



Kelvin
Hall

Teacher of
English

2018

Yorkshire and the Humber Co-operative Learning Trust



**Alone we can do so little,
together we can do so much.**



The Yorkshire and the Humber Co-operative Learning Trust (YHCLT) was created in September 2016 by the coming together of five schools, who passionately believe in the worldwide Co-operative values as a driver for continuous school improvement.

We believe that we have the capacity, underpinned by an underlying ethical approach to leadership, to inspire our students and staff to bring rapid and sustained improvement for the benefit of the communities that we live and work in.

Newland School for Girls became part of a Co-operative Learning Trust because the Governing Body believe in its core values and felt that by becoming a Trust, the school could work with other like-minded organisations to deliver these values to the children and communities of Hull.

The Co-operative Values are...

Self-help • Self-responsibility • Democracy • Equality • Equity • Solidarity

Also running through these core values are a set of ethical values that underpin the work of all Trust members:

Openness • Honesty • Social Responsibility • Caring for Others

Our partner schools also believe in these core values and want to work alongside us to deliver the best possible education for all our children.

If you would like more information on the Co-operative Trust please visit www.yhclt.net.



Below are the Schools currently in the Yorkshire & the Humber Co-operative Learning Trust:

Kelvin Hall School
www.kelvinhall.net

Newland School for Girls
www.newlandschool.co.uk

Chiltern Primary School
www.chilternprimaryschool.org.uk

Stepney Primary School
www.stepney.hull.sch.uk

St George's Primary School
www.st-georges.hull.sch.uk

Ings Primary School
www.ingsprimaryschool.co.uk

Priory Primary School
www.prioryprimaryschool.org.uk

Sidmouth Primary School
www.sidmouthprimaryschool.co.uk



Welcome to Kelvin Hall

We are a very successful 11-16 mixed comprehensive school with approximately 1400 students on roll. We are a popular first choice of school for families in Hull and the East Riding of Yorkshire. We are a very successful school academically, our results continue to be excellent and this was reflected in our Ofsted Outstanding in 2015.

We are one of two secondary schools in a developing Multi Academy Trust (The Yorkshire and Humber Co-operative Learning Trust) that currently consists of an additional six Hull primary schools.

We are proud to be the Lead Secondary School in the Trust working with Newland School for Girls.

Kelvin Hall School was awarded Teaching School status in 2017, now called the 'Northern Co-operative Teaching School Alliance'. This partnership offers tremendous opportunities for future leadership development for both newly trained and experienced teachers.

In September 2017, there were 85 full-time equivalent teaching staff and 82 support staff.



“The behaviour of students is outstanding. It is exemplary around the school. Student socialise well are courteous to each other and adults. They are proud to be part of this school”

Ofsted

Ofsted
Outstanding
Provider

Results - Kelvin Hall School

Key Stage 4 GCSE Results 2017

Headline outcomes (New Measures)	Hull Schools' Average	Kelvin Hall School 2017
Progress 8	*	0.33*
Attainment 8	4.40	4.85
English and Maths standard pass Grade 4 (combined)	51%	59%
English and Maths strong pass Grade 5 (combined)	30%	41%
Achieving the English Baccalaureate standard Grade 4	19%	34%
Achieving the English Baccalaureate strong Grade 5	15%	29%

*The main DfE Progress 8 figure will be confirmed in October 2017. However Kelvin Hall's initial calculation for Progress 8 shows that Kelvin's outcomes remain well above the national average for secondary schools in the country and significantly above the Hull secondary school average for 2017.



Our Year 11 students worked really hard this year and we are extremely proud of their individual results. This is the first year of the new headline measures with the more demanding GCSEs and we have continued to maintain a positive Progress 8 score for the school and our students. This means that on average, our students achieved higher GCSE grade passes in their main 8 academic subjects than most schools nationally.

Our students have achieved a 41% combined pass rate in the new English and Maths headline figure, with 51% of students achieving the new Grade 5 in Maths and 50% achieving the new Grade 5 in English.

This year more students have been entered for the English Baccalaureate subjects and more students have achieved pass grades in all of these subjects. 34% of our students achieved a Good Pass in English, Maths, Humanities, Science and a Foreign Language which again continues to be much higher than both local and national achievement in this area. We will always continue to strive for outstanding outcomes for all our students.

Our English Department



Teacher of English

****Position Vacant****

Ms J Graham - Assistant Headteacher and
YHCLT Senior Trust Director - English

Ms C Mills - Assistant Headteacher - Director of
English and Literacy

Mrs A Jones - Assistant Progress Leader

Miss K Lee - English Teacher

Mrs V Hulme - English Teacher

Mr R Eskrett - HAP Coordinator

Ms E Salt - English Teacher

Mr J Ellis - Catch up Coordinator

Ms S Abedin - English Teacher

Mr D Shenton - English Teacher

Mrs H Gagg - NQT

Miss H Waterman - English Teacher

Mrs R Peaks - English Teacher

Miss L Jackson - Teach First

Mrs J Vickerman - PGCE

Ms H Topham - Intervention Support Officer

Job Description

Job Title: Teacher of English

Contract Details: NQTs or more experienced teachers (a Lead Practitioner pay scale is available for one of the positions for an ambitious candidate with a highly successful career history)

Line Manager: Director of English & Literacy

Accountable for: Student's Achievement

Closing Date:
Tuesday 22nd May 2018, 9am



Kelvin Hall School offers you:

- An inclusive, successful and 'Outstanding' school to work in.
- Friendly, motivated and enthusiastic students.
- A 21st Century building with 'state of the art' facilities.
- A comprehensive Leadership Development Programme aimed at both new and experienced teachers.

Purpose of the Role

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and behaviour management of all students.

The Job Description should be read alongside the range of Professional Duties of Teachers as set out in Part XII of the Teachers' Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the Professional Standards for Qualified Teachers and uphold the Professional Code of the General Teaching Council for England.

Main Duties:

Teaching and Managing Student Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of classroom management through well-focused teaching and through positive and productive relationships.

Planning and Setting Expectations/Student Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students' being taught.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.

Relationship with Parents and the Wider Community

- Prepare and present informative reports to parents, both oral and written
- Provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for students' welfare Manage Own Performance and Development
- Take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility in the implementation of school policies and procedures.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their own effectiveness.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with all professional colleagues.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- Create a stimulating learning environment within their teaching area.

Strategic Leadership

Demonstrate they are an effective professional who challenges and supports all students to achieve their best through

- Inspiring trust and confidence
- Creating mutual respect
- Engaging and motivating students
- Uses positive actions to improve student outcomes
- Develops an analytical thinking
- Creates and maintains a team commitment with colleagues



PERSONAL SPECIFICATION



REQUIREMENTS	ESSENTIAL	HOW IDENTIFIED	DESIRABLE	HOW IDENTIFIED
RELEVANT EXPERIENCE	Working with young people in a statutory or non statutory setting	Application form	Teaching experience	Application form/ Reference
QUALIFICATIONS	Qualified teacher status or equivalent	Application form	Good honours degree	Application form
SKILLS	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	Interview/References	Knowledge of recent developments within education e.g Every Child Matters	Interview/References
	Motivation to work with children and young people			
	Effective classroom practitioner		Able to apply theory to professional practice	Interview/References
	Competent with ICT			
	Able to reflect on own practice			
	Excellent communication skills			
	Good organisational skills and able to meet deadlines	Interview/References Application form		
	Very good numeracy/literacy skills	Interview/References		

REQUIREMENTS	ESSENTIAL	HOW IDENTIFIED	DESIRABLE	HOW IDENTIFIED
KNOWLEDGE	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	Interview/References		
	Thorough understanding of the National Curriculum and KS4 exam context in order to support effective teaching and learning.	Form/Interview/References		
	Secure subject specific knowledge	Form/Interview		
	Commitment to raising standards			
	Understanding and knowledge of developments in learning and teaching			
INTERPERSONAL/ COMMUNICATION SKILLS	Very good communication and interpersonal skills	Interview/References		
	Ability to work with a range of colleagues	Form/Interview		
	Understanding of the range of needs of young people within age group.	Interview/References		
	To have a flexible approach to work			
	To be committed to the objective of raising achievement in the school			
	To help raising standards of learning for pupils			
PHYSICAL CHARACTERISTICS (If appropriate)	Sense of humour and be able to work with staff from all backgrounds	Interview/References		
	Ability to work under pressure and meet deadlines			
	Energy, ambition and enthusiasm			
	Projects a professional image			
DISCLOSURE OF CRIMINAL RECORD (Please see attached for further details)	Declaration of full details of everything on candidate's criminal record	Application form (After short listing)		
	The successful candidate's appointment will be subject to the Council obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau	Criminal Records Bureau's Disclosure (successful candidate only).		

DISCLOSURE OF CRIMINAL RECORD

Information Sheet

Level of Disclosure For Post	What Information the School Requires
Declaration of unspent convictions	If you have a criminal record, you are required to provide, with your job application form, details of anything on your record which is unspent ¹ under the Rehabilitation of Offenders Act.
Standard Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide the School with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are the subject of a Disqualification Order² or included on any Government Department list of people unsuitable or banned from work with children or vulnerable adults.</p> <p>If you are offered the post, this will be subject to the School obtaining a satisfactory³ Standard Disclosure from the Disclosure & Barring Service (DBS)⁴. The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands and final warnings, as well as convictions and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or vulnerable adults.</p>
Enhanced Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide the School with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are the subject of a Disqualification Order² or included on any Government Department list of people unsuitable or banned from work with children or vulnerable adults.</p> <p>If you are offered the post, this will be subject to the School obtaining a satisfactory³ Enhanced Disclosure from the Disclosure & Barring Service (DBS)⁴. The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or vulnerable adults.</p>

Notes:

- 1 The table at the end of this information sheet gives details of what is meant by “spent” and “unspent”. If you are still unclear as to what information you should provide, please contact Employee Services for advice
- 2 If a person is convicted of an offence against a child and a qualifying sentence is imposed by a senior court in respect of the conviction, the court must order the individual to be disqualified from working with children, unless, given all the circumstances, the court is satisfied that it is unlikely that the individual will commit any further offence against a child.

The same applies to charges/convictions for equivalent armed forces offences.

The School must not knowingly offer work in a regulated position to anyone who is the subject of a Disqualification Order. It is also illegal for anyone who is the subject of a Disqualification Order to apply for work in a regulated position.

- 3 In this context, “satisfactory” means containing no offences relevant to the post, which would render you unsuitable

- 4 The Disclosure & Barring Service (DBS) is a Government agency which handles the Disclosure Service through which criminal record information can be checked by potential employers and other organisations. Further details about the DBS, including their Code of Practice, are available from their website at www.gov.uk or from: DBS, PO Box 91, Liverpool L69 2UH.

Government Department Lists

The DBS’s Standard Disclosure and Enhanced Disclosure include, where relevant, a check against Government Department lists of people unsuitable for work with children and vulnerable adults e.g. Department for Education and Skills’ List 99 or Department of Health’s Protection of Children Act List (PoCAL)

Obtaining A DBS Disclosure

If you are offered the post, the School will let you know what needs to be done.

If a Standard or Enhanced Disclosure is required, you will be asked to sign a DBS Disclosure application form and to provide verification of your identity. You will receive a copy of the information the DBS discloses to the School.

Costs

The DBS charges a fee for each Disclosure. Where the Disclosure is required by the School, the School will pay the fee.

SPENT/UNSPENT CONVICTIONS - REHABILITATION PERIODS

The following sentences become spent after fixed periods from the date of the conviction (not the completion of the punishment).

Sentence	Rehabilitation Period People aged 17 or under when convicted	Rehabilitation Period People aged 18 or over when convicted
Prison sentences of 6 months or less	3½ years	7 years
Prison sentences of more than 6 months to 2½ years	5 years	10 years
Borstal (abolished in 1983)	7 years	7 years
Detention Centres (abolished in 1988)	3 years	3 years
Fines, compensation, probation, community service/ community punishment orders, combination orders, action plan, drug treatment and testing and reparation orders	2½ years	5 years
Absolute discharge	6 months	6 months

The Crime and Disorder Act 1998 introduced a new custodial sentence for young people with different rehabilitation periods:

Sentence	Rehabilitation Period People aged 12,13 or 14 when convicted	Rehabilitation Period People aged 15,16 or 17 when convicted
Detention and training order of 6 months or less	1 year after the order expires	3½ years
Detention and training order of more than 6 months	1 year after the order expires	5 years

With some sentences the rehabilitation period varies:

Sentence	Rehabilitation Period
Probation⁵, supervision, care order, conditional discharge and bind-over	1 year or until the order expires (whichever is longer) 3½ years
Secure training (abolished in 2000) and attendance centre orders	1 year after the order expires
Hospital order (with or without a restriction order)	5 years or 2 years after the order expires (whichever is longer)
Referral order	Once the order expires

¹Cautions, reprimands and final warnings become spent immediately

²Including suspended sentences, youth custody and detention in a young offender institution

³For people convicted on or after 3.2.95. Probation orders are now called community rehabilitation orders

⁴Combination orders now called community punishment and rehabilitation orders

⁵For people convicted before 3.2.95

How to apply



Application forms can be downloaded from our website and should be returned to Helen Harrison, PA to the CEO and Executive Trust Team, by 9am Tuesday 22nd May 2018.

If you would like to submit your application by email, please send to jobs@kelvinhall.net for the attention of Helen Harrison. Should you wish to have an informal and completely confidential discussion, please contact Helen Harrison (PA to the CEO and Executive Trust Team) via email harrisonh@kelvinhall.net or telephone Kelvin Hall School on (01482) 342229.

Contact Us

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