

Key Stage 3 Lead for English - Job Description

Salary	TLR 2A
Location	St. Aidan's CE High School
Contractual basis	Permanent, School teachers pay and conditions
Responsible to	Headteacher, under the day-to-day management and leadership of the Director of Learning: English and Communications
Responsible for	Teaching staff and support staff within the subject area as required.

Overall Purpose of the Job

To play a key role in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of colleagues. They play a key role in achieving positive educational outcomes for all students.

All Key Stage 3 Leads will make a major contribution to the leadership and teaching at Key Stage 3 in specific areas of priority. They will demonstrate excellence in the quality of education they deliver, positive student outcomes, and effective leadership of staff. All Key Stage Leads will model honesty and integrity, and will have excellent subject knowledge, demonstrating a thirst for knowledge and an active desire for their own personal professional development. They will model appropriate and positive professional relationships, which enable them to maintain an effective balance between support and accountability.

Accountabilities

To be met in accordance with the School Teachers' Pay and Conditions Document and within the range of duties set out in that document and the Professional Teachers' Standards. To fully comply with all school and Trust policies.

Specific Responsibilities of the Key Stage 3 Lead for English

- To ensure the curriculum for Years 7, 8 and 9 English is fit for purpose, linking closely to the schemes of work studied at primary school and to the English curriculum through Key Stage 3 and 4; this includes building on the rigours of the Yr6 reading and SPaG SATs tests, so that this learning is not lost, but becomes embedded

- To analyse KS2 SATs scores and question level analysis, using this data to plan interventions
- To communicate the curriculum intent for Year 7, 8 and 9 English
- To oversee the successful implementation of the Year 7, 8 and 9 English curriculum
- To analyse and evaluate the impact of the Year 7, 8 and 9 English curriculum and use the findings of this analysis to feedback into the future curriculum design, intent and implementation
- To remain up to date with the demands of the National Curriculum, ensuring that the curriculum is balanced and broad, but also sequential and interleaved, enabling students to know more, remember more and do more
- To plan an effective pathway through the Yr7, 8 and 9 course that ensures milestones are met; holding teachers to account for remaining on track with classes, and ensuring students are exposed to exam skills in a timely fashion
- To ensure that the transition to GCSE content and skills is well-planned, rich and contextualised, providing a firm foundation to prepare students for the rigours of English at KS4, without compromising the entitlement to creativity and exploratory learning for students
- To ensure an effective handover takes place between academic year groups
- To uphold and maintain rigour and accuracy of assessment and moderation, as well as tracking, scrutinising and making decisions about the appropriateness of learning groups for students in KS3 English
- To ensure additional funding at KS3 is deployed effectively and efficiently in English to identify and fund appropriate interventions, such as phonics and reading recovery
- To ensure literacy is linked to other subjects so that skills are transferrable, by promoting academic vocabulary that provides a sound basis for achievement and success, and a love of reading and writing in students at all levels
- To work closely with the Literacy Lead to ensure that students' reading ages are tested, followed by diagnosis and intervention
- To provide opportunities for students to build up their writing stamina, through scaffolding and by modelling and exemplifying the writing process
- To develop oracy through debate, discussion and drama
- To generate excitement, engagement, deep thinking and challenge in the subject by leading on extracurricular activities such as clubs, competitions and enrichment for Yr7, 8 and 9 students in English

Further Responsibilities of a Key Stage 3 Lead

- Planning effectively and contextualising the KS3 curriculum so that it is fit for purpose, ensuring teaching resources (including the deployment of teaching assistants) are of excellent quality across their area of responsibility, and working effectively with other Leads in their subject area and other subject areas
- Modelling and quality assuring the effectiveness of implementation and delivery across the department
- To assist the Director of Learning with day-to-day management of department e.g. setting cover for KS3 lessons as required, assisting with learning walks and book scrutiny
- Modelling a range of effective differentiation and feedback strategies, including clear steps for students that enable them to learn and progress, regardless of their starting points and needs
- Analysis of data and assessment, leading to clear identification of interventions; tracking these systematically and calling others to account through close liaison with the SENCo and with a relentless drive to diminishing the differences within and across groups of students, including those with HPA

- Delivering workshops and masterclasses when appropriate, having a clear rationale for their purpose, and evaluating these as a matter of course
- Working to implement relevant internal and external exams, summative and formative assessment with a sharp focus on student progress and ability to access the curriculum
- Modelling excellent working relationships with students and strategies to promote engagement and effective behaviour for learning
- Supporting and driving forward the school behaviour strategy and modelling restorative practice
- Forging excellent relationships with parents and the wider community to promote engagement
- Promoting the relevance and value of their subject or area, as well as its wider cultural capital

This job description forms part of the contract of employment on appointment. It will be subject to review and may be amended at any time after consultation, and with the agreement of the postholder.

[April 2025]