

## JOB SUMMARY

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|---------------------|--|------------------|----|--------------------------------|----|-------------------------|------|
| <b>Post Title</b>   | <b>English Teaching and Learning Improvement Officer</b> |                  |    |                                |    |                         |      |
| <b>Job Family</b>   | Service Delivery   | <b>Pay Range</b> | 13 | <b>Line Manager to others?</b> | No | <b>Role profile ref</b> | SD13 |
| <b>Service Area</b> | Children's Services                                      |                  |    |                                |    |                         |      |
| <b>Line Manager</b> | School Improvement Officer & Team Lead                   |                  |    |                                |    |                         |      |
| <b>Location</b>     | County Hall / Agile                                      |                  |    |                                |    |                         |      |

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| <b>Job Purpose</b> <ul style="list-style-type: none"> <li>To work as part of a team to improve the quality of education within schools across the Island.</li> <li>To lead English (Reading, Writing and Phonics) within the school improvement team.</li> <li>To report into the School Improvement Lead/Service Manager on all national and region updates related to English (Reading, Writing and Phonics).</li> </ul>  |   |                  |                  |
| <b>Job Context</b> <ul style="list-style-type: none"> <li>To improve the English (Reading, Writing and Phonics) outcomes of children and young people across the Island</li> <li>To improve the teaching of English (Reading, Writing and Phonics) across the Island.</li> <li>To ensure that schools develop and embed a well sequenced and progressive English (Reading, Writing and Phonics) curriculum.</li> <li>To ensure robust leadership of English (Reading, Writing and Phonics) across Islands schools.</li> <li>To offer a variety of training/continued professional development opportunities including subject network meetings to a variety of stakeholders.</li> <li>To keep up to date with the latest thinking related to your subject.</li> <li>Willingness to teach and demonstrate best practice to others as part of a plan, do review coaching approach.</li> <li>To be part of the assessment and moderation of English (Reading, Writing and Phonics) across Island schools.</li> </ul> |   |                  |                  |
| <b>Knowledge, Skills and Experience</b>   |   |                  |                  |
| <b>Role Profile requirements.</b>   | <b>Job specific examples.</b><br>(if left blank refer to left hand column)  | <b>Essential</b> | <b>Desirable</b> |
| Proven ability to influence based on facts and evidence, a range of audiences with differing competence and abilities. Ability to communicate one to one and with specific client groups.   | <i>Ability to consult with stakeholders to identify requirements and influence practice.</i><br><br><i>Ability to manage difficult customers/ stakeholders or sensitive issues.</i>   | <b>E</b>         |                  |
| Significant relevant experience managing service delivery in a similar environment, with expert knowledge of the service area, the authority and wider sector / external influences.  | <i>Experience of being a subject leader or part of a teaching and learning team.</i><br><br><i>An exceptional teacher.</i><br><br><i>Experience of driving up standards.</i><br><br><i>Ability to work through others.</i>                | <b>E</b>         |                  |
| Strong and demonstrably effective communication, interpersonal and presentation skills. Ability to understand and explain complex information to a range of audiences. Proven ability to negotiate with, persuade and influence others in complex or politically sensitive situations.  | <i>Ability to command credibility with partners and stakeholders and build trusting relationships that can demonstrate improved outcomes.</i><br><br><i>Ability to understand and successfully navigate through sensitive situations.</i> | <b>E</b>         |                  |

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| Good ICT skills including both standard Microsoft applications and specialist systems.   | <i>Need to write reports for external clients.</i><br><i>Need to create presentations for external clients.</i>   | <b>E</b>         |                  |
| Expert knowledge of the specialist work area and relevant legislation, regulations, processes, systems, procedures and standards. Wide reaching knowledge of other areas of the authority relevant to the service and of wider sector / external influences. Experience of contributing to the design and development of strategies, procedures and practices. | <i>Excellent understand of pedagogical approaches within subject area and ability to influence practice of others.</i><br><i>Excellent subject knowledge and ability to influence practice of others.</i><br><i>Ability to keep up to date with the latest practice and thinking within subject area.</i> | <b>E</b>         |                  |
| <b>Manager only</b><br>Proven ability to manage, develop and motivate a multi-disciplinary team/s of professional and/or vocationally qualified and support staff. Budget, financial assessment (where relevant) and contract management experience. Experience of representing the work area in a professional / legal capacity.                              |   |                  |                  |
| Strategic planning and organisational skills, with proven ability to prioritise and co-ordinate workloads, monitor and evaluate work, to ensure deadlines are achieved.  |   |                  |                  |
| Experience of multi-disciplinary and partnership working and awareness of the issues involved. Experience of chairing meetings and leading working groups.   |   |                  |                  |
| Excellent planning and organisational skills to manage a complex multiple workload, prioritise and set deadlines and cope with conflicting and changing demands.   |   |                  |                  |
| <b>Qualifications</b>  |   |                  |                  |
| <b>Role Profile requirements.</b>  | <b>Job specific examples.</b><br>(if left blank refer to left hand column)  | <b>Essential</b> | <b>Desirable</b> |
| May require relevant certifications including evidence of fluency in English language.   |   | <b>E</b>         |                  |
| Educated to degree standard or equivalent.   | <i>Degree level qualification in a relevant subject or equivalent experience.</i>   | <b>E</b>         |                  |
| Relevant professional / vocational qualification   | <i>Qualified Teacher Status, along with evidence of continuous professional development.</i>  | <b>E</b>         |                  |
| <b>Other Requirements</b>  |   |                  |                  |
| <i>May be required to work out of normal working hours for staff training</i>  |   |                  |                  |
| <i>Maintain professional knowledge and expertise in own field, ensuring that continuous professional development is undertaken for self and the team</i>   |   |                  |                  |
| <i>Able to travel to mainland meetings as required</i>   |   |                  |                  |
| <i>Enhanced DBS with children's barred list</i>  |   |                  |                  |
| <b>Organisation Structure (optional)</b>   |   |                  |                  |

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