



Tudor Grange Academies Trust

Tudor Grange Academy

Secondary Curriculum Adviser Reading & Writing (AHT)

L9-L13

Job Description

Core Purpose

The Academy wishes to appoint an enthusiastic, ambitious and committed Teacher of English and/or experienced middle leader to the role of Secondary Curriculum Adviser (Assistant Headteacher) to increase its leadership capacity for the next academic year. This role will include the direct line management of Reading Curriculum, ensuring the highest standards of teaching, learning and achievement are secured. Thereby, leading and managing:

- A culture that celebrates and promotes achievement in all aspects of college and Academy life
- Effective student support and monitoring
- The essential routines, skills and knowledge for future academic success
- The role of the tutor as the personal and academic mentor
- A spirit of healthy competition

Core Leadership qualities

- Clear and consistent vision and values
- Outstanding practitioner
- Ability to motivate and empower others, raising standards in teaching and learning across the Academy
- Have a positive attitude to continuous improvement
- Leading by example
- Flexible leadership styles
- Support staff to work confidently and effectively within the curriculum team and within the classroom
- Clear and consistent communication skills
- A willingness to embrace change and recognise new educational developments

Specific Responsibilities

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance.

- To lead in the monitoring, evaluation and review of quality of Reading and Writing across the curriculum.
- To play a leading and highly visible role in the day-to-day management of the curriculum.
- To oversee the strategic management of data, assessment (NGRTs) and target setting (including reporting Reading data to governors and external bodies as required), working with the Headteacher and College Leader (Deputy Headteacher).
- To establish successful raising achievement plans and intervention programmes for Years 7-11 within English and any other areas of responsibility.
- To establish, within the English department, a range of successful intervention programmes to close the gap, with particular focus on specific groups of students, to include: SEND and disadvantaged.
- To work in collaboration with the College leader: Personal Development to ensure all Academy experiences meet the needs of the most disadvantaged.
- Subject(s) line management, depending on which College
- Create a college identity which has a clearly defined Academy ethos
- Create and maintain an agenda of success and achievement for the college
- Ensure that teachers are able to focus upon the core business of raising standards and achievement in the classroom
- Establish and maintain clear expectations in relation to standards, quality and achievement for both teachers and students in the college
- Maintain an ethos of achievement for all both within the college and across the Academy
- Maximise opportunities for student voice within the college.
- Enable tutors to monitor the academic progress of their students and mentor effectively;
- Empower tutors to work confidently and effectively to support the needs of their students;
- Empower tutors to work with parents
- Ensure that continued quality assurance is of the highest standard reporting back to the SLT and Principal.
- Attendance at all SLT meetings and scheduled commitment to afterschool events
- Flexibility with covering for other colleagues to allow others to upskill themselves

Outcomes

- High standards of achievement for all students
- A highly motivated and effective curriculum team

- Excellent practitioners
- Effective teamwork
- A reputation as a centre of excellence for the curriculum area
- Strong contributions to the enrichment of the curriculum offer for students

Line Manager:	College leader (Deputy Headteacher)
Line Management responsibility for:	All members of the college, both teaching and support staff