



Job Description and Person Specification – English Teacher with TLR2a (Head of Subject)

Job Title	English Teacher (Head of Subject)
Grade	MPS/UPS + SEN 1 Allowance (£2787.00) + TLR2a (£3527.00)
Location of Work	Acer Academy
Responsible to	Deputy Headteacher (Teaching and Learning)

Scope of the Role

Acer Academy is a specialist provision supporting learners with Social, Emotional and Mental Health (SEMH) needs and Autism Spectrum Condition (ASC). The academy currently supports 40 learners across Key Stage 3, with the cohort expanding to 50 learners and a Key Stage 4 cohort next year as the provision grows in its first three years of opening.

As part of our expanding team, you will play an important role in helping to create a safe, structured and nurturing environment where learners can re-engage with education, develop positive relationships and achieve meaningful outcomes. As a head of subject, you will liaise with teaching colleagues and support them in the delivery of the English curriculum across Acer academy.

Working within a small specialist setting, staff are expected to build strong, trusting relationships with learners, support their emotional regulation and engagement with learning, and contribute to a trauma-informed and inclusive school culture.

Main responsibilities

General

- To undertake such duties as the Headteacher may reasonably determine, in accordance with the School Teachers Pay and Conditions of Service document in force at the time.
- To recognise that she/he is appointed as a member of staff at Acer Academy and that she/he may be deployed in any situation appropriate to her/his qualifications, experience and/or skills.

Knowledge and Skills

- Principles and practices of effective teaching and learning
- School improvement strategies and the process of school self-evaluation
- Principles and practices of monitoring/assessment/evaluation
- Principles of curriculum planning
- The application of ICT to learning, teaching and subject management
- Working in partnerships to deliver improvements
- Processes and systems for quality assurance
- Resource planning and management

Teaching

- Planning and preparing courses and lessons.
- Teaching pupils according to their educational needs including the setting and

marking of their work.

- Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational needs and SEMH needs.

Positive reinforcement of school behavior management strategies

- To develop and maintain positive reinforcement of school behavior management strategies among the pupils and safeguard their health and safety, both on the school premises and when they are engaged in authorised activities elsewhere.

Pastoral and communication

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils

Assessment, reporting and monitoring

- Provide oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress.

Staff Meetings

- Participate in school meetings relating to the curriculum, pedagogy, administration and general organisation of the school.

Professional Development

- Participate in further training and professional development activities as a teacher
- To engage in instructional coaching as part of the school's commitment to improving teaching and learning (outside of performance management).

Equal Opportunities

- Promote equal opportunities within the school and to seek to ensure the implementation of the academy's Equal Opportunities policy.

Other duties

- Job descriptions are expected to give candidates clear guidance on what they are expected to achieve; however, they rarely capture all tasks and responsibilities. All members of staff are expected occasionally to undertake other duties not detailed above, but within the scope of the job.

Subject Leadership (TLR 2a responsibility)

Strategic Planning and Curriculum

- To implement successful exam pathways that will enable all pupils to realise their full potential within KS3 and KS4 English curriculum.
- To take the lead in working with the exams officer and senior leadership to secure the most relevant exams boards for learners to complete their qualifications.
- To assist in the development and implementation of policies, practices, curriculum schemes of work and subject action plans that reflect the school's commitment to high achievement and effective teaching and learning.
- To ensure that the data is analysed regularly in order to help inform teaching and learning and to complete Departmental Health Checks alongside senior leaders to explore the collected data.
- To contribute to a positive working environment that encourages pupils and other staff to feel happy and secure.
- To effectively work within your department ensuring that teaching, assessing and recording is consistent and high standards are maintained.
- To monitor the overall effectiveness of the department, completing data analysis and book monitoring and responding appropriately.

Leading and Managing

- To lead in the set up and implementation of exam pathways to suit all pupils within KS3 and KS4.
- To ensure that the staff members within your department meet data deadlines and provide support where necessary.
- To establish constructive working relationships with staff through mutual support and team work.
- To work with your team to ensure that the department in which you work sustains high standards of pupil progress.

This job description may be amended at any time after discussion with you, and in any case will be reviewed annually. For the full Conditions of Employment please refer to the relevant pages of the School Teachers' Pay and Conditions Document.

English Teacher (Head of Subject) Person Specification

Attributes	Essential	Desirable	Application	Interview
Qualifications	<ul style="list-style-type: none"> Qualified teacher status 		√	
Experience	<ul style="list-style-type: none"> Experience or expertise of working with students with SEN Experience of teaching English from KS3 into KS4 Evidence of ongoing professional development Experience of delivering GCSE English Language and/or alternative qualifications. Experience of teaching outside of specialism (in the short term) 	<ul style="list-style-type: none"> Evidence of qualifications or relevant SEN experience in ASD and SEMH settings. Evidence of ongoing professional development Experience working in a specialist provision, alternative provision, or PRU. Experience of leading a subject or curriculum area. 	√	√
Professional Understanding, Knowledge and Skills	<ul style="list-style-type: none"> Knowledge of how the National Curriculum can be adapted to meet the needs of pupils with ASD and a range of complex needs relevant to the age range of the school. Knowledge of assessment recording and reporting Experience of creating and maintaining effective partnerships with parents to support pupil's learning and pastoral needs Knowledge of commonly used resources to support pupils with sensory, ASD and SEMH needs. Secure understanding of safeguarding responsibilities 	<ul style="list-style-type: none"> Understanding of behaviour regulation and trauma-informed approaches Knowledge of alternative accreditation pathways (e.g., Entry Level, Functional Skills). 	√	√
Specific Knowledge Understanding and skills	<ul style="list-style-type: none"> Awareness of the Education Acts and the SEN code of Practice Ability to create a safe, stimulating and inclusive classroom environment Ability to engage, motivate and inspire pupils with SEND Ability to reflect on own practice and seek professional development 	<ul style="list-style-type: none"> Knowledge of strategies to support learners with communication difficulties or low literacy levels. Experience developing engaging and accessible English curriculum resources. Evidence of working towards EHCP targets 	√	√

Teaching and Learning	<ul style="list-style-type: none"> • Practical understanding of effective teaching and evaluation strategies for pupils with ASD and SEMH. • Able to flexibly deliver a creative model of teaching and learning for pupils with a range of needs who require a nurturing approach. • Knowledge and understanding of the relevant curriculum requirements • Able to manage pupil behaviour effectively in an SEMH setting. • Experience or understanding of the different qualifications taught within the department. 	<ul style="list-style-type: none"> • Experience of monitoring and evaluating teaching • Experience of planning a curriculum area relevant to the needs of pupils including relevant courses • Experience embedding literacy across the curriculum. 	√	√
Leadership and Management	<ul style="list-style-type: none"> • Able to deploy teaching assistants/support staff effectively. • Able to motivate pupils and staff, setting high standards and provide a focus for improvement 	<ul style="list-style-type: none"> • Previous experience in a subject leadership role. • Experience supporting curriculum development in a specialist setting. • Experience coaching or supporting colleagues to improve teaching practice 	√	√
Professional values, qualities and skills	<ul style="list-style-type: none"> • Able to establish and develop good relationships with all involved in the school • Able to work effectively as a team member • Ability to communicate effectively in writing and orally. Competent in the use of ICT • Flexible and approachable • Resilient under pressure and motivated by challenge. • Able to deal sensitively with people and resolve conflicts • Positive and energetic approach to work 	<ul style="list-style-type: none"> • Bring personal interests and enthusiasms to the school community • Commitment to continuous professional development. • Ability to contribute positively to a collaborative and supportive staff team. 	√	√