

and you, my daughter, thinking to let him come through last night untouched so he could go on with his work, and so he was scolding at Howard's lack of ardour. And his body away from her, and she felt cold as minutes earlier her whole being had been warm," he said slowly, as though it was being said for the first time. "And you, my daughter, thinking to let him come through last night untouched so he could go on with his work, and so he was scolding at Howard's lack of ardour. And his body away from her, and she felt cold as minutes earlier her whole being had been warm," he said slowly, as though it was being said for the first time. "And you, my daughter, thinking to let him come through last night untouched so he could go on with his work, and so he was scolding at Howard's lack of ardour. And his body away from her, and she felt cold as minutes earlier her whole being had been warm," he said slowly, as though it was being said for the first time.

word held factor
cares for me?
Olly met her eye
he?
'He hates me.'
Olly gave a dry

Mischief lit her green eyes, but she kept them fixed on her plate. "Yes, please," she said.

ply of air to keep the flame burning efficiently.

plastic bag close to the edge of the frame. If any breeze is coming in, the movement of the plastic will show you where to caulk the window frame. Use the gauge on all suspected areas. You'll be surprised to discover how many spots need caulking or weatherstripping.

[illegible]

CHAPTER V

For a moment Allison stood staring after her aunt until the door closed. She then turned away and slowly began to mount the stairs.

"How strange a coincidence or real realization that made Aunt Lydia say those things!" she wondered.

"There hadn't been the smallest reason to make such a comment, quite apart from the fact that it was very unfair to the unknown female."

"Just wanted to make me feel uneasy and miserable," Allison said. "Well, I'm not going to give her satisfaction. It's all too petty and childish to worry my person."

"Of course, the couldn't's didn't do entirely as well as I liked that. Instead, she remembered the woman's name when she said that. 'Oh, James' looking-up-er'."

"And what about Mr. Allison said herself?"

"Well, she said she didn't know her name for many years! And, in that case, if he had been going to marry her, he would have done so long ago."

"And she said she was a widow, and never while there had always been Rosalie before to open thoughts. Now there was to Rosalie—only the fact that she was pregnant."

Alison sighed impatiently as she tossed down her book. She had better go and find something that would preoccupy without leaving these ridiculous questions to her.

She went down again to her aunt's study, and laid her head in—

"Can I do anything for you, Aunt Lydia?"

She managed to make that sound quite different from her feelings, and she was glad to hear

"Yes, Allison, you certainly can. I have been so how I was to get through all that! Aunt Lydia said

50

[illegible]

tioned earlier. Contrary to the subject, the difference of friendly relations started rendered to his good friend.

The stock that Onassis complete control of the work that by 1959 he decided over this responsibility. One of his cousins who had been in New York city

for over 10 years. While it had been a hard time, he had been in the business. He was the first term of President of the company. In any case

euto

technical college

range that he would not be a shareholder if he did not want to accept.

He thought that he would earned him a great deal of money, but by chance. Although he did manage to attract the same amount of money as the same profit. Needless to say, Onassis was not the same made his fortune by investing his money at a low rate of return. The only good thing to come out of this risk, which took out of friendship for Maria Schickel was that he lost the old woman's sports bidding, which still allows the Monte Carlo officers of *Yacht Maritime*.

I would like to conclude this chapter with a story in a way goes against all of Onassis' principles of life. One day in August, 1960, he was expected to arrive in Constantinople. The instructions for the individuals scheduled to meet him, was to take the Chris-Craft and transport him to the Christina, which had been at anchor in the bay for over two weeks. The small crowd had gathered at the port and the policemen were on hand to preserve order. Onassis was quick to board, and without waiting a moment he went straight from the car to the boat, not stopping to speak to anyone. The engines were already running and the Chris-Craft was just out to cast off when a young boy broke through the throng and plumped fully clothed into the water, crying: "Mr. Onassis, I absolutely have to talk to you!"

FROM HARRISON HIGH

You think, if you don't keep—"
lead at Hendry. "The band is good
as good," at least they try. But—
I would you play me some tonight's
game, but I'll bet there ain't five
here at cotton bread."

Jin's like, He's worked very hard
much whether they win or lose." She
better take Drus home. Jin won't
early." Ricky looked once more
and at a crowd that wouldn't ex-
"I was far gone," she said half to
himself. "I didn't know Nick had
coach. I look at some of these kids
at they're thinking. I should know
asking myself." Hendry admitted,
and ended. "I'm feeling as restless as
like this one is towed up. I'll drive
it back."

Hands along with a good many others
pay patiently down the crowded run-
dled the field. Hendry smiled at pres-

JIN
HENDRY
RICKY
DRUS
NICK
DANIEL
AND
THE
CROWD

"I know Miguel has asked you to marry him, yes?"
 "Do - do you approve?" Emma asked worriedly.
 Juan considered her thoughtfully. "I don't know. I don't know how well enough to be able to answer that."
 "And I don't know Miguel," she exclaimed.
 "That is why I am here," observed Juan quietly.
 "All right, tell me about him. How old is he? Where does he live? Does he have any family?"
 Juan drew a sheet out of his pocket and asked whether she objected. Emma shook her head and after lighting it, he said: "Here, I will try to explain. Miguel lives with his father, the Lacumbre Largo - that is the name of his father's habitation, you understand." Emma nodded and he went on: "He is a beautiful place, a beautiful part of the country." He pressed his thumb and forefinger together with obvious pride. "He has a lot of things, a lot of rich things, much, much land and much resources." He then extended the glowing tip of his hornet. "Always, the Carlos is here that Miguel should become a concert pianist! He was always - how do you say it?"
 "Adepe?" surprised Emma questioningly.
 "Yes, that will do. He no adept at playing the piano. From being a very little hornet you understand." Emma nodded again and Juan smiled - when he is alone he always smiles.
 "Is she dead?"
 "No, she isn't."
 "Is she something?"
 "Yes, Juan."

[illegible]

"It wouldn't be the sword of justice, as well; like violating parents couldn't do it . . ."

"The alternative is the sword I know," I agreed unhappily.

...is just going to sit down
any crack, and give you
him.
...man once who was one
...their ship had burnt
...wreck. One of them drank
...wreck the boat so that
...mercenaries to all of them. In
...— with the result that
...and water to last until
...is he'd have died, any-
...likely."
...ciously, "we couldn't do
...anyone — especially not for
...lye! you're not the kind
...if it were Alan you were
...now him overboard, we'd
...not — and I'm not going
...with any of us; we just
...together. I'm much closer
...own sisters. It's difficult
...of showing
...There didn't seem to be
...I could only tell them
...the Axel. I'd be something
...ourselves for ever... We
...your heads," he said.
...but that isn't the way. A

[illegible][illegible][illegible][illegible][illegible]

be rapped. "I want round the water-high
"s, Olivia addressed the dartsman, her hand
and spitting out the sand on ignoring the
shoulder and warbling
of fern. After a
and the lantern
were with her once
butterfly so that
she had been dislodge
and there was an
sly dying away, but
was flustered. "What else
could obscure you?
I would have known
you little fool!"
"You like dirt! What
do you ask? No, You just
and the next thing it
Julian—how was I
never have. I never
n't mean on a horse
Matthew knelt by
d'nt close showing
realise you're more
don't you catch him
tell, women, I didn't
worrying them, but
either case it would
"You insist," groaned Olivia
blessed.

[illegible]

back

After dinner, Venice stood
ing the burning wake which
the water beneath stretched

AD OF

omed
She

his brooding gaze fixed on
"Very pleasant."
"Pleasant?" He wondered

LICATION I

...er's argument was
... understood that,
...tive against the fa
...ing is his.

"Oh, why," she whispered in a low voice
 "Did it have to be you?"
 He shrugged slightly. "Kismet." E

ENGLISH

"Another man in England who has
 "You must love him," she exclaimed
 his name as parting it. "We're not en-
 gaging to . . . now. I don't love
 marriages are contracted
 e. They are usually quite
 a husband
 son her
 own or did
 e. A glori-
 ous death
 minutes I re-
 turned."

"It is unpleasant to
 her beauty. There
 been true."

for you?
 smiling at
 I I doubt
 his thing

night. Only I'd like
 trapped him.
 carpet, fireplace?
 looked as though

things. Miss Bell
 don't know. That
 the door, the floor,
 curtains. A tartar
 ashtray, and flid

family. I'm afraid you'll be adding, with a trace of ambivalence, that Pam may be the one who makes amends." "Straggled uncomfortably," she said, "the rest of it. But the people who are away of you, snubbing her grace, can constitute them that's darlings," Mary said across at Mark's spread. He had said it was whitening and was whitening the meticulous care were one could not tell. So through instinct alone—the hearted acquaintance with her—he was, he was conscious essentially feminine and considered before his masculine as a comradely reasonable.

[illegible]

HEAD OF ENGLISH

APPLICATION PACK



PRINCIPAL'S INTRODUCTION

Dear candidate,

Thank you for your interest in working at Elstree University Technical College as a Teacher of English. This is a brilliant place to innovate, make and learn. EUTC opened in September 2013 and offers a unique education for students aged 14 to 19 specialising in behind the scenes multimedia production, digital technologies and the entertainments industry. We provide core academic education alongside technical, vocational learning designed to develop learners to be creative, innovative and reflective. We are also here to provide them with the necessary knowledge, skills and opportunities to be employed in the media industries where there is currently a substantial skills shortage.

This is a creative college full of vitality and enthusiasm. Our students are a credit to us and our campus is new and well resourced. Our staff are passionate and industry credible. EUTC benefits from leading academic and industry partners and aims to be a centre of excellence and the national leader specialising in education for the entertainment, film, television, theatre, visual arts and digital communication industries.

As a new college, we are still expanding and developing our curriculum. We currently have around 400 students on role and we expect to have 600 (full capacity) by 2018.

This position provides a real opportunity for a proactive and inspiring teacher who can lead the delivery of English at this innovative college. This subject is a very significant and valued area of study to our specialism and our students are very engaged by Communications at EUTC. We welcome and encourage prospective candidates to come and see us and get a feel for our college.

Thank you again for your interest in being a part of the teaching team at Elstree University Technical College and working with the creative, curious learners we work for.

Yours faithfully,



Chris Mitchell
Principal

Please note that references may be sought for all candidates prior to interview.

Elstree University Technical College is committed to safeguarding and promoting the welfare of children therefore all positions in the school will be subject to satisfactory Enhanced Disclosure and Barred Service Certificate.

To comply with the Asylum and Immigration Act 1998 (as amended by S147 of the Nationality and Immigration and Asylum Act 2002) all prospective employees will be required to supply evidence of eligibility to work in the UK.

WORKING AT EUTC

The Elstree University Technical College is a new type of educational institution for students aged 14 to 19 specialising in behind the scenes multimedia production, digital technologies and the entertainments industry. We provide core academic education alongside technical and vocational learning designed to develop learners to be creative, innovative and reflective. We are also here to provide them with the necessary knowledge, skills and opportunities to be employed in the media industries where there is currently a substantial skills shortage.

We are seeking to appoint an enthusiastic, inspirational and motivated Head of English with a passion for their subject and the ability to enthuse and engage students in addition to being well versed in inspiring and motivating their colleagues. This is an exciting opportunity for a committed and motivated leader and would be suitable for an experienced teacher who wants to work in a wonderfully creative college to exceed their potential. We are keen to welcome colleagues who share our passion for engaging students in learning and inspiring them to achieve. Visits to the UTC are welcome and encouraged.







HEAD OF ENGLISH

| | |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Responsible to: | Assistant Principal (Communications) |
| Purpose: | <p>To provide clear, cohesive leadership and take responsibility for the academic standards in English.</p> <p>To develop a strong, positive and shared vision for the department's direction.</p> <p>To manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.</p> <p>To understand and have experience of delivering the curriculum.</p> |
| Key Accountabilities: | <p>All teaching staff of English.</p> <p>The quality of learning and student outcomes in English.</p> |
| Strategic Accountabilities: | <p>To use data effectively to identify students who are underachieving and implement effective intervention strategies.</p> <p>To develop and implement policies and practices for the department to improve achievement and create effective and cohesive teaching and learning.</p> <p>To establish a clear and shared understanding of the importance of the subject and its contribution to students' development.</p> <p>To review and revise short, medium and long term plans for the development and resourcing of the department.</p> <p>To monitor the progress made towards the Department Development Plan, evaluate the impact on teaching and learning and use this analysis to inform future improvement.</p> <p>To lead the development of the Department training plan to promote targeted continuous professional development and suitable improvement planning for both teaching and non-teaching members of the department.</p> <p>To manage the development and accountability of team members through the College Appraisal system.</p> |
| Department-based Responsibilities: | <p>To lead, develop and support a productive, positive and effective team of staff which encourages openness, shared and delegated decision-making and a sense of common purpose.</p> <p>To ensure curriculum coverage, continuity and progression for all students and raise standards of attainment across the full age and ability range.</p> <p>To establish clear policies and practices for assessing, recording and reporting on pupil achievement and to ensure methods are standardised across the department.</p> <p>To provide all teachers in the department with support, challenge, information and motivation to secure consistent improvement in teaching through individual quality development plans.</p> <p>To identify students at risk of underachievement and to ensure that appropriate interventions are in place and that their impact is evaluated.</p> <p>To ensure that the aims of the English schemes of learning and the knowledge, skills and attitudes to be imparted to students through the Department, are in keeping with the general aims of the College.</p> <p>To play an active part in ensuring that all students are working to their potential and achieving improved standards.</p> <p>To play an active part in supporting members of the Department in maintaining sound discipline in line with College policy.</p> <p>To play a major role in developing teaching and learning through the use of ICT and to develop the key skills of reading, literacy, numeracy and communication.</p> |

Dept.-based responsibilities cont.:

To communicate effectively and efficiently within the department, the Communications Faculty and other Faculty areas in the College.

Run effective meetings for the team, ensuring the provision of agendas and minutes.

Support effective communication by forwarding minutes and conclusions of meetings and any other documentation or memos to the relevant members of the Department and to Senior Management.

To consider the Department's annual budget, to monitor expenditure and be aware of the resource needs of the Department.

Oversee the provision and maintenance of effective resources for learning – textbooks, students materials, equipment, rooms and deploy staff effectively to support learning.

Attend and contribute to whole school progress related meetings and other team meetings, where appropriate.

College-based responsibilities cont.:

To support and actively promote the vision, ethos and policies of the College and promote high levels of achievement.

To contribute to improving attitudes and behaviour of students and to use the whole school behaviour policy in setting high standards and expectations for students.

To take on the role of house tutor

PERSON SPECIFICATION

All Essential

Educated to Honours degree level

Qualified Teacher Status

Teaching and Experience

Evidence of Continuing Professional Development

Highly successful English teaching experience across Key Stages 4 and 5

Leadership responsibility of/within a team

Ability to gain respect of students through manner of confidence and authority

Able to organise own workload in the context of varied tasks

Financial understanding and/or management of budgets

Ability to analyse data

Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all students

A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning

Experience of effective monitoring and evaluation of teaching and learning

Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management

Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management

A track record that demonstrates a commitment to high standards, continuous improvement and quality assurance

Professional Development

Commitment to own professional development

Evidence of keeping up to date with educational thinking and knowledge

Knowledge of requirements of the new courses and specifications for KS4 and KS5 English

Knowledge and understanding of recent legislation, development and initiatives in secondary and 6th form education

Ability to use ICT within a classroom

Ability to relate well to staff and students

Initiative, adaptability and flexibility

Demonstrable written and oral communication skills

Working knowledge of external agencies and experience in working with them to support students

Personal Attributes

Able to lead and inspire

Able to work calmly under pressure

Ability to critically evaluate own performance and make any necessary changes to be more effective

Willingness to contribute to after college activities

Enthusiasm and sense of humour

The ability to prioritise and manage time effectively

Excellent organisational, planning and evaluative skills

Self motivation and personal drive to complete tasks to required time-scales

To be an effective communicator with people at all levels

To be an excellent team player with the ability to establish good working relationships with staff, students, parents and external partners

The ability to demonstrate sensitivity when dealing with difficult situations

HOW TO APPLY

To apply please visit our Times Educational Supplement recruitment page:

[Click here](#)

Complete the online application and submit.
We will be in touch shortly after your application has been received.

Please visit
www.elstreeutc.co.uk/vacancies
for further information about working with us at
Elstree University Technical College

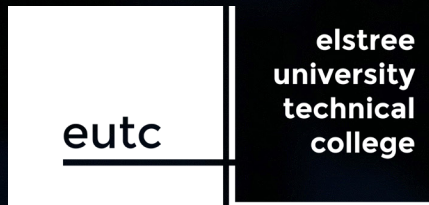
Learn more about our college:

Visit us at www.elstreeutc.co.uk for all the latest news and events.

Head over to our [YouTube channel](#) to check out the content produced by our students and in-house production company 'EUTC Productions'.

Visit our [Instagram](#) account for behind-the-scenes images from the EUTC campus.

Follow our [Twitter](#) and [Facebook](#) accounts.



"The college worked out so well for my oldest son that I moved my youngest here too. It's positive, constructive and diverse attitude to learning has definitely brought the best out of my children. It's an environment where children with a vision want to be."

[Alison Robinson - Parent of KS5 EUTC Student]



ELSTREE STUDIOS

