Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college. There may be the possibility of a TLR3 for Literacy for the right candidate.

The College has been serving the community since 1950 and continues to be a Good school after last being inspected in January 2016.

Having taken over as Principal in August 2017 I am appreciative of all the work that has been done before my arrival which will allow me to grow the College even further. My desire is that we do not become a College that is driven by OFSTED and whether we are GOOD or OUTSTANDING. I want us to be at the forefront of educational excellence because we want to provide the best educational experience possible for the children in our care. This is extremely difficult in a climate of ever increasing accountability and diminishing resources. However I sincerely believe that if we lead this community by staying true to our values then it is possible.

I have therefore spent time with staff and exploring what it is we stand for and after a school wide consultation have decided that ***ASPIRATION, COMMITMENT AND SUCCESS*** are the three key drivers that will support the development of our pupils.

The successful candidate will be expected to teach English (Language and Literature) at Key Stages 3 and 4. Knowledge of Key Stage 5 would be advantageous in order to help our pupils rise to the level of demand required of them by the new GCSE specifications. For your information, the faculty currently uses the AQA GCSE specifications for Language and Literature and the Key Stage 3 curriculum in Years 7 and 8 pre-echoes these in terms of skills.

The faculty consists of 12 teachers at varying stages of their careers including one member of the Senior Leadership Team and other members of staff who hold TLR responsibilities in and out of the faculty. The English Faculty is part of the Expression Zone, which is made up of Art, Music, the Performing Arts (Dance and Drama) and Physical Education. **Further information about the college’s aims and values can be found on our website at www.crownhills.com**. We expect applicants to be committed to equal opportunities, multi-cultural education and team-working.

A willingness to promote the faculty and contribute to its development is vital as is a willingness to produce a good learning environment within the classroom and college by use of displays and resources, which promote the students’ work. We expect applicants to be committed to equal opportunities, multi-cultural education and team-working. The successful applicant will be given a tutorial role but we expect all staff to help students in their wider social and personal education. Likewise, as a community college, we believe strongly that education is from cradle to grave and there will be plenty of ways that the successful applicant will be able to involve themselves in wider educational concerns. Crown Hills has a strong commitment to C.P.D. This is an excellent and supportive school in which to start a career in teaching.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils. We are currently around zero for P8 and have been for the past two years and we know that although our pupils end up in line with pupils nationally they are well below on entry.

We have an outstanding reputation for our inclusive work with EAL and SEND pupils. However one of our key areas of development is nurturing and growing our high prior attainers, both academically and culturally.

We are looking for somebody who is innovative, willing to take risks and looking to create educational excellence by delivering quality first teaching in the classroom on a daily basis and also supporting this key group of learners.

That process has already started and we have removed lesson observations from the appraisal process and linked it to professional development. Currently staff are entitled to ‘visits’ and entitled to a professional dialogue to improve their practice. That is a risk we have taken but it is aimed at creating a learning community where teachers can teach and learners can learn without fear.

We want to build a learning community that is built on trust and continuous professional development. If you have high aspirations for children from deprived backgrounds and want to support the leadership of excellence by improving pupil outcomes, then we would love to hear from you.

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our website: [www.crownhills.com](http://www.crownhills.com), please include e-mail addresses of all referees, and e-mail it together with a letter of application (no more than 2 sides of A4) outlining your skills, qualifications and experience relevant to this post to jamey@crownhills.leicester.sch.uk by **9am** on **Tuesday 22nd May 2018.**  *In particular, please tell us about any initiative or strategy you have introduced, led or used to raise achievement and the impact it had on outcomes.*

Should you wish to visit the College please contact my PA Jo Amey by email [jamey@crownhills.leicester.sch.uk](mailto:jamey@crownhills.leicester.sch.uk)

I look forward to meeting you and receiving your application.

Yours sincerely,

Mr F Adam

**Principal**