



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL



**FURTHER PARTICULARS
FOR THE POST OF:**

**TEACHER OF ENGLISH AND
MEDIA**

FEBRUARY 2018

TEACHER OF ENGLISH AND MEDIA

Thank you for requesting details for the post of teacher of English and Media. This is an exciting opportunity for someone to join a popular and ambitious curriculum area where standards and levels of student engagement are high. This post is required from **September 2018** and will involve a timetable teaching approximately 70% English and 30% Media.

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding learning, teaching and support. He/she will also be expected to contribute to working collaboratively in both English and Media as well as towards enhancing our provision for enrichment and intervention.

This is an incredibly exciting time in the school's development. In 2013 the school rolled out iPads to all students in KS3 with the aim of personalising learning and preparing our students for life and work in the 21st Century. From September 2016, our commitment to digital technology has meant all students now have an iPad as part of their school equipment. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need, and invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our 2017 'A' Level and GCSE results were outstanding and on many levels were the highest in the school's history: 42.4% of all A-level entries were at A/A* and 76.7% at A*-B; at GCSE over 36% of entries were at the highest grades A/A* or 7-9 contributing to a positive Progress 8 score of +.31. This success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

If you are inspired by this opportunity and have the qualities to contribute to our high quality provision, then we would be delighted to hear from you.

As part of your **online application** in the Personal Statement section (no more than 2 sides of A4) please explain:

- how your experiences, qualities and skills make you suitable for the post

Closing date for applications is **8am Thursday 22nd February**

Interviews will be held: W/C 26th February 2018

If you do not receive an invitation to interview by 5pm on Monday 26th January we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Helen Williams
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Curriculum Leader: English

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

☐ **Planning**

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, disadvantaged etc.) so students are supported, stretched and challenged appropriately
- To know and implement the information for students on the SEN Register so their needs are met through quality first teaching
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

☐ **Teaching and Learning**

- To set learning objectives and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings
- To develop and use the iPad to secure best progress
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

☐ **Assessment for Learning**

- To employ a range of AfL opportunities and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

☐ **Personal Best**

- To promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson

- To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
- To communicate and consult with parents as required
- ❑ **Enrichment**
 - To commit to the English/media programme of extra-curricular and enrichment opportunities and visits
 - To contribute to other enrichment opportunities across school – within year groups, in Learning Communities, in other visits at home and abroad
- ❑ **Continuing Professional Development**
 - To fulfil the statutory Appraisal expectations
 - To participate fully in CPD opportunities to develop practice further, share learning and be creative
 - To commit to the school's CPD programme
 - To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs
- ❑ **Quality Assurance**
 - To contribute to the school's self-evaluation procedures, including graded lesson observations, and other QA activities
- ❑ **Professional Standards**
 - To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
 - To contribute actively to the ethos, values and aspirations of the school
 - To attend relevant school and parent meetings, and appropriate school events
 - To ensure high standards of written English
 - To meet deadlines and model the highest professional standards in all aspects of school work
 - To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated April 2016

ILKLEY GRAMMAR SCHOOL

ENGLISH SUBJECT PROFILE

We aim to foster a love of language and literature in our students, as well as developing their confidence and ability to think for themselves. We want our students to enjoy lessons, be actively engaged in their learning and make excellent progress. Not only is English important for accessing the rest of the curriculum whilst at school, it is also vital for continuing learning beyond school, entering the world of work and for life in general.

The English Curriculum Area currently comprises of a mixture of fifteen full time and part time English teachers with leaders of each key stage. We strongly believe that the consistently high standards we have achieved are as a direct result both of teamwork and individual responsibility.

At Key Stage 3, Year 7 are taught in mixed ability form groups with Years 8 and 9 being set according to overall ability. Students arrive in Year 7 having achieved well at primary school, our main aim is to continue their high achievement into KS3 and GCSE. We recently redesigned all our KS3 courses with an emphasis on challenge and progress. The department now assess all KS3 students' work using GCSE grades, in line with whole school policy.

At Key Stage 4, achievement is well above national average. Last summer 87% of students attained grades 4-9 in English Language with 90% in English Literature. 30% of student attained grades 7-9 in English Language, with 33% in English Literature. Our combined English progress score for both courses was +0.43 which was one of the highest elements across the school. Our exceptional progress was acknowledged in the March 2017 Ofsted report. An ongoing priority for us is to improve the progress of students in English Language, particularly the progress of boys.

We deliver two A-Level courses at Post-16: AQA English Literature (Specification B) and AQA English Language and Literature. Both courses are extremely popular with students, with several students each year going on to study English at university. At A-Level we always achieve a 100% pass rate with high numbers of students achieving A*/A or B grades. Last summer our ALPs scores in both subjects were outstanding: grade 3 in English Literature and grade 2 in English Language and Literature.

Particular strengths of the department are the quality of our planning, resources, marking and feedback. We regularly collaborate with regard to a range of teaching ideas- from differentiation and AFL to refining the best ways to teaching a certain skill or exam technique. We also use iPads to complement more traditional methods of teaching and assessment. We often host ITT trainees from local teacher training providers and enjoy supporting them with their first steps into the teaching profession.

We like to enhance learning in the classroom with the opportunity to offer extra-curricular activities to our students. Over recent years these have included: running theatre trips; hosting Ilkley Literature Festival events; organising inter-class public speaking competitions and running a creative writing club and book club. We even find time to dress up as fictional characters on World Book Day!

Throughout English we believe that good and outstanding lessons result from positive relationships with students. High quality teaching is at the heart of our discussions and we strive to make each classroom an excellent learning environment. We are proud of our team and its achievements. By sharing ideas and resources we support each other in our aim to maintain consistently high standards. Hard work, a sense of humour and a genuine love of language and literature ensure that our work, although demanding, is always rewarding and never dull.

Andrew Colman
Curriculum Leader: English

December, 2017

ILKLEY GRAMMAR SCHOOL MEDIA STUDIES SUBJECT PROFILE

Media Studies is a popular and growing subject which is taught at Key Stages 3, 4 and 5. We are looking for a committed member of staff who is able to inspire and enthuse students about creative media through a wide range of experiences.

Media Studies is taught in Year 9 as an optional subject. This exciting course of study is intended to introduce students to key media concepts and skills that they can build on if they choose to continue in Key Stage 4, which many do. Media is a very popular subject in Year 9 and there are currently over 130 students studying it.

In Key Stage 4, we have recently begun a new specification, the OCR Cambridge National in Creative iMedia. This exciting qualification aims to develop creative media skills in students including graphic design, filmmaking, photography and animation, as well as their understanding of the various media industries. There are currently two Y10 classes and one Y11 class studying media.

Post 16 students follow the OCR Cambridge Technical Specification. This has proved to very successful with the students creating high quality work and enjoying the subject tremendously. We have strong links to professionals and look to extend learning through extra-curricular links. Student numbers have risen significantly at Post 16 level and there are now over 50 students studying Media at IGS. Our students' coursework has been highly praised by our exam board, whilst many of our past students have seen their work screened in a cinema as part of a national film festival.

We have two Mac media suites in school. The department also has a range of DSLR cameras and support equipment such as boom mics and green screens. The suites are well supported by the IT department within the school. The software used in Media is Final Cut Pro X, Photoshop and Illustrator.

We are an inclusive Creative Arts team and look to work collegiately across the subject areas. We look to share opportunities for students to extend their knowledge and understanding together by collaborating on projects and supporting one another. We work closely together to create a supportive environment where students are confident to express themselves. We seek a candidate who is a team player and will make significant contribution to the life of the school and the department.

Alex van Zomerplaag
Head of Media
February 2018

Karl Hansen
Curriculum Leader: Creative Arts

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of English and Media

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching English to KS3 and 4	E	Application and selection process
<input type="checkbox"/> Successful experience of teaching English at A-level	D	
<input type="checkbox"/> Successful experience of teaching Media to KS4	E	
<input type="checkbox"/> Successful experience of teaching level 3 Media at KS5	D	
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching English and Media	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and puts into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	

<input type="checkbox"/> Knowledge and implementation of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	

<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**

Date: