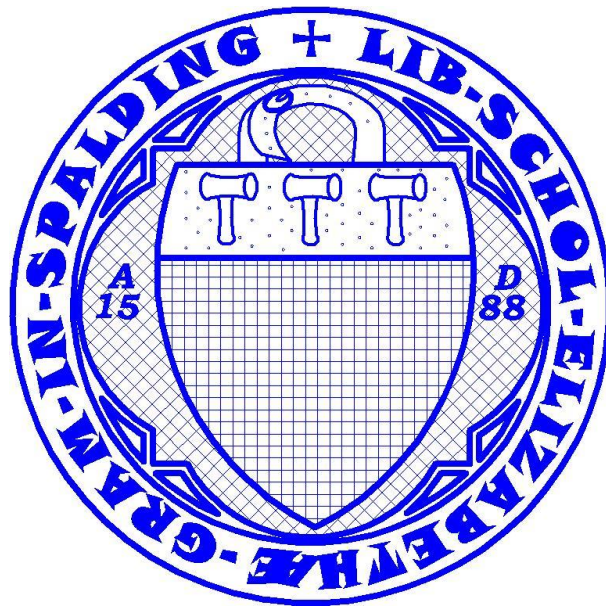


Spalding Grammar School



Appointment to the position of Head of Department: Classics

September 2018

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GENERAL INFORMATION ABOUT THE SCHOOL

Founded in 1588 by Royal Charter, Spalding Grammar School was located within a part of Spalding Parish Church, called St Thomas's Chapel, until the 19th century. The School moved to its current site in 1881 and doubled in size when it amalgamated with Moulton Grammar School which closed in 1939. The School now occupies an enviable, spacious site, including 17 acres of Governor-owned playing fields, five minutes from the town centre. Teaching accommodation has been significantly improved and developed in the last twenty years, incorporating a large sports complex, a new English block and Library, a dedicated Business Centre, extended Sixth Form facilities and a multi-purpose Atrium. The School was awarded Academy status in 2013.

The School is academically selective and admits the top 25% of the population as determined by standardised verbal and non-verbal reasoning tests. There are generally four or five forms of entry with an published admission number of 150 pupils. Pupils are taught mainly in mixed-ability groups throughout the School, although setting does operate in mathematics from Year 7, modern languages and science from Year 9, and English from Year 10.

There is a common curriculum for the first three years, in which pupils study the National Curriculum core and foundation subjects. Every student studies a modern foreign language as well as Latin. Pupils also engage in lessons in core physical education and PaCE (Personal and Careers Education).

At GCSE, the majority of pupils will take ten subjects, including three options. A modern foreign language is compulsory. Depending on ability, some pupils will take a second qualification in mathematics; others will take combined science, rather than three separate disciplines. Pupils also engage in lessons in core physical education and PaCE.

The Sixth Form, which is coeducational, has grown in recent years and now attracts many students seeking to join us from other schools. At present there are in the region of 250 students in the Sixth Form, of which approximately one quarter are female. Our curriculum model, in light of post-16 reform, is that all students take three A-level courses, alongside an enrichment elective in Year 12.

The School aims to develop individuals, both personally and academically, and has thus implemented a vertical form system which allows all year groups to come together each day and support each other through a variety of structured activities such as mentoring, personal study, presentations and debating sessions. Evidence suggests that this system is having a positive impact on both lower and upper school students; it helps to develop constructive personal relationships, the ability to co-operate and work with others and the capacity to face the challenges of the wider world. All teachers, as well as some members of the support staff, carry out the role of Vertical Form Tutor within one of the School's six Houses.

A large part of what goes on at the School happens outside the classroom. The School's main sports are Rugby, Football, Hockey, Athletics and Cricket, but numerous other options are available. The School competes very successfully with many other schools in the county and beyond. We have staged a variety of dramatic productions over the years, and several school bands/choirs play frequently at our termly concerts. Many students are involved in the Duke of Edinburgh Award Scheme and are developed through the challenges and opportunities that this affords. We also offer a skiing trip each year, exchanges and work experience activities in France and Germany, as well as several other foreign visits.

The School's principal aim is to ensure that all students and staff have every opportunity to attain their potential intellectually, socially and personally. Relationships between staff and students of all ages are exemplary, and there is a friendly and orderly atmosphere which, in combination with a stimulating academic environment, develops the qualities that lead to successful examination results.

Staff have the use of a modern staff room, complete with catering and reprographic facilities. Many staff who join the School speak of the warmth with which they have been received and they consider it a very friendly place to work. Continuing Professional Development for the staff, under the guidance of a dedicated Staff Tutor, is of paramount importance and there are many opportunities for individuals to both develop their practice and advance their career. The teaching and learning environment is supported by a dedicated team of support staff who work in harmony with the teaching staff to create a mutually supportive work place.

The School operates as a cohesive community. The Parents' Association is very strong; it enriches the life of the School through a wide variety of events, as well as raising in excess of £10,000 for the School each year. Support for charities and community projects is also very positive, with substantial sums raised each year. The Governing Body is also highly supportive of the School and its members are often a visible presence around the place.

Located in South Holland, Spalding is a pleasant market town in a largely rural area within easy reach of Peterborough and the A1. The people are very friendly and the pace of life is relaxed. There is a local entertainment venue, the South Holland Centre, in the town which provides a variety of live entertainment. House prices compare very favourably with those in most other parts of the country and there are a number of primary schools within the local area which provide for all abilities and faiths. The town is also served by our sister grammar school (Spalding High School) and a comprehensive school.

THE CLASSICS DEPARTMENT

Classics is a small but well established department. There are three key areas of focus in the Classics curriculum:

- * Translation and comprehension of Latin texts, working also with English to Latin work.
- * Understanding and appreciation of the ancient civilisations of the Mediterranean, including both Greece and Rome.
- * Evaluation and analysis of the evolution of society from the ancient world to today, considering the difference in response or approach to behaviours or values, for example slavery, the place of women or social class.

In Key Stage 3 students have two lessons per fortnight. They work to develop an understanding of the Latin language and the background of Roman life. Using the Cambridge Latin Course, they study life in Pompeii, Roman Britain and Alexandria. In Years 7 and 8, students are taught in mixed ability teaching groups. In Year 9, students are separated into Latin or Classics classes based on their abilities in the two areas of study.

For GCSE students follow the Eduqas Latin GCSE course. After completion of CLC Book 3 and 4, they study Latin literature in the original language as well as other source material for two separate units: Themes and Roman civilisation.

For A-Level students follow the OCR Latin course. This allows them to build on their prior knowledge from GCSE in both language and literature. They study one prose and one verse text, currently Tacitus and Virgil in Year 12 and then another pair of texts in Year 13, currently Tacitus and Ovid's *Heroides*, along with further reading in translation.

The Department also offers an AS Level as a Year 12 enrichment in Classical Civilisation, following the OCR specification. This allows students who have not studied Latin at GCSE to continue their studies of the Ancient World. We study literature in translation alongside other material evidence. The modules of the current course are; The World of the Hero, Homer's *Odyssey* and Greek Theatre, Sophocles' *Oedipus Rex*, Euripides' *Bacchae* and Aristophanes' *Frogs*.

The Department operates a number of opportunities for trips for students, including set text study days at Cambridge University, the Lincolnshire Classics Sixth Form Conference, and the University of Warwick Ancient Drama Festival, study days at the British Museum and the KCL Greek play. They also offers trips abroad, alternating between Greece or Rome and Pompeii.

There is one Latin and Classics specific classroom, with a small library of books to support students' learning both inside and outside lesson time. The Department has access to a set of iPads for use during lesson time and students are keen to embrace technology within lessons and homework.

Examination Results and entries

	2018 entries	2017	2016	2015
GCSE Latin	20 students	100 % A*-B (Language) 86% A*-C (Literature)	93% A*-C	83% A-C
AS Classical Civilisation	8 students	No entries	71% A*-C	No entries
A Level Latin	2 students	100% A*-C	No entries	No entries

JOB DESCRIPTION

Salary:

SGS Pay Range (£22,917 - £39,017, depending on experience) + TLR A (£3,048)

Accountable to:

Assistant Head

Responsible for:

The leadership and management of the Classics Department

Specific Responsibilities:

We seek to appoint a dynamic and inspiring Head of Classics. The successful applicant will be a well-qualified, experienced, outstanding, specialist teacher committed to achieving high standards, from both students and staff, and developing each student to achieve his/her potential.

- a) Teaching: you will be the lead teacher in both Latin and Classical Civilisation
- b) Curriculum Provision: you will be responsible for making provision for all students in Key Stage 3 and for those students who choose Latin at GCSE and A Level or Classical Civilisation as an AS Enrichment option.
- c) Curriculum Development: you will be responsible for developing new schemes of work to provide continuity in learning and in response to changes in Classics qualifications at local or national level.
- d) Teaching and Learning: you will lead, develop and implement a varied and effective range of teaching strategies that promote the highest standards of students' learning within the department.
- e) Assessment: you will be responsible for ensuring robust assessment strategies are implemented and reliable data is reported as required by the Senior Leadership Team.
- f) Department Self-Evaluation: you will regularly evaluate students' progress within your department as part of the whole-school evaluation process.
- g) Teaching staff development: to ensure your specialist teachers extend their professional practice and are fully prepared and equipped for their teaching commitments within your department. You will line-manage members of your department team through the Appraisal process.
- h) Facilities: you will ensure the specialist teaching rooms are attractive and well-kept to create a safe and stimulating learning environment.
- i) Appointments: as required you will contribute to the process of appointing new teachers in your department team.
- j) Budget: to write and manage your department budget in liaison with the School's Director of Resources.

As a Middle Leader within the school you will have access to leadership training and will be expected to contribute to Middle Leaders' discussions.

We take great pride in this school in our outstanding care for all students. You will be a Form Tutor leading a vertical tutor group of students aged 11 – 18 years; as such you will be each student's guide at their side.

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Good Honours degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Additional qualifications to extend knowledge and skills in Classics 	<ul style="list-style-type: none"> • Application Form
Professional Experience	<ul style="list-style-type: none"> • Dynamic teacher with understanding of and enthusiasm for Classics • Experience of enabling students to achieve at A Level • Potential to grow into Middle Leadership • Knowledge of current educational developments in Classics 	<ul style="list-style-type: none"> • Experience of successful Middle Leadership. 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Vision and Leadership	<ul style="list-style-type: none"> • Potential to lead, motivate, challenge and inspire staff and students in Classics • Potential to build a cohesive and flexible team of teachers in Classics • Potential to evaluate the Classics department's strengths and weaknesses, to initiate and successfully implement change for improvement • Readiness to contribute to whole school developments as a Middle Leader 	<ul style="list-style-type: none"> • Proven ability to lead and manage staff and students; to build an effective team; and to evaluate departmental strengths and weaknesses, then implement an effective Action Plan for improvement • Experience of contributing to whole school developments as a Middle Leader 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Leading Teaching and Learning	<ul style="list-style-type: none"> • Commitment to personal and professional development of all staff within the department, both specialist and non-specialist. • Commitment to promote teaching strategies that enhance learning for all students in Classics. • Potential to use data to support learning, set targets and monitor and evaluate performance • Success in raising student achievement through review, evaluation and intervention 	<ul style="list-style-type: none"> • Experience in using data packages to track and monitor student progress 	<ul style="list-style-type: none"> • Application Form • Interview process • References

Managing the ICT and Computer Studies Department	<ul style="list-style-type: none"> • Potential to manage the quality of teaching and learning within the department through clear QA processes • Potential to manage Appraisal and continuing professional development of members of the department, including induction of new members of staff • Potential to enhance the quality of the learning environment within the department • Potential to manage the department budget 	<ul style="list-style-type: none"> • Experience of managing staff and holding them to account • Experience in working across departments in the interests of coherent provision for students 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Form Tutor	<ul style="list-style-type: none"> • A teacher who actively supports the school's commitment to vertical tutoring • Commitment to supporting the personal development of all students within the tutor group 	<ul style="list-style-type: none"> • Experience of vertical form tutoring 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm, drive and a love for the job • A good sense of humour • Ability to work under pressure • Ability to organise, plan and prioritise time effectively • Commitment to the school's safeguarding policies and standards 		<ul style="list-style-type: none"> • Application Form • Interview process • References

APPLICATION PROCESS

Applicants wishing to view the School and the Classics Department in advance of making an application are invited to do so. Please contact Debbie Haslam, the Headmaster's PA, if you would like to make such an arrangement.

Applications should be made by:

- Completing the School's application form (CVs will not be accepted as an alternative to a completed form)
- Providing a supporting letter (on no more than two sides of A4, font size 11 if typed). The letter should include how you meet the person specification and how your skills and experience to date make you the ideal candidate for this post.

Applications should be sent either by email, to dhaslam@spaldinggrammar.lincs.sch.uk, or by post, to:

Mrs D Haslam
Headmaster's PA
Spalding Grammar School
Priory Road
Spalding
Lincolnshire
PE11 2XH

The closing date for applications is **Tuesday 17 April, at 12 noon**

Applicants will be informed as to whether they have been invited to interview by **Friday 20 April**

Interviews will take place in the **week beginning Monday 23 April**

I thank you for your interest in Spalding Grammar School and I look forward to hopefully receiving your application.

S M Wilkinson
Headmaster