



# Hasland Hall Community School

## Appointment of Assistant Curriculum Area Leader English

### Background Information

Hasland Hall Community School is an 11-16 Local Authority School which is well respected in the local community. It occupies a compact but attractive site in the South Eastern corner of Chesterfield, close to the M1 and within easy reach of the Peak District. There are currently 754 on roll, with a rise in numbers anticipated over the next three years. The school aims (see below) reflect our commitment to the principles of comprehensive education and there is a high priority placed on inclusion and the effective use of the Pupil Premium and SEN funding. The school was judged as Good by OFSTED in September 2015. The improvement from 2013, when the school was deemed to be 'Requiring Improvement', is an indication of the commitment and determination of staff and students, and the support of parents.

A shared sense of purpose, good working conditions and positive relationships between staff and pupils enable us to maintain stable staffing. The Senior Leadership Team and Governors have shown that they have the capacity to improve the school and a determination to continue to raise standards. They have taken decisive action to eradicate staff underperformance, improve teaching and learning and improve outcomes for all students. Our 2013 to 2017 results evidence the impact of school improvement strategies. In 2017, 73% of students achieved 4+ in English and Maths and 50% achieved 5+ in English and Maths. The implementation and impact of the School Improvement Plan over the last four years, together with the information provided by current assessments and analysis, enable us to remain very positive about our capacity to continue to improve the attainment and progress of pupils in 2017/8 and beyond.

### Teaching, Learning and Assessment

As is the case in most schools, we emphasise the importance of a broad and balanced curriculum with a focus on the core subjects, English, Maths and Science, at KS3 and KS4. All students learn French in Year 7 and pick up Spanish in Year 8. RE lessons are taught in Years 7 to 10. Personal, Health and Social Education and Citizenship are taught across the curriculum throughout the school and are a feature of assemblies and the Tutor Programme.

In Years 10 and 11 all students study GCSEs in English Language, English Literature, Mathematics, Combined Science: Trilogy (2 GCSEs) and four other subjects.

Dialogue Marking has been implemented across the school and the Teaching and Learning Policy contains clear guidelines for good practice, with an emphasis on the development of independent learning. Appraisal targets rigorously reflect teaching and learning issues as well as statistical targets related to the new Progress Measures. There has been an increased emphasis on the impact of Reading for Pleasure on student outcomes.

Data is used routinely and effectively to improve the quality of teaching and identify where improvements are needed. A review of the tracking system took place in 2015/16, in response to the new progress measures, and student progress is now tracked against Attainment 8 milestones.

Half of the student intake each year comes from Hasland Junior School, situated on the same site as ours, and there are three other local partner primary schools, although a number of students join us from primary schools outside the cluster. We have excellent relationships with all our partner primary schools and work closely with them. As well as joint training events, learning walks and cross-phase subject groups, we also ensure that time is given to implementing changes to the curriculum and this allows staff to plan effectively to ensure continuity and challenge at Key Stage 3.

The needs of individual learners are addressed by all teachers through the emphasis on high quality teaching, with the only withdrawal being Year 7 Catch-up sessions during some Tutor Times. All pupils on the SEN register, including SEN Support, have a related Individual Education Plan which is used by all staff, reviewed annually and the targets identified provide a focus for class work.

## **Behaviour and Welfare**

The school's expectations are high and pupil attitudes reflect this, as Ofsted confirmed. There is a strong sense of community in the school and a positive climate for learning. The calm purposeful atmosphere and the courteous, pleasant attitude of our pupils have a positive impact on their learning. The school ethos emphasises mutual respect and inclusion and pupils respond positively to this. We expect all staff to place a high priority on student welfare and to ensure that every pupil receives the help they need we have a Student Support Coordinator or Pastoral Manager for each year group.

## **Extra-Curricular Activities**

There is a wide range of extra-curricular activities. We provide a subsidy (33%) for students wishing to learn an instrument (or vocal tuition) through visiting teachers and in both the Music and English (including Drama) Departments there is a strong tradition of extra-curricular and performance opportunities for students. There is also a strong commitment in the School to providing students with the opportunity of participating in a wide range of sports, in lessons, recreationally and competitively. Other clubs, such as the highly successful Craft Club, provide links with the wider community as well as providing additional experiences in school. There are also many residential opportunities for students, including the regular ski-trips, and a wide range of other organised activities which extend the formal curriculum.

Year 11 Focus Groups are provided after school in English, Maths and Science to provide additional support for students as they approach their GCSES. Many other subject areas also open their facilities at lunchtimes and after school. Homework Club, where students are supported by a number of Teaching Assistants, is well attended.

## **Leadership and Governance**

The Senior Leadership Team lead by example, set high expectations, are generous with praise and encouragement, but uncompromising in tackling issues of incompetence or under performance. Evidence of effectiveness can be seen in the significant improvement in outcomes and in the consistently high standards of pupil behaviour and attitudes. There is a clear understanding of how the school can improve and the skill and determination to ensure that this will happen.

The line management of Subject Leaders and other teams is rigorous and challenging. The Leadership Handbook, introduced in September 2013, for use with all Middle Leaders, has achieved greater consistency and accountability.

Governance at the school is strong with individual Governors having the knowledge, skills and commitment to offer appropriate levels of support and challenge.

## **Site**

The very well-maintained site includes blocks of rooms for the various departments: English, Maths, Science, Humanities, Languages, Art and Design, Music, Computer Suites, a Library, a Sports Hall, Gymnasium, Drama Studio, Dining Room, floodlit AstroTurf pitches and playing fields. Significant refurbishment of our older buildings has taken place in the past couple of years and a new section of the Maths block was completed in early 2016.

## **ICT**

The ICT infrastructure increases each year and we currently have a network of almost 400 computers. Currently, the only curriculum area without sole access to a suite of computers is the PE department. Curriculum and administrative software packages used in School include a Capita Sims pupil data, assessment and examinations system and an integrated electronic attendance/library bar-code and cashless catering system. There is also an extranet and finance management system which are part of Derbyshire County Council's network. Our policy is to use computers and the skills and knowledge of support staff to strip out unnecessary bureaucracy and routine administration from teachers' workload, freeing them to focus on teaching tasks. The School employs a full-time Network Manager and an ICT Technician.

## **Parents**

We believe that a strong partnership with parents is an essential component to the school's success and most parents respond positively to this and are committed to the education of their children. We communicate with parents regularly through newsletters, Parents' Evenings, Year Group Information Evenings, Open Days and other events.

**Community Education**

Many of the School's facilities are available for community use and generate an income of around £30,000 a year. The Sports Hall and all-weather pitches are in particularly heavy demand. Wider community links and greater use of the school's facilities are areas we wish to develop.

**Safeguarding**

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure.

**Senior Leadership Team**

Headteacher

Deputy Headteacher

X2 Assistant Headteachers

**Future Developments**

While proud of our achievements so far, we are not complacent and we know that we can do much to develop the quality of the educational experiences we provide. The successful candidate should find an appointment to Hasland Hall exciting and challenging, with excellent scope for his or her own personal and professional development.

June 2018

## Hasland Hall Community School Aims

At Hasland Hall, we aim to develop young people's learning through a range of experiences in a purposeful, ordered environment where achievement and the enriching nature of school community activities are highly valued. Our students' education is for now and for the future in that it will focus on how they live their lives currently and on what they can become. Our starting point is that the past and present experiences of young people are respected and that they all have the capacity to determine their future circumstances regardless of their starting point. The principles of democracy and inclusion underpin the ethos of the school and its processes; central to these principles is the belief that appropriate challenges must be set in order that students and staff can develop and progress.

Learning takes place in a formal sense in classrooms and in a wider sense through the social activities which being part of the school community brings. Learning is a life-long activity and therefore Hasland Hall's contribution is part of a continuum. A strong sense of partnership with other places of learning is essential for the success of the school, as is the commitment to the professional development of all adults within the school community.

Young people will have opportunities to discover, create and reflect. Their personal development will be enhanced by the acquisition of knowledge and the nurturing of skills such that they can become independent thinkers and learners.

The school is a community in itself but it is also part of a wider community. By creating a vibrant and ordered school community we can ensure that young people can appreciate the richness of living and learning with others. Thus they can develop their empathy and respect for others, a sense of justice and an awareness of the importance of peace and harmony. They can also develop their understanding of the rights and responsibilities which being a member of such a community brings. Our building is also a resource for the community and we actively encourage the involvement of members of the outside community in the life of the school and in a range of learning, cultural and sporting activities.

Achievements are valued in a wide range of areas within and outside the curriculum. In recognising success, prior attainment is taken into account as is the potential for further development. Where young people meet the high standards expected of them in the classroom, their success is rewarded through the formal recognition of having met personal learning targets as measured by National Curriculum levels and other qualifications. Of equal measure is the self respect which comes from acquiring the feeling of being at ease with oneself and with others.

We foster positive working relationships with parents and the wider community through effective communication, shared purpose and the recognition of our inter-dependency in striving to maximise young people's potential.

Our commitment to school improvement rests primarily on the development of teachers' skills of professional review and evaluation as individuals and team members. The professional ethos is one in which teachers are supported and appreciate the value of sharing good practice and learning from others. Relevant learning opportunities outside the school will be sought to complement this fundamental process and to maintain links with colleagues locally, nationally and internationally.

We adhere to the principles of providing broad and balanced learning experiences which are accessible to all at Key Stages Three and Four. This involves all young people in the core subjects of English, Maths and Science, Humanities, Languages, Creative Arts, Technology, Physical Education, Religious Education, Careers Education and Guidance and Personal and Social Education. There is flexibility to study in vocational areas at Key Stage Four. There is a very deliberate focus on improving skills which are transferable.

We will establish and maintain a pleasant, clean and stimulating environment which is welcoming to all who work or visit the school.

School resources are managed carefully so that they can be distributed equably to maintain high standards of teaching and learning and to support developments outlined in the School Improvement Plan.

The school aims are not static and are reviewed regularly to ensure that the school is the responsive learning environment which our young people deserve.



# Hasland Hall Community School

## THE ENGLISH DEPARTMENT

The English Department is a successful, hard-working and innovative department that has played a key role in continued whole-school improvement. It is responsible for the teaching of English and Drama at Key Stage 3 and GCSEs English Language, English Literature, Media and Drama at KS4.

The person appointed will join a talented, friendly and effective team of five full-time and three part-time staff. The Subject Leader leads the team in providing a purposeful and welcoming learning environment with varied teaching methods and opportunities for both collaborative and individualised study. Three Teaching Assistants work predominantly in English. The teachers and Teaching Assistants have a wide range of experience and interests and provide an engaging and welcoming learning environment.

At GCSE Level in 2017, 66% of students achieved 4+ in English Language and 74% in English Literature. In Drama, 83% of students achieved A\*-C and 50% in Media Studies.

Teaching throughout both Key Stages is delivered in all-ability groups, with in-class support available when appropriate. For the past fifteen years, all students have been entered for both GCSE English Language and English Literature and there has never been a policy of early or multiple entry. Although Drama is taught separately at GCSE, it is embedded in all KS3 and 4 English Schemes of Work and is seen as being key to developing students' critical thinking. All teachers within the Department are expected to be teachers of English, Media and Drama. The Department also contributes to the teaching and assessment of ICT and the teaching of Citizenship/PHSE at KS3 and 4.

The Department occupies two blocks with eight well-furnished rooms and has access to a dedicated suite of computers. The School Library has recently been refurbished and is staffed full-time by the Librarian. A wide range of texts, teaching resources and equipment are also available.

The department and school work collaboratively with the partner primary schools, taking part in joint learning walks and moderation exercises. The English Cluster group meets regularly and has benefitted from sharing good practice and creating consistent approaches from early years to KS4.

The department has contributed significantly to the focus the school has given to the impact of Reading for Pleasure on student outcomes.

The person appointed will be required to act as Tutor to a group of students.

June 2018



# Hasland Hall Community School

## JOB DESCRIPTION

<b>Post:</b>	Assistant Curriculum Area Leader English
<b>Grade:</b>	MPG + TLR 2B (£4,449)
<b>Location:</b>	Hasland Hall Community School
<b>Job purpose:</b>	To provide effective leadership and management that will secure high standards in all areas of the English Department. To take responsibility for creating a culture of learning that promotes excellence, equality and high expectations for staff and students.
<b>Responsible to:</b>	Curriculum Area Leader English

ASSISTANT CURRICULUM AREA LEADER ENGLISH	
<b>Duties and Responsibilities: General Aims and Ethos</b>	<ol style="list-style-type: none"> <li>1. To ensure that the school's aims are realised in all aspects of its life and particularly in relation to the Curriculum Area's teaching and learning, curriculum, assessment practices and inclusion.</li> <li>2. To support the Curriculum Area Leader to ensure that school policies are applied throughout the work of the department.</li> <li>3. To ensure equality of opportunity for all and promote high expectations for progress and attainment.</li> <li>4. To develop strong, positive relationships with colleagues, students and parents.</li> <li>5. To establish and maintain effective partnerships with the wider community, other schools and agencies.</li> <li>6. To successfully manage change to improve outcomes for pupils and staff.</li> <li>7. To ensure that the school's statutory safeguarding procedures are followed.</li> <li>8. To lead by example in setting high professional standards.</li> <li>9. To use data to inform practice, identify underachieving students, implement targeted intervention and monitor progress.</li> <li>10. To monitor student attendance and, as a Form Tutor to an assigned group of students, ensure that appropriate actions are taken to improve attendance and punctuality and that school attendance procedures are adhered to.</li> <li>11. To prepare accurate reports, proposals, reviews and other documents concerning agreed areas of responsibility when required.</li> <li>12. To teach within the school.</li> </ol>
<b>Duties and Responsibilities: Learning and Teaching</b>	<p><b>To support, and deputise for when necessary, the Curriculum Area Leader to:</b></p> <ol style="list-style-type: none"> <li>1. Ensure a high quality learning experience for all students in the Curriculum Area that provides challenge and will stimulate learning appropriate to student needs.</li> <li>2. Ensure that Schemes of Work in the Curriculum Area show progression in skills, knowledge and analysis and that this progression can be evidenced throughout the five years.</li> <li>3. Secure and sustain effective learning and teaching throughout the Curriculum Area.</li> <li>4. Monitor, evaluate and review the quality of learning and teaching and standards for all pupil groups and identify and implement strategies for improvement.</li> <li>5. Oversee, with reference to the Leadership Handbook, the work of the teachers in the Curriculum Area to ensure consistent standards of the curriculum and teaching and learning throughout.</li> </ol>

	<ol style="list-style-type: none"> <li>6. Ensure that parents and students are well-informed about the curriculum, attainment and progress and ensure that it is accurate and consistent throughout the Curriculum Area.</li> <li>7. Evaluating the performance of teachers through lesson observations, book sampling, data analysis and in making this connect effectively with the Appraisal Policy.</li> <li>8. Provide written reports on pupil progress and results at Key Stages 3 and 4, with explanatory analysis and identified actions.</li> <li>9. Ensure that Self-Evaluation Summaries are produced, that these are used effectively to inform the Subject Improvement Plan and the Improvement Plan is implemented and monitored.</li> <li>10. Monitor curriculum developments, initiatives and research at national and international level, to ensure that the subjects are at the forefront of effective practice.</li> <li>11. Develop appropriate resources, Schemes of Work and teaching strategies in the Curriculum Area.</li> <li>12. Ensure that literacy, numeracy and ICT are reflected in the teaching and learning experience of students in the Curriculum Area.</li> <li>13. Monitor the setting and marking of work, including homework.</li> <li>14. Provide support for colleagues on classroom management issues and liaise with the SENDCO and student support staff as appropriate.</li> <li>15. Develop and implement programmes of support and intervention for students whose progress is causing concern.</li> </ol> <p><b>As Assistant Curriculum Area Leader:</b></p> <ol style="list-style-type: none"> <li>16. To assess, record and report on the progress, development, attainment and attendance of students and to keep records as required.</li> <li>17. To ensure that assessment practices fulfil the requirements of external examination boards, departmental and school procedures.</li> <li>18. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>19. To carry out general supervision duties when required within the parameters of national agreements.</li> <li>20. To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> </ol>
<b>Duties and Responsibilities: Leadership and Management</b>	<ol style="list-style-type: none"> <li>1. To support the Curriculum Area Leader in maximising the contribution of staff, including non-teaching staff, to improve the quality of teaching and learning and standards achieved and ensure that effective working relationships are formed between staff and students.</li> <li>2. To contribute to English meetings, leading on specific items when required.</li> <li>3. To develop and maintain effective links with the partner primary schools and other schools to ensure effective transition between KS2 and 3, ensuring a high level of challenge at KS3, and between KS4 and 5.</li> <li>4. To support the Curriculum Area Leader in overseeing the work of the Curriculum Area teachers and ensuring that they are fulfilling their duties in line with their job descriptions and responsibilities in relation to the Teacher Standards.</li> <li>5. To undertake and engage actively in the Appraisal process, ensuring that teachers are given, and monitored against, effective and rigorous targets.</li> <li>6. To work with the Curriculum Area Leader and senior colleagues to recruit, retain and deploy staff effectively and appropriately to achieve the aims and vision of the school.</li> <li>7. To work with the Curriculum Area Leader to develop staff effectively in order to improve the quality of education provided.</li> <li>8. To attend all relevant meetings.</li> <li>9. To take part in, and contribute to, the school's continued professional development programme.</li> <li>10. To assist the Curriculum Area Leader in monitoring the quality of report writing and all other forms of assessment within the Subject Areas.</li> <li>11. To continue personal development in the relevant areas, including leadership, subject knowledge and teaching methods.</li> </ol>

	<p>12. To support the Curriculum Area Leader in taking responsibility for the physical appearance of the furniture, fittings and fabric of the Subject Areas. To report any health and safety issues or any need for refurbishment or repair to the Business Manager.</p> <p>13. To work as a member of a team, leading on specific areas, and contribute positively to effective working relations within the school.</p>
<b>General Requirements</b>	<p>All school staff are expected to:</p> <ol style="list-style-type: none"> <li>1. Work towards and support the school vision and the current school objectives outlined in the School Improvement Plan.</li> <li>2. Contribute to the school's programme of extra-curricular activities.</li> <li>3. Support and contribute to the school's responsibility for safeguarding students.</li> <li>4. Work within the school's Health and Safety Policy to ensure a safe working environment for staff, students and visitors.</li> <li>5. Promote equality of opportunity for all students and staff.</li> <li>6. Maintain confidentiality and observe data protection and associated guidelines where appropriate.</li> <li>7. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues, following the guidelines outlined in the Code of Conduct.</li> <li>8. Engage actively in the Appraisal and review processes, appraising their own work against agreed priorities and targets.</li> <li>9. Understand and comply with all other relevant school policies.</li> <li>10. Undertake any necessary training associated with the duties of the post.</li> <li>11. Carry out any other duties commensurate with the grading of the post as reasonably required by the Headteacher or Governing Body.</li> </ol>

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## PERSON SPECIFICATION

ASSISTANT CURRICULUM AREA LEADER ENGLISH			
Attributes	Essential	Desirable	How identified
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>a good honours degree, PGCE and QTS</li> <li>recent and relevant professional development</li> <li>Experience of teaching Key Stage 3 and GCSE English and English Literature</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching KS3 Drama and GCSE Drama and Media Studies.</li> </ul>	Application References
<b>Relevant Experience</b>	<p>A successful record of:</p> <ul style="list-style-type: none"> <li>demonstrating high standards of teaching</li> <li>contributing to decision-making and leading initiatives</li> <li>setting high standards to staff and students by personal example</li> <li>setting targets for students and monitoring student performance</li> <li>setting targets for own work, for the work of colleagues and reviewing progress/outcomes</li> <li>making a significant impact upon students' learning and progress</li> <li>experience of tracking, monitoring and assessing students to support progression for all learners</li> <li>participating fully in self-evaluation practices</li> <li>professional development</li> </ul>	<ul style="list-style-type: none"> <li>Leading teams and participating as a team member</li> <li>Experience of working with parents and partnerships from the wider community</li> <li>Initiating and implementing whole school developments (individually or as part of a team)</li> <li>A good understanding of primary education and/or experience of working with primary colleagues</li> <li>Evidence of being an outstanding teacher</li> </ul>	Application References Interview
<b>Attitude</b>	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> <li>a strong commitment to inclusion, with high expectations for all learners</li> <li>a commitment to equal opportunities</li> <li>being committed to high quality in all aspects of their work</li> <li>a clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues</li> <li>the ability to maintain strong and effective relationships with students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of demonstrating commitment and leadership through a department or whole school initiative</li> </ul>	Interview Application References
<b>Knowledge and Skills</b>	<p>Able to demonstrate s/he can:</p> <ul style="list-style-type: none"> <li>plan, deliver and assess to support progression for all learners</li> <li>understand the structure and content of the current Curriculum Area in Key Stages 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of leadership skills and/or experience</li> <li>Evidence of innovative practice</li> <li>An up to date knowledge of teaching, performance</li> </ul>	Interview Application References

	<ul style="list-style-type: none"> <li>• work on her/his own initiative and be part of a team</li> <li>• think strategically</li> <li>• deliver differentiated lessons to ensure challenge for all students</li> <li>• see tasks, plans and ideas through to completion</li> <li>• be a reflective practitioner</li> <li>• motivate and enthuse young people</li> <li>• develop specialist skills and knowledge</li> <li>• communicate effectively, verbally and in writing</li> <li>• use ICT solutions effectively and with confidence</li> <li>• communicate effectively in a wide variety of forms to a range of audiences</li> <li>• manage change effectively</li> <li>• develop links and access resources</li> </ul>	measures and wider curriculum developments	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• creative, enthusiastic and imaginative</li> <li>• efficient</li> <li>• ambitious</li> <li>• committed to improving standards</li> <li>• committed to extra-curricular activities</li> <li>• good sense of humour</li> <li>• genuine concern for others</li> <li>• listens and is prepared to seek advice</li> <li>• integrity, trusted, honest and open</li> <li>• intellectual tenacity and emotional resilience</li> <li>• excellent attendance and punctuality</li> <li>• able to deal sensitively with people and resolve conflict</li> <li>• able to form and maintain appropriate relationships with young people</li> </ul>		Interview Application References

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