

J O B
O P P O R T U N I T Y

**Teacher of English and
Literacy Coordinator**

Educating to truth, goodness and beauty.

Terling Road, Dagenham
RM8 1JT

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School Mission Statement

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness.

(1 Cor. 12-29)

| | |
|-------------------------------------|---|
| Role | Teacher of English and Literacy Coordinator |
| Closing Date for Application | Monday 6 th January 2025 |
| Required For | April 2025 |
| Term | Permanent – Fixed term one year in the first instance. |
| Salary | Main Scale 1 – 6/Upper Scale depending on experience + TLR 2a |

All applicants must complete a CES application form for the post.

School Information

All Saints Catholic School is an Outstanding Catholic comprehensive school situated in the London Borough of Barking and Dagenham and within the Diocese of Brentwood, with good transport links to central London.

All Saints Catholic School has over 1400 students from year 7 to 13. The school achieves excellent exam results, with a Progress 8 score of 0.72 (well above average). We have received an Educational Outcomes award for being in the top 12 percent of schools in the country for progress.

Our core values of Respect, Understanding, Affection and Humour underpin all aspects of our pastoral and academic daily routines. Our 2024 Ofsted judged us to be an Outstanding school, highlighting that “the school successfully encourages pupils to demonstrate its core values, which include respect and understanding others. In addition to this, pupils meet the school’s exceedingly high academic expectations and achieve very well”.

We have won a number of awards which reflect our inclusive approach to education, including being awarded the Rights Respecting Schools Gold Award and the Inclusion Quality Mark, this is indicative of our “One in Christ” motto that we apply every day to everyone that is a part of the school community.

Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, develop a sense of goodness and appreciate beauty in the world around them.

Please watch our school videos available at: <http://allsaintsschool.co.uk/> to get a further insight into life at All Saints.

THE PURPOSE AND JOB DESCRIPTION

PURPOSE OF THE JOB:

- To provide professional leadership and management for the coordination of all activities relating to literacy across the whole school; specifically improved levels of reading, writing and speaking.

FUNCTIONS AND DUTIES

- The Teachers' Pay and Conditions Document specifies the general professional duties of a teacher. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner as a result of the demands of the post.

PARTICULAR DUTIES

- Under the overall direction of the Headteacher

KEY FUNCTIONS

- To plan, produce and coordinate, on behalf of the school, a Literacy Plan.
- To take responsibility for the development and implementation of the whole school plan for literacy.
- To ensure that support is given to the whole school so that a high quality of teaching and learning takes place throughout the curriculum.
- Monitor progress made towards achieving targets and use this information to plan future developments.
- To promote and develop the curricular and extra-curricular activities relating to literacy.
- To lead, organise and coordinate staff initiatives relating to all aspects of literacy across the curriculum including the provision of support and training for staff as required.
- To liaise with Line Manager regarding the support offered to pupils; and to provide relevant information to the Senior Leadership Team.

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- Make decisions regarding the implementation of Literacy policies across the curriculum.
- Make recommendations to the Senior Leadership Team, Subject Leaders, Year Leaders and classroom teachers regarding literacy programmes and initiatives.
- Lead, organise and oversee classroom literacy programmes.
- Oversee literacy resources for staff to use.
- Attend appropriate INSET in order to disseminate to staff in the school.
- Run school INSET workshops as part of ongoing training for staff.
- Run Parent Information sessions and write articles for school newsletter re Literacy.

- Liaise with Subject Leaders to evaluate suitability of resources re promotion of literacy skills across the curriculum.
- Plan and Work with the SENDCO/Literacy Teacher in organising a whole school reading programme to improve reading levels for all pupils.
- Work with teachers to plan, monitor and resource literacy programmes.
- Establish, monitor and review strategies to assist pupils and teachers in the implementation of the literacy programmes.
- Meet regularly with teachers to plan and monitor literacy needs.
- Assist in the monitoring of educational progress of all students in regard to literacy skills and programmes.
- To lead, plan and coordinate all extra-curricular activities that have an impact on literacy skills eg public speaking competition, book weeks, readathon etc.
- To plan, organize and lead activities that improve the profile of literacy in the school.

RESPONSIBILITIES OF CLASS TEACHER:

Teaching and learning

set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- keep up to date with developments in pedagogy, teaching resources and make relevant changes to instructional plans and activities.

- use relevant technology to support teaching and learning.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy,
- articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well structured lessons

- plan, prepare, teach and evaluate lessons throughout the age and ability range
- impart knowledge and develop understanding through effective use of lesson time in accordance with statutory requirements, school aims and objectives, school policies and Departmental Schemes of Work.
- promote a love of learning and pupils intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired and ensure that homework is set and recorded in the student planner.
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of engaging curriculum within the relevant subject area(s) which meets internal and external quality standards and develops independent learning.
- use a variety of teaching methods which will stimulate learning appropriate to student needs and demands of specifications.
- maintain resources and create positive learning environments in order to support learning.
- take reasonable care of Department resources and to account for any equipment used.
- establish and communicate clear objectives for all learning activities.
- set cover work when on leave of absence/known absence

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them ensuring targets outlined in a student's Individual Education Plan are pursued.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. To assess and monitor student work in accordance with statutory requirements and school and Departmental policies and to set realistic and challenging targets for improvement.
- To maintain teaching records, attendance and other pastoral records.
- To maintain accurate, transferable student registers and records.
- To complete student reports and reviews.
- To attend Parents' Report Evenings as appropriate.
- To assist in setting and marking internal examinations.
- To ensure that external examination requirements are satisfied.

Manage behaviour effectively to ensure a good and safe learning environment

- maintain a tidy, safe and stimulating working environment.
- maintain good order and discipline ensuring health and safety including training students in the safe and appropriate use of equipment.
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- keep a record of student attendance at, and punctuality to, lessons and report any notable observations to the form tutor/Curriculum Co-ordinator.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- refer any Child Protection concerns to the designated Child Protection Officer in the school.
- communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

All teachers have a responsibility to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- having proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- understanding, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

GENERAL RESPONSIBILITIES:

- To be familiar with the content of and subsequently implement the whole school policies located in the staff handbook thus contributing to the realisation of a safe learning environment for all.
- To help implement and adhere to the school quality procedures and take part, as required, in the review, development and management of activities relating to the School Improvement Plan.
- To contribute to whole school planning and evaluation via the Departmental action plan and implementation.
- To work as a member of a designated team and contribute positively to effective working relations within the school.
- To play a full part in the life of the school community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- To comply with School routines e.g. attend staff briefings check the daily In Class Support Information.
- To attend meetings identified in the School Calendar.
- To undertake supervision duties according to the published rota.
- To undertake the duties of a form tutor as required.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate

- Contributing to the moral, spiritual, cultural and social development of each pupil.
- Making a positive contribution to the pastoral ethos, including specific pastoral duties.
- To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society as outlined in the school Single Equality Duty.

STANDARDS:

Effective performance of tasks will be evaluated in relation to the Professional Standards for Teachers (DfE September 2012) and the agreed criteria for the effective functioning of a Class teacher at All Saints Catholic School (Job Descriptions 2020). The monitoring of these standards will form part of the Staff Appraisal procedure.

EDUCATION AND TRAINING:

In accordance with the Continuing Professional Development policies the teacher will;

- Review overall performance in the previous year in relation to training received and the changing needs of the job.
- Identify training and education needs for the following year through a training needs analysis in order to ensure confidence in carrying out required duties.
- Participate in the prescribed framework for Teacher Appraisal.

This will be carried out within the framework of the school's Staff Development Policy current at the time.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager including undertaking work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Why work here?

- Ambitious CPD programme aimed to make the best possible teachers and supporting career development
- Enthusiastic and aspiring pupils
- Interactive screens in each classroom
- Free use of the school gym and staff yoga
- Inner London Pay Scale
- Staff wellbeing lunches and an active school wellbeing team
- Hot meals provided for staff on open evenings and parent evenings
- Teaching and Learning forums for staff to examine different aspects of pedagogy

A mentoring and coaching programme for staff

Skills and Qualification

| Qualification or Experience | Essential or Desirable |
|---|------------------------|
| Degree or equivalent qualification in an English related subject. | Essential |
| Qualified Teacher Status | Essential |
| Further relevant qualifications | Desirable |
| Teaching experience of a range of ages and abilities | Essential |
| Evidence of successful use of varied teaching styles | Essential |
| Evidence of good organisational skills | Essential |
| High level of professional communication skills | Essential |
| Evidence of leadership and team-building potential | Essential |
| Evidence of problem-solving capacity | Essential |
| Detailed knowledge of National Curriculum | Essential |
| Evidence of involvement in raising pupil achievement strategies | Essential |



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