will take all necessary steps to prevent those who pose a risk of harm from working with children	E
Be aware of all health & safety and safeguarding policies as appropriate to the role	E