



Ysgol Bryn Alyn

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Ysgol Bryn Alyn

Head of Department Application Pack

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School overview:-

Ysgol Bryn Alyn is an English medium co-educational community comprehensive school for pupils aged 11-16. Situated in the village of Gwersyllt 3 miles from Wrexham, 14 from Chester and 45 miles from Manchester. There are good transport links to the North West, Cheshire and Shropshire.

Pupils are drawn primarily from 7 local primary/junior schools: Gwersyllt Community Primary, Ysgol Heulfan, St. Mary's, Brymbo, Tanyfron C.P., Black Lane C.P, Pentre Broughton, Ysgol Penrhyn, New Broughton and Brynteg C.P. An increasing number of pupils opt for the school from other areas. The number on roll is presently 701.

The school occupies purpose-built accommodation with specialist provision for science, design and technology, P.E., music, information technology and modern languages.

Although the number of pupils on roll is rising and expected to continue to do so in the coming years the examination results achieved by the school are falling below the expectations of both the Local Authority and the Governing body.

A comprehensive breakdown of examination performance can be found at :-

<http://mylocalschool.wales.gov.uk/School/6654033?lang=en>

The school has just been placed into Special Measures by ESTYN, details of the inspection and the full report can be found at:-

<https://www.estyn.gov.wales/provider/ysgol-bryn-alyn>

Following the departure of the previous headteacher at the end of the summer 2017, the current school leadership team comprises:-

Acting Headteacher , Acting Deputy Headteacher, two Assistant Headteachers and two Associate Assistant Headteachers as well as a Business Manager.

In addition to the above, an experienced Headteacher from a nearby secondary school has been seconded 1½ days per week to support the leadership team.

Useful Information

The school operates on a two week timetable of 6x50min lessons per day:-

Warning bell	8.47 a.m.
Registration	8.50 - 9.00 a.m.
Lesson 1	9.00 - 9.50 a.m.
Lesson 2	9.50 - 10.40 a.m.
<i>Morning Break</i>	10.40 - 11.00 a.m.
Lesson 3	11.00 - 11.50 a.m.
Lesson 4	11.50 - 12.40 p.m.
<i>Lunch</i>	12.40 - 1.20 p.m.
Warning bell	1.18 p.m.
Registration/Assembly	1.20 - 1.40 p.m.
Lesson 5	1.40 - 2.30 p.m.
Lesson 6	2.30 - 3.20 p.m.



KEY STAGE 3 (Ages 11—13) Years 7, 8 and 9

CORE SUBJECTS English (and Drama) Mathematics Science

FOUNDATION SUBJECTS

Art	Design Technology
Food and Textiles Technology	Geography
French	Information Technology
History	P.E.
Music	Religious Education
Personal & Social Education	Welsh

KEY STAGE 4 (Ages 14—16) Years 10 and 11

All pupils continue to study the complete range of subjects required by the National Curriculum. They also choose further courses of study to develop their own interests and abilities.

CORE SUBJECTS

English Language and English Literature
 Mathematics
 Science
 Religious Education
 P.E. (Statutory non-examination)
 Personal & Social Education (incorporating Preparation for Working Life)
 Welsh

Science
Religious Education
P.E. (Statutory non-examination)
Personal & Social Education (incorporating Preparation for Working Life)
Welsh

CHOICES *Optional subjects drawn from:*

Arts: including Art, Music, Media Studies
ICT, Business Studies
Humanities: History, Geography, Religious Studies
French, Welsh
Design and Technology: Food Technology, Child Development, Resistant Materials
P.E.
C.O.P.E.
XL Prince's Trust

Skills Challenge Certificate

This qualification was introduced into our school curriculum in September 2016, and is studied by KS4 students. It is an overarching qualification based on the core curriculum, followed by all students and Options chosen to meet their individual needs.

14—19 COLLEGE

A variety of extended choices in conjunction with Coleg Cambria and other providers.



Timetable for appointment:-

Application deadline:- 20th April (12 noon)

Shortlisting:- Week commencing 23rd April

Shortlisted candidates informed:- 25th or 26th April

Interview dates:- Tuesday 1st May

If you wish to discuss this role further, please contact Laura Jones (PA to Headteacher) on 01978 720700 or by email to laura.jones@yba.cymru

1.	INTRODUCTION	
	Job Title:	Head of English Department & Literacy (Whole School)
	Job Purpose:	<p>Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.</p> <p>To be accountable for student progress and development within the subject area.</p> <p>To develop and enhance the teaching practice of others.</p> <p>To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies.</p> <p>To be accountable for leading, managing and developing the subject/curriculum area.</p> <p>To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum area.</p>
	Reporting to:	Headteacher and 'Link Person' within Leadership group.
	Responsible for:	Teaching staff and other personnel within the department.
	Liaising with:-	Governing Body / Headteacher and other members of Leadership group, other Heads of Department, support staff and relevant staff with cross-school responsibilities, LA representatives, external agencies and parents.
	Working Time:-	Full time as specified in within the STPCD.
	Salary/Grade:-	TLR 1
2.	Teaching	To undertake an appropriate programme of teaching, in accordance with the duties of a standard scale teacher.

3.	Operational / Strategic Planning	<p>To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within the department.</p> <p>To be responsible for the day-to-day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.</p> <p>To monitor actively and follow up student progress.</p> <p>To implement school policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH.</p> <p>To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.</p> <p>To lead and manage the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SDP/DDP and the aims and objectives of the school.</p> <p>To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Officer.</p>
4.	Curriculum Provision	<p>To liaise with the Leadership team to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme, which complements the School Development Plan.</p> <p>To be accountable for the development and delivery of the subject area.</p>
5.	Curriculum Development	<p>To lead curriculum development for the whole department.</p> <p>To keep up to date with national developments in the subject area and teaching practice and methodology.</p> <p>To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.</p> <p>To be responsible for the development of Key Skills within the subject area.</p>
6.	Whole School Responsibilities	<p>To provide whole school development programme to improve levels of literacy across the school.</p> <p>With the Learning Support faculty, liaise with feeder Primary schools regarding the levels of attainment and expected progress as pupils transfer from Primary to Secondary school.</p> <p>Year 7—Year 11, closely monitor and report regularly on the Literacy progress of all pupils across the school from entry into the school.</p>

		<p>Year 7—Year 11, closely monitor and report regularly on the Literacy progress of pupils in the 'Groups', e.g. eFSM.</p> <p>Identify pupils at Key Stage 3 and Key Stage 4 who are under-performing and implement effective plans of action to support those pupils and secure improvement.</p> <p>Ensure good progress is made by pupils in the National Literacy tests.</p> <p>Provide whole school briefings/training as required.</p>
6.	Staffing	<p>To work with the Leadership team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.</p> <p>To take responsibility for own professional development as agreed with the Leadership team.</p> <p>To be responsible for the efficient and effective deployment of the Department's technicians/support staff.</p> <p>To undertake Performance Management Review(s) and to act as Team Leader for a group of staff within / beyond the designated department.</p> <p>To make appropriate arrangements for classes when staff are absent liaising with the Assistant Headteacher as appropriate.</p> <p>To participate in the selection processes for teaching posts when required and to ensure effective induction of NQTs and other new staff, in line with WAG, LA and school procedures.</p> <p>To promote teamwork and to motivate staff to ensure effective working relations.</p> <p>To participate in the school's ITT programme, as appropriate.</p> <p>To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.</p>
7.	Quality Assurance	<p>To be fully involved in the process of the setting of targets within the department, and to work towards their achievement.</p> <p>To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.</p> <p>To implement school self - evaluation procedures, including lesson observation, and to ensure adherence to those within the department.</p> <p>To monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria.</p> <p>To seek/implement modification and improvement where required.</p>

8.	Management Information	<p>To ensure the maintenance of accurate and up-to-date records concerning the department, including information on the SIMS.net system.</p> <p>To make effective use of internal and external data and evaluate any other performance data provided.</p> <p>To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.</p> <p>To produce reports on examination performance, including the use of value-added data.</p> <p>To manage the department's collection / use of data.</p> <p>To provide the Governing Body with relevant information relating to the departmental performance and development.</p>
9.	Communication and Liaison	<p>To ensure that all members of the department are familiar with its aims and objectives.</p> <p>To ensure effective communication/consultation as appropriate with the parents of students, including the production of reports in line with agreed timescales.</p> <p>To represent the department's views and interests.</p> <p>To contribute to the planning and delivery of school liaison activities.</p> <p>To lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.</p> <p>To promote actively the development of effective subject links with external agencies.</p>
10.	Management of Resources	<p>To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.</p> <p>To work with the Leadership team in order to ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed.</p>
11.	Pastoral System	<p>To monitor and support the overall progress and development of students within the department.</p> <p>To monitor student behaviour and attendance, together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary, in liaison with Achievement Co-ordinators and senior staff.</p> <p>To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.</p>

		<p>To contribute to PSE, according to school policy.</p> <p>To ensure the school's behaviour system is implemented in the department so that effective learning can take place.</p>
12.	School Ethos	<p>To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.</p> <p>Support the school in meeting its legal requirements for worship, including 'Thought for the Day'.</p> <p>Promote actively the school's corporate policies.</p> <p>Comply with the school's health and safety policy and undertake risk assessments as appropriate.</p>
13.	Other	<p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for all job applicants.</p> <p>Following discussion with the Headteacher, the post holder will also undertake other tasks.</p> <p>This job description is current at the date below but will be reviewed on a regular basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.</p>

Post: Head of English Department & Literacy (TLR 1)

Personnel Specification

Attributes	Essential	Desirable	How Identified
1. Relevant Experience	Experience of a comprehensive school. Successful teaching experience across the age and ability range.	Experience of developing others Experience of curriculum development Pastoral experience: Form	Form /letter of application/ interview
2. Education and Training	QTS Graduate with relevant degree Relevant INSET	Management training Other post – qualification training	Form / letter of application/ interview
3. Personal knowledge and Skills	Communication Skills Administrative Skills Strong ICT Skills Understanding of Key Skills Positive professional relationships Able to relate positively to young people and their parents Understanding of target setting and the use of assessment data	Monitoring and evaluation skills Familiarity with GCSE courses	Form / letter / references / interview
4. Personal Qualities	Acceptance of responsibility Able to work as part of a team Demonstrable enthusiasm for the subject Commitment to continuing professional development Well developed planning skills	Willingness to contribute to extra-curricular programme	Letter / references / interview
5. Physical			
6. Working arrangements	Full time, permanent Earliest opportunity		