

Key Stage Coordinator (English)

JOB DESCRIPTION

Salary / Grade range	Main teacher scale + TLR 2b From September 2026
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RELATIONSHIPS

Ultimate Responsibility

To the Governors through the Headteacher and Leadership Team

Immediate Responsibility

To the headteacher through the leadership team and the Head of faculty

MAIN CONTACTS

1. The leadership team
2. Members of the faculty
3. All members of staff and parents / carers
4. Partner schools
5. All external partners

Main Purpose of the Job

- Assisting in the leadership of the subjects (English)
- To lead and manage Coordinate both Key stages
- To endeavour to maintain and develop the Roman Catholic character of the school in accordance with the directions given by the Governors and the headteacher
- To fulfil the main professional duties as per the general job description of subject teacher and form tutor according to the school's policies and structure

'Striving for excellence in all that we do.'

Headteacher: Mr S Gabriel BSc., MSc., MBA.
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MAIN TASKS

1. Curriculum Organisation and Delivery

- 1.1. A teaching commitment within the general framework of the school timetable based essentially, but not exclusively within the faculty
- 1.2. To assist in establishing the aims and objectives for English in conformity with the school's mission statement, its aims and objectives. To assist in ensuring that the necessary documentation required for the effective running of the faculty is in place
- 1.3. To work with the head of faculty in the development of syllabuses and programmes of work, designed to meet the needs of all pupils within the key stage, with particular reference to the National Curriculum and developments in literacy, numeracy and ICT
- 1.4. To monitor the progress of all pupils taught within the English against targets, ensuring high standards of work, providing oral and written reports to the head of faculty, Leadership Team and the Headteacher as required
- 1.5. To assist in ensuring that appropriate, realistic and challenging targets are set for all pupils in
- 1.6. To contribute to the school's ongoing self evaluation process including contributing to the production of a faculty SEF and action plan
- 1.7. To help ensure effective liaison with the inclusion faculty for pupils with special educational needs and to seek to make appropriate provision
- 1.8. To work closely with the appropriate staff within school and in partner schools in the implementation and development of new curriculum initiatives. This includes work through MANCEP and partnership working with primary and other external partners

2 Staff Development

- 2.1. To offer advice to the head of faculty, as appropriate, on staff teaching English

- 2.2. To encourage the welfare and professional development of faculty staff and of trainee teachers allocated to the faculty, ensuring that any identified needs are addressed through the provision of high-quality coaching and mentoring
- 2.3. Supporting senior staff in the faculty in ensuring all teaching is consistently of a high quality and is effective

3 Management

- 3.1. To support the head of faculty in the professional accountability for all teachers and support staff working
- 3.2. To support the head of faculty who has responsibility for initial disciplinary problems within the faculty and establish clear structures for members of the faculty to refer matters. To help ensure the highest professional performance of teachers within the faculty, encouraging and assisting in the development of teaching styles, including use of observation of lessons and adherence to the school policy on performance management
- 3.3. To attend regular meetings, using PPA and/or 1265 hours, in order to ensure efficient organisation and the planning for future developments
- 3.4. To support the head of faculty with their responsibility for the faculty capitation, ordering, receiving, checking, recording and safe keeping of all stock, equipment and teaching aids
- 3.5. To work with the head of faculty to submit to the examinations officer recommendations for external examination entries

4 Assessment and Monitoring

- 4.1. To help to ensure the development of an effective assessment policy within the faculty which reflects the school's mission statement and whole school policy on assessment
- 4.2. To work with the head of faculty to monitor the quality of teaching and learning within the faculty by examination of lesson planning, scrutiny of pupil work, observation of lessons and evaluation of the quality of display and stimulus in the teaching environment

5 Equal opportunities Policy

- 5.1. To promote equal opportunities in all aspects of responsibility according to the school's aims and objectives
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In addition to those duties and responsibilities outlined above, the contributions of each member of staff to the work of the school will include the following:

- *to play a significant and prominent role in the spiritual life of the school community*
- *to maintain a high standard of discipline, appearance, punctuality and commitment in all pupils*
- *to promote parental and community involvement in the life and work of the school*

Job Descriptions are reviewed annually or as changing circumstances require. This job description should be read in conjunction with the latest School Teachers' Pay and Conditions Document

**PERSON SPECIFICATION
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Listed below are the minimum requirements, which are considered necessary for the post. In your application, please address each of the areas **asterisked**, giving details of your experience together with examples of how you have undertaken tasks, which illustrate clearly that you have the relevant experience, abilities, skills, knowledge and commitment for the post

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
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1. Training, Qualifications, Experience:

*	1.1.	to be a qualified teacher	Application Form
*	1.2.	to have attended recent, relevant courses	Application Form
*	1.3.	to have recent experience of teaching children in the secondary age range	Application Form
*	1.4.	to have recent experience of professional development and self-awareness of professional needs	Application Form

Interpersonal Skills:

2. To be able to communicate and co-operate effectively by:

	2.1.	being aware of the need to develop appropriate social values and standards	Interview
	2.2.	establishing and maintaining good relationships, in particular with students, parents and colleagues	Interview

3. Management and Organisation:

To be able to manage and organise effectively by:

*	3.1.	matching the teaching to the students' individual needs	Interview / Application Form
*	3.2.	working collaboratively within the team of teachers and in the classroom	Interview / Application Form
*	3.3.	using a variety of teaching styles, including individual, group and whole class approaches	Interview / Application Form
*	3.4.	planning and, organising the curriculum to the appropriate level	Interview / Application Form
*	3.5.	creating a purposeful, orderly, supportive and stimulating environment for students' learning	Interview / Application Form

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4. Curriculum:
To be able to teach effectively and ensure continuity by:

*	4.1.	promoting the social, cultural, spiritual and moral development of all students	Interview / Application Form
*	4.2.	demonstrating clear current knowledge in the relevant subject	Interview / Application Form
*	4.3.	planning, developing and monitoring appropriate learning activities	Interview / Application Form
*	4.4.	understanding that the role of the school is to provide effective education for all students	Interview / Application Form
*	4.5.	being aware of the need to maximise the potential of ICT as an aid to learning	Interview / Application Form
*	4.6.	assessing, recording and reporting on students' learning	Interview / Application Form

5. Special Knowledge:
Understanding and awareness of:

*	5.1.	the learning, social, cultural and pastoral needs of students in urban schools	Interview / Application Form
*	5.2.	the principles and practices of equal opportunities and the various cultures served by schools in urban areas	Interview / Application Form

6. Work Related Circumstances
Commitment to:

*	6.1.	the school's Equal Opportunities Policy	Interview / Application Form
*	6.2.	developing the role of parents and carers as partners in their children's education	Interview / Application Form