



Robert Barclay Academy

Education for a changing world

Part of the 'Outstanding' Sir John Lawes Academies Trust

#Leadersnotfollowers

Vision:

In our school community, we have high aspirations for every individual. We firmly believe it is our duty to provide the very best all round educational experience and prepare students for a happy and successful life in an ever changing world!



Teacher of English

September 2017 start (Full or Part time)

MPS/UPS plus London Fringe Allowance

Further Sir John Lawes Trust benefits are also available (see within)



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Dear Candidate,

Thank you for showing an interest in working at Robert Barclay Academy, part of the 'Outstanding' Sir John Lawes Academies Trust. We are looking for an enthusiastic Teacher of English to join our very successful and cohesive team. The successful candidate will be dedicated and creative, an effective teacher and have ambition to develop their leadership skills further. We work collaboratively within the school and with the other schools across the Multi-Academy Trust and ensure that, whether you are relatively new into teaching, or more established, **you are fully supported** to ensure that you will be a success.



You will be joining the school at an exciting time: we are continuing our journey of rapid improvement. Since my arrival 2 ½ years ago, our A*-C in English and maths exam results have increased over 15% and this year we gained a Positive Progress 8 score of zero meaning our students performed to National expectations. Sixth Form A Level results also placed us in the **top 25% of schools nationally** for value-added.

Our students are our biggest asset; they are polite and well-mannered, well presented and take a pride in their school. Teaching and Learning is at the heart of everything that we do. We were particularly pleased with the feedback from a Local

Authority Review (March 2016) “...**lessons are exceptionally well planned, with good resources and effective differentiation for various groups of students**”. We continue to challenge ourselves and demand the best from our students in order that every student makes the progress they deserve.

Our ultimate aim is, of course, to be outstanding in every area. Quite simply, we want to ensure that ‘hand on heart’, we are providing the best education for our students. They deserve it, and **we want to ensure it is better here than anywhere else**. It is this mission that drives us to success. Hopefully, this is something you can contribute to and help us to make a difference. If appointed, you will have the opportunity to contribute to a professional and hard-working English Department. Your support and leadership will **make a real difference** to continue the journey of success of the department.

As an ‘outward-facing’ school, we work closely with Sir John Lawes School, Harpenden, and Samuel Ryder Academy, St. Albans, the Alban Teaching School Alliance and we are a PiXL school, with the benefits of training, ideas and resources all these strong connections bring. **I believe in the power of collaboration** in school improvement and we are seeing the benefits of this at Robert Barclay Academy through being part of an ‘Outstanding’ MAT.

This pack contains lots of information about the school and the department. If you would like more information, or to visit, please feel free to contact the school by telephone or by e-mail and we will be more than happy to accommodate your requests. Finally, if you are passionate about working with young people and really believe you can join our team in making a difference, then I warmly invite you to apply. This will enable you to take a look at us in more detail and really experience at first hand the friendly and professional environment we have established.

Ced de la Croix,
Headteacher



Sir John Lawes
Academies Trust



Robert Barclay Academy
Education for a changing world

'Step into Leadership' Package

Robert Barclay Academy is a forward thinking and supportive school which understands that our staff are crucial to our future success. We believe in developing leaders at all levels, so whether you are a NQT or an experienced teacher, we want to make sure we are supporting your professional development. In addition, we have a strong 'Wellbeing' culture and try to ensure that we balance workloads whilst expecting the best from each and every member of our community.

We can offer:

- * Alban Teaching School Alliance Leadership Programmes (available annually).
- * Dedicated Leadership Mentor as well as direct line-manager
- * An opportunity to be part of the Wider Leadership Team (which meets with the SLT once per half term).
- * Tailored Continuing Professional Development (CPD) pathways
- * Opportunity to contribute to the whole-school strategy for Teaching and Learning including HertsCam, Evidence for the Frontline and other initiatives.
- * A school where 'Well-being' is placed at the heart of decision-making.
- * You to be part of the wider group of schools within the Sir John Lawes Multi-Academies Trust, meaning that you have promotion opportunities, access examples of outstanding practice and advice and a 'team' approach to education.
- * Opportunities to meet regularly with English Teachers from across the other Trust schools and develop your teaching and leadership skills. English teaching has a high profile amongst all the Trust Schools and is part of the specialism across the Trust.
- * For NQTs, we welcome the opportunity for you to start as soon as possible in the summer term as we feel this would help your transition towards having a successful and stress free September start.

We are committed to supporting you, whatever the stage of your career.



Sir John Lawes
Academies Trust



Meet the Team



As a key, core department within the Academy, we value the importance of teamwork. We support each other, working collaboratively across all key stages, sharing schemes of learning and resources to maximise opportunities for creativity and team-teaching. Together, we ensure the highest standards of learning in the classroom. English is currently taught by an experienced and professional team.

Head of Department

Assistant Head of Department

Literacy Lead

KS5 Co-ordinator

Teacher of English

Teacher of English

Teacher of English

Librarian

Specialist Teaching Assistant

Rachel Clarke

Michelle Butler

Annabel Kilgannon (Sept 2017)

Richard Saunders

Amy Oliver

Deserae Gogel

Judith Ollivere (September 2017)

Deb Wallace-Martin

Hayley Phythian



Introduction

The English faculty is an extremely strong and flourishing team and we pride ourselves on being at the heart of whole-school initiatives in teaching and learning. Our results have improved considerably at GCSE and A-level over the past 3 years. However, we never rest on our laurels; we strive to inspire students, to improve their enjoyment and achievement in English lessons. Student voice is always positive as a result.

Students and Curriculum

English is delivered across the curriculum as follows:

- Years 7 and 8: banded by ability (eight hours per cycle, including dedicated AR lessons)
- Year 9: banded by ability (eight hours per cycle, including dedicated AR lessons)
- Years 10 and 11: banded by ability (seven hours per cycle)

All GCSE students study AQA Language and Literature, and sit the exams at the end of Year 11.

In Years 7 and 8, students follow a modular curriculum map which caters for a wide range of abilities and text types. Non-Fiction, Creative Writing and a wide range of novels are studied across these years. We are particularly proud of our Y9 curriculum which has been rewritten to deliver GCSE skills and exam style practice to ensure a smooth transition into GCSE. Our Year 9 end of year results are consistently good and show progress across the Key Stage 3 curriculum.

At Sixth Form, the new Literature (AQA A) path is a popular choice with the students, with 17 students following the AS course and a further 13 following A2.

Our students are talented, lively, committed and enthusiastic in the classroom, and respond very well to inspiring, creative lessons. Curriculum maps are reviewed at the end of each year to allow for innovative changes and to bring in new and challenging texts to keep the curriculum fresh and engaging.



Examination Results

English is now one of the highest performing subjects in the school. In 2016, the overall Progress Score for English was **+0.27 (significantly above National Statistics)**. In GCSE English Language, the cohort achieved 63% A*-C (in line with National Statistics). All students also sat GCSE English Literature and the cohort achieved 73% A*-C (above National Statistics). At A-Level, we use ALPS to measure performance of our students. In 2016, the A2 English Literature cohort achieved an ALPS 5 with 83% of students attaining A*-C grade.

| English Course | 2013 | 2014 | 2015 | 2016 | |
|-------------------------------|------|--------|---------|------|-------------------|
| GCSE Literature A*-C | 74% | 89% | 86% | 73% | Progress +0.27 |
| GCSE Language A*-C | 67% | 53% | 68% | 59% | |
| A LEVEL Creative Writing A*-E | n/a | AS 94% | A2 100% | 100% | |
| A2 Literature A*-E | 100% | 100% | 100% | 100% | |

Resources

We have six dedicated English classrooms all located in one area next to our dedicated English office. All rooms contain whiteboard projectors and speakers and we use these as standard in our lessons. We run the Accelerated Reader programme and students have reading lessons timetabled in the library. The school library is extensively resourced and forms an integral part of our English lessons. In addition to this and one of the advantages of our department is that we have a dedicated Teaching Assistant based in English. This person extensively provides admin support and support in lessons. They will also cover lessons where teachers are absent in order to aid continuity.

Extra-Curricular Activities

We run regular poetry and story writing competitions during the year across the year groups—these national competitions do allow our students to be published authors and poets which they are exceedingly proud of.

Our Sixth Formers and Key Stage 4 students are encouraged to mentor and support more junior students during a form time reading programme. We have a reading club for lower school students, and we provide numerous opportunities to run trips to theatres and have visiting authors to develop a love of reading. Some of the trips have included a visit to The Houses of Parliament following success at the Mayor's Debate, and Year 7 went to see Charlie and the Chocolate Factory in the West End.



Teacher of English

Full/Part Time — MPS/UPS *plus London Fringe allowance*

Other Sir John Lawes Academies Trust benefits are also available

Required from: September 2017 (or sooner)

Robert Barclay Academy is looking for an enthusiastic Teacher of English to join our increasingly successful team. The successful candidate will be ambitious and creative, an effective teacher and have the ambition to develop their leadership skills further within a supportive and well resourced department. This is an outstanding opportunity for a newly qualified or more experienced teacher as you will have the opportunity to shape the future success of this forward thinking department in which progress and achievement have always been a strength of the school.

Robert Barclay Academy is an 11-18 mixed comprehensive with approximately 700 students, including 100 in the Sixth Form. Staff are committed to providing a stimulating curriculum for all students as well as a large number of extra curricular activities. Robert Barclay Academy, as part of the Sir John Lawes Academies Trust, offers an excellent support and professional development programme for all staff. The English department enjoys a dedicated, well-resourced teaching area and the support of a full-time Teaching Assistant (see application pack for more details).

Robert Barclay Academy is part of The Sir John Lawes Academies Trust which aims to ensure that the skills and experience of staff at all academies are maximised to enable the students in our care receive the best education possible. Rated Ofsted 'Outstanding' we ensure that expertise in teaching and learning is shared across the entire trust and support systems are centralised to enable the academies to achieve maximum efficiency from all resources. Although Robert Barclay Academy retains its own identity, the central "DNA" of the Trust is shared across the organisations so that whether you are in Harpenden, St Albans or Hoddesdon you will know you are a part of the SJL Academies Trust and that the values and priorities of everyone you meet will be the same - to ensure our students achieve more than they ever believed possible.

We are committed to safeguarding and promoting the welfare of children and the successful candidate will be required to undergo an enhanced DBS check.

Early applications and visits to the school are welcome. Please contact Maria Georgiou, PA to the Headteacher on 01992 410800 or via e-mail Maria.Georgiou@robertbarclayacademy.co.uk

Closing Date: 9.00 am on Wednesday, 22nd March 2017

Interviews: To be confirmed and as soon as possible thereafter



Responsible to: Head of Department

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document, in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. *The final Job description will be agreed with the successful candidate (pending review).*

1. TEACHING

- Plan work in accordance with Department Schemes of Learning and curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Work in collaboration with the dedicated Teaching Assistant attached to any teaching group (to support the PP students).
- Take account of students' prior levels of attainment and use them to set targets for future improvements.
- Set work for students absent from school for health or disciplinary reasons.
- Maintain good discipline by adherence to the advice given to staff in the Staff Handbook and elsewhere.
- Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code.

- Set appropriate and demanding expectations for students' learning, motivation and presentation of work.

- Deliver interesting and challenging lessons.

2. ASSESSMENT, RECORDING AND REPORTING

- Maintain notes and plans of lessons undertaken and records of students' work.
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning, as appropriate.
- Carry out assessment programmes (e.g. reports) as agreed by the school.
- Complete student records of achievement/progress files in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings/ Consultation Days, etc. to keep parents informed as to the progress of their child.
- Be familiar with the Code of Practice for identification and assessment of Special Education Needs and keep appropriate records for students.

3. PASTORAL WORK

- It is anticipated that the teacher will make a contribution to the pastoral life of the school through being allocated to a form class.



4. PROFESSIONAL STANDARDS

- Support the aims of the Academy to promote a 'learning community'.
- Treat all members of the community—colleagues and students, with respect and consideration.
- Treat all students fairly, consistently and without prejudice.
- Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- Promote the aims of the school by attendance at, and participation in, events such as Open Evenings, Options Evenings, and the like.
- Support the ethos of the school by upholding the behaviour code, uniform regulations, etc.
- Take responsibility for own professional development and participate in staff training when provided.
- Reflect on own practice as well as the practices of the school, with the aim of improving all that we do.
- Read and adhere to the various policies of the school, as expressed in the Academy Development Plan, the Staff Handbook, subject team/year team documentation, etc.
- To undertake all relevant Safeguarding Training and to be fully aware of all aspects of Safeguarding of Children.
- Participate in the management of the school by attending various team and staff meetings.
- Undertake duties as prescribed within school policies.
- Ensure that all deadlines are met as published in the school calendar.
- Undertake other professional duties that may be reasonably assigned to them by the Headteacher.
- Be proactive and take responsibility for matters relating to Health and Safety.



| Personal Qualities | Essential | Desirable |
|--|-----------|-----------|
| Well Qualified –Degree & PGCE | ✓ | |
| Enthusiastic and dedicated | ✓ | |
| Leadership experience within a department or the potential for leadership | | ✓ |
| Innovative with a willingness to develop own ideas | ✓ | |
| Excellent communication & organisational skills | ✓ | |
| Good IT skills | ✓ | |
| Reflective practitioner who actively seeks to develop their teaching skills | ✓ | |
| Good time management | ✓ | |
| High expectations of student behaviour | ✓ | |
| Experience as an examiner | | ✓ |
| Experience of effective intervention to secure achievement | | ✓ |
| Willingness to be involved in activities outside the curriculum | ✓ | |
| Willingness to develop and be part of a team | ✓ | |
| Ambitious. Proactive in your approach to continuing professional development | ✓ | |



Broxbourne is superbly located. That is why so many of the top businesses, such as Tesco and News International, have their national headquarters here. We are a short drive from the M25 and a short drive to the A10 road. The A10 road runs north to south and provides direct access to Cambridge and London meaning that Broxbourne is very easy to access by car.

There are several train stations within the area that provide excellent links to London and Cambridge. Greater Anglia Railway operates regular services to London, Liverpool Street. The fast train from Broxbourne to Liverpool Street takes just 25 minutes.. The Academy is situated within a fifteen minute walk of Broxbourne Station.

Although urbanised with industrial and commercial activity, the whole area retains much of its rural charm. Some of the loveliest countryside in the Home Counties can be found locally.

By relocation to Broxbourne you will can choose to live and stay in a beautiful setting surrounded by attractive parks, woodland and waterways within a short distance of London. You can enjoy a variety of things to do, see and explore in the borough and nearby. Within the local area it is easy to Indulge yourself with good quality food, drink and accommodation. Broxbourne also has many leisure attractions to offer.



You may know Broxbourne as the place where Team GB won the Gold and Silver Medals in the canoe slalom events during the London 2012 Olympic Games, as it is the home of the Lee Valley White Water Centre, a world class sporting facility for white water rafting and canoeing. The centre is located on the edge of the Lee Valley Regional Park and is

open to the general public.



Due to its location and easy access to London, the Borough of Broxbourne is becoming a very desirable area to live for commuters. The demand for housing is on the increase and the demographics show that all schools in the local area will be full by the year 2020. The school is surrounded by the Spotlight Theatre and Lowewood Museum both of which the Academy has very strong connections with.



Benefits of Working for SJL Academies Trust

There are many benefits of working within the Sir John Lawes Multi-Academies Trust:

1. The MAT operates Y6-7 entrance criteria for children of staff to the Trust Secondary Schools (Sir John Lawes, Harpenden; Samuel Ryder Academy, St. Albans; Robert Barclay Academy, Hoddesdon).
2. Childcare Voucher (salary sacrifice) scheme membership
3. 10% reduction in fees at 'Best Friends' independent Nursery (up to age 4) based in St Albans
4. Comprehensive training and a commitment to high-quality CPD across the MAT
5. Support from colleagues from 'Outstanding' and 'Good' schools across the MAT

How to Apply

Candidates should submit the following:

1. **Completed Application form**
2. **Personal letter of application** A short letter which indicates your experience and what you can offer our Academy.
We regret we cannot accept CVs

The forms are available in electronic format and can be downloaded from our website:



For further details, assistance or an informal discussion, please contact:

*Miss G. Hagland, HR & Admin Assistant,
Robert Barclay Academy, Hoddesdon, Hertfordshire, EN11 8JY
Telephone: 01992 410800*

Please email completed applications to: personnel@robertbarclayacademy.co.uk

Please note that references may be requested prior to interview for those who are shortlisted.

Applications should be emailed no later than 9.00 am on the deadline date

We look forward to hearing from you!



Selection Process

1. Straight-forward Application Process

Complete the Application Form

2. Short Covering Letter of one or two sides of A4, including:

- * Your experience of English teaching to date and what you have learned
- * Why you want to teach English at RBA
- * How you feel you can make a difference at RBA

Send these documents to:

personnel@robertbarclayacademy.co.uk

2. Interview

Interviews will be held shortly after the closing date. You will be asked to:

- Deliver a lesson
- Meet with our students
- Attend a formal interview



| | |
|-------------------------------|--|
| Until Tuesday 21st March 2017 | Potential candidates have the opportunity to visit the school in action or to contact the school in order to have informal discussions, should you so wish. |
| 9.00 am on 22nd March 2017 | Deadline for Applications. All shortlisted candidates will be contacted by email and invited to interview. Details about date and time of final interviews will be given. |
| From Thursday 23rd March | Formal interviews will take place at Robert Barclay Academy. All candidates will be contacted – both successful and unsuccessful. |