Application pack for Second in English
(TLR £4,590)

Information for Applicants



2018

FUTURE ACADEMIES

The Cavendish School

WELCOME

Committed to achieving our personal best

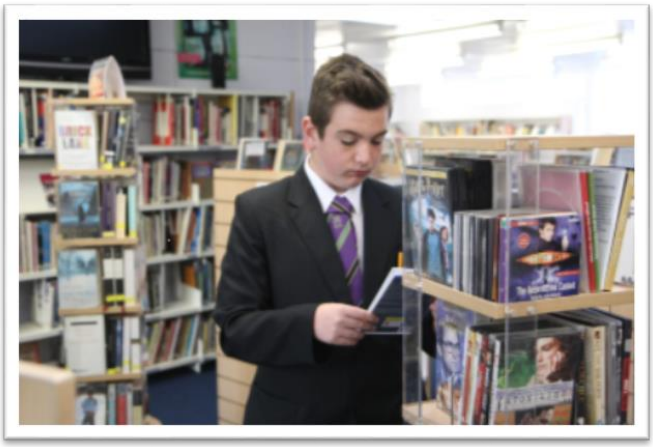
Dear Candidate,

Thank you for your interest in the post of Second in English at The Cavendish School. We are seeking to appoint a talented, inspirational and highly motivated leader, to work as part of a proactive English Faculty to drive school improvement, and build on the school's many strengths.

This is an exciting time to be joining The Cavendish School as we have already made significant improvements since our last Ofsted, and are on track to join Future Academies Multi-Academy Trust by September 2018. Central to these changes has been a sharpened focus on improving behaviour, underpinned by a concerted drive to ensure that every student feels safe, happy and supported within school through a Character Education Programme. The whole staff team are supportive and committed to school improvement and I am certain that this opportunity will provide you with an exciting and rewarding career opportunity in a school with a bright future.

We hold a commitment to help all students achieve, regardless of their starting points. We are looking for an individual who can play a key role in the next stages of our development, and share our determination to ensure outstanding outcomes for the students at the school. The post holder will have a range of expertise, and the drive, commitment and excellent subject knowledge to support the team and needs of our students. They should have innovative ideas and excellent interpersonal skills and a team player.

As a member of the school, you will often be representing the wider community, so you will need to be proactive and confident, with a flair for problem solving, although there is always plenty of support available from the rest of the staff team.



This is an important position for us and we are looking for highly talented candidates. If you would like to visit the school to find out more about who we are and what we do then we would be very happy to facilitate that and you can contact my PA, Helen Hardy (h.hardy@cavendish.herts.sch.uk) to arrange a tour.

If you would like to speak to me about the role, then feel free to ring the school and I will return your call as soon as I can - I will be happy to try to answer any questions you may have! In the meantime, thank you once again for your interest in the post and I very much hope that we will be hearing from you soon.

I am determined that each student at The Cavendish School will be able to reflect on their years at the school as being a period of happiness and personal fulfilment. I know that the governing body, teaching and support staff share my commitment in achieving this goal and I look forward to your application if you share my determination.

David Fisher
Head of School

FUTURE ACADEMIES

The Trust's Principles

Our work is built on three principles: Knowledge, Aspiration and Respect.
These give us a shared language and link the many things we do together.

Knowledge

We believe in the transformational power of knowledge, structured through subjects.

Aspiration

We are ambitious for our pupils, and set high standards for ourselves.

Respect

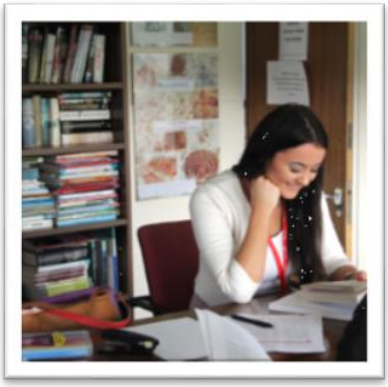
We value every child and each other.
We respect our planet, our history, and British values.

100% Culture
No Excuses
We give 100 percent



FUTURE ACADEMIES

Job Description – Second in English



Job Title: Second in English

Reports to: Director of Learning: English

Responsible for: Delivering the highest quality learning experiences to students in the English Faculty and managing a small team

Start date: September 2018

Salary: Main Scale

Disclosure level: Enhanced

Conditions of Employment

You are employed in the capacity of a teacher and Second in English subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars. Within such conditions of employment, the description of your post is as follows:

Job purpose

- to promote student learning and be accountable for student progress and development within the subject area
- to assist in the leading, management and development of the curriculum area, to help raise standards of student attainment, attitudes to learning and achievement within the curriculum area, and to assist in monitoring and supporting student progress

Responsibilities and tasks

a) Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of professional dress and appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform regulations, classroom codes and code of conduct [Fair Play] in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the school's prescribed sanctions and rewards procedures
- Take responsibility for personal development and progression making full use of the school's professional development opportunities and training
- Attend team and staff meetings as appropriate, contributing actively whenever possible

b) Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum.
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that lessons are based on clear learning objectives.
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).

- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Set targets for student attainment levels using prior achievement data
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Work towards or maintain the teaching standards applicable

c) Assessment and Recording

- Maintain a "teacher planner" as prescribed in the school's policy, including the recording of attainment, homework set, student attendance and outline lesson plans
- Mark and return work (in line with the school's marking and assessment policy) on a regular basis and at least once every 3 teaching weeks. Marking should include feedback for improvement and progress for each student.
- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.
- Ensure that suitably differentiated material and learning pathways are provided to challenge all students at the appropriate level, regardless of their ability.
- Carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year for your own classes and for those in the subject area, and provide a suitable summative report indicating achievements and corrective actions resulting from the evaluation and analysis
- Liaise with parents on students' progress using the school diary system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs.

d) Leadership and Management

- Assist the Director of Learning in identifying short and long term objectives to improve learning in the curriculum area, and in creating an action plan based on school priorities, the identified objectives, targets for improvement and a sound evaluation of output data.
- Assist the Director of Learning to evaluate the quality of teaching and learning and of student progress and attainment within the department by using relevant data and reports
- Through excellent practice, well-developed teaching skills and curriculum knowledge, provide coaching and mentoring support for colleagues working within the subject, and act as role model for "good learning" by taking responsibility for personal and professional development.
- Assist the Director of Learning in carrying out suitable monitoring and evaluation activities of the performance of colleagues within the curriculum area, and keeping records to assist the Director of Learning in compiling his/her monitoring folder including lesson observation, planner checks and student work scrutiny.
- Meet regularly with the Director of Learning in order to discuss all pertinent matters and developments in the subject
- Keep proper records which monitor student attainment against targets set from prior attainment (for example, test results, internal examination results and data for academic review)
- Take direct responsibility for the Performance Management Review (including objective setting and action planning) for colleagues as listed in the Performance Management plans
- Carry out such other tasks as delegated by the Director of Learning or which the Headteacher may reasonably, from time to time, request the postholder to undertake

e) Curriculum Leadership and Management

- Ensure the provision of an appropriate and differentiated curriculum for students studying in one agreed Key Stage of the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
- Ensure curriculum coverage, continuity and progression in the subject in one agreed Key Stage for all students.
- Ensure those who teach in the agreed Key Stage in the curriculum area are clear about learning objectives and the sequence of teaching and learning, and that they have guidance on the choice of teaching and learning strategies, homework, assessment opportunities and resources written into detailed schemes of work so that they may meet the needs of the subject and of the students appropriately.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

Person Specification

Attributes	Essential	Desirable	How Identified
Qualifications	• QTS status • Qualification to the equivalent of degree level in English or a related subject	• Further relevant qualification in a related subject	• Evidence of paper qualifications
Work Related experience and associated skills	• Thorough knowledge and understanding of strategies that improve learning and understanding of English • Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students. • Ability to encourage and maintain a good standard of discipline in the classroom through well focused teaching, positive relationships and excellent classroom management • Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students • Ability to set clear and appropriate targets, feed back to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons • Ability to lead and manage other staff, to monitor and evaluate their performance, set effective targets for improvement, and model good classroom practice • Evidence of successful coaching, mentoring or supporting staff to improve their teaching • Ability to implement change effectively • Ability to reflect on own practice • Ability to differentiate tasks appropriately	• Ability to use research evidence to inform and improve teaching	• Application letter will have paragraph on how experience fits person specification • Evidence from teaching a lesson to a class of relationships, class management, teaching and learning strategies, ability to engage students • Interview questions on teaching and learning strategies, assessment of student work and its use and communication, and classroom management

Attributes	Essential	Desirable	How Identified
Specialist knowledge and understanding	• Excellent knowledge and understanding of the knowledge, concepts and skills in teaching in the faculty area and how students learn in the subject • Ability to develop the English curriculum and its delivery and to support other staff in the faculty	• Knowledge of how to give positive and targeted support to staff and students	• Application letter will have paragraph on how experience fits person specification • Interview questions will test specialist knowledge
Personal skills and attributes	• Determination to encourage the highest quality of learning experience for all students • A commitment to equal opportunities • Ability to establish good and productive working relationships, and work well in a team • Ability to communicate effectively to staff, students, parents, orally and in writing • Ability to meet deadlines • Able to empathise with young people and yet be firm, fair and consistent when dealing with them • Excellent attendance and punctuality • Ability to work in and to lead a team • Enthusiasm, personal dynamism, edge and stamina • Sense of humour and perspective • Ambition • Personal presence	• Ability and willingness to offer extra-curricular activities	• Evidence from the taught lesson of enthusiasm, empathy with young people, communication • Interview questions will cover (and ask for examples of) these • Ability to communicate effectively in the letter of application and at interview will be used as evidence on communication • Evidence from references will reflect school's request for comments on personal skills and attributes

The English Faculty at The Cavendish School

Head of Faculty: Sophie Carr
s.carr@cavendish.herts.sch.uk

The English Faculty is a vibrant and dynamic team and Teaching and Learning is strong across all key stages with the faculty leading by example in many areas, particularly in the development of independent learning within lessons. We pride ourselves on being an approachable and dedicated English faculty, who deliver engaging lessons in which our students are able to thrive. We are committed to all students making progress and the sharing of ideas, good practice and innovative resources.

Key Stage 3 students receive seven hours of English per fortnight, with one hour dedicated to the Accelerated Reader programme. We offer a range of texts for study across the key stage, including 'Wonder', 'Private Peaceful' and 'Noughts and Crosses: The Play'. We assess our students on a half termly basis, using the GCSE exam question model.

We currently deliver AQA GCSE English Language and Literature at GCSE. Students receive 8 hours of teaching per fortnight. At A Level, we offer AQA English Literature, Specification B linear course, focusing on the units of Tragedy and Political and Social Protest Writing.

Staff in the faculty work collaboratively in all aspects of their planning and practice; the new member of staff would be expected to be an active member of such a team, whilst being responsible for implementing and monitoring a high standard of teaching and learning. The new member of the faculty would also need to be flexible in their approach to such a diverse faculty which draws upon a number of skills and areas of subject knowledge.



Benefits of working at The Cavendish School

Training and Development

Staff are equipped with the best support, training and resources in helping them become the very best in their chosen area.

Staff have regular performance management review meetings to set targets and discuss progress.

Refreshments

Our restaurant offers breakfast and lunch.

Child Care Vouchers

We offer childcare vouchers salary sacrifice scheme to parents to assist with the cost of childcare.

Holidays

Teachers receive holiday entitlement in line with the teacher's contract.

Working Environment/Community

High quality building and resources. The Cavendish School will be part of a growing family of schools within the Future Academies Trust.

Pension Scheme

Both teaching and support staff are automatically entered into our pension schemes.
Teachers: Whether you're a full-time or part-time member, you'll pay a percentage of your gross salary into your pension each month. The good news is that your employer will also be contributing towards your pension too and you will receive tax relief on your contributions. The pension contribution bands for 2018 are shown on the Teacher Pensions website. They usually change each April.
Support staff: The level of contributions you pay will depend on the amount you earn. It will range from 5.5% to 12.5%. The bands are set each April. You also have the option to increase the level of contributions you pay.

Staff Association

The Staff Association arrange a variety of activities.

Bicycle Racks

Bicycle racks are available within the grounds and showers and changing facilities for staff.

Fitness Suite

Available for staff to use, however some restrictions apply.

Travelling to The Cavendish School

The Cavendish School is easily accessible by car, rail, and bus links. M1, M25, A41 and main line train station are all within 10 minutes by car.

Train

Main line Euston trains, to Hemel Hempstead station.

Teacher Training

Access to the MAT SCITT (Teacher Training School) - an excellent stepping stone for a career in teaching.

Safer Recruitment at Future Academies

Future Academies is committed to safeguarding and promoting the welfare of children and young people. We undertake very thorough checks to ensure that we meet our obligations to protect the children attending our schools. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an Enhanced DBS and barred list check. We also ensure teaching staff are not subject to a prohibition order or an interim prohibition order.

1. Candidates should be aware that all posts at Future Academies involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. All members of staff will have access to the DfE Keeping Children Safe in Education guidance, July, 2015.
2. Longlisted candidates will be required to complete a Disclosure of Criminal Record form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a "regulated position" under the Criminal Justice & Courts Services Act 2000.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Independent Safeguarding Authority.

Invitation to Interview – please bring with you:

- Disclosure of Criminal Record, or Disqualification Declaration form in a sealed envelope. This form will be sent to candidates invited to interview.
- Documentary evidence of identity that will satisfy DBS requirements such as a current UK Photo card driving license and/or a current passport and/or a full birth certificate
- Documentary proof of address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Original certificates confirming any educational or professional qualifications that are necessary or relevant for the post
- Evidence that you have the right to work in the UK

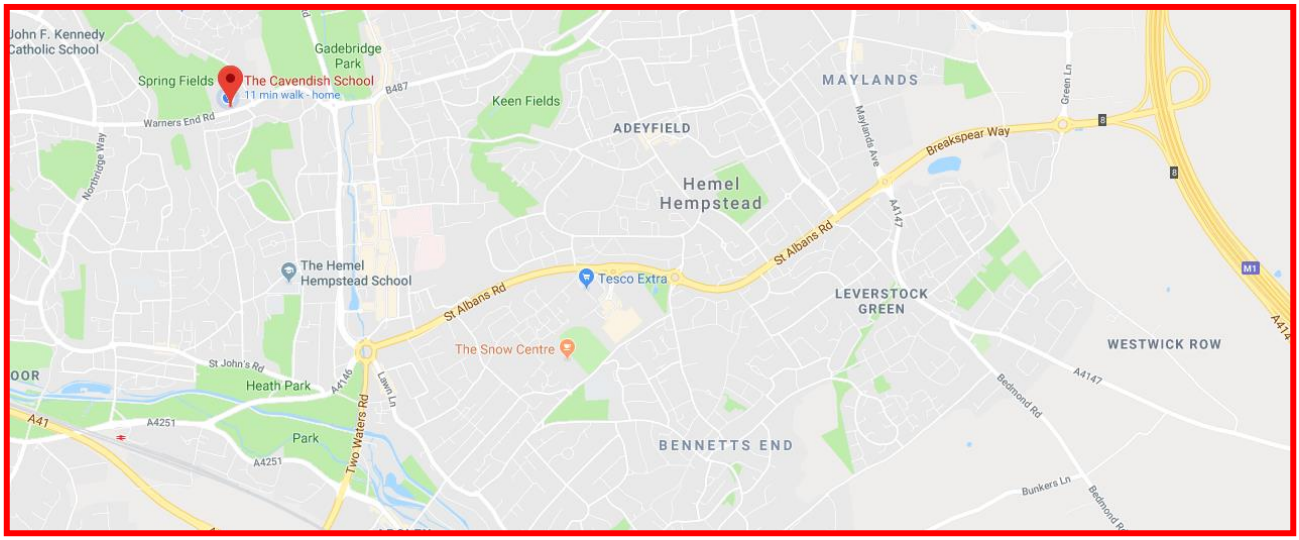
Please note that originals of the above are necessary. Photocopies are not sufficient.

Candidates will be asked to account for any gaps in their employment history and to address any discrepancies or anomalies in their application form. We will require information in accordance with statutory guidance for anyone who has worked or been resident overseas in the previous five years.

We will seek references on longlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

The Cavendish School – The area

There area has fantastic transport links. It has a Main line station direct into Euston. It is a 28-minute walk from the station to the school, or there is a taxi rank right outside and 5 min journey by car. There is ample free parking on-site.



The M1 and A41 have junctions in Hemel Hempstead and the nearest M25 junction is Kings Langley.