January 2018

Dear Applicant

**Teacher of English and KS3 Co-ordinator 0.7 FTE**

Thank you for requesting details for the above post at Cotham School. You will be required to teach English across the age and ability range at Key Stages 3 and 4. This is a temporary post covering maternity leave, commencing 19th February 2018.

Candidates wishing to be considered for this post should complete an application form together with a letter, no more than **2 sides of A4** to support your application. The letter should focus on details of the personal qualities which will make you successful in this role, the experiences which you believe have prepared you for this post and how you will approach the tasks of further raising standards, particularly amongst pupil premium students.

Cotham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All offers of appointment are conditional on the following:

* Enhanced DBS check
* The receipt of at least 2 satisfactory references
* Verification of identity
* Verification of qualifications
* Verification of QTS where required
* For all candidates; that they are legally able to work in UK

The closing date for this post is **9.00 am Thursday 18th January.** Interviews are likely to take place week commencing **Monday 22nd January.** If you do not hear from us by this date we regret your application will have been unsuccessful on this occasion.

Yours sincerely



Ruth Hale

HR Manager

**THE ENGLISH CURRICULUM TEAM**

The English Curriculum Team moved into a new, much improved permanent base in January 2011. The department has new state of the art specialist classrooms which will include an ICT computer suite from this September.

The Curriculum Area works as a team. We share resources and collaborate on aims and objectives. We welcome new ideas and initiatives as a way of both further raising attainment and of enthusing students for English.

The English Curriculum Area prides itself on its Schemes of Work. These are regularly revised and updated and we work collaboratively in producing these. We are committed to mixed ability teaching throughout all Key Stages although in each of Years 8 – 11 there are two smaller lower ability groups.

There is a wide range of enrichment opportunities offered by the department.

**KEY STAGE 3**

Students in Years 7 – 9 are taught in groups of 25 – 30. We have achieved consistently good results and end of Key Stage levels are high showing excellent value added. In 2013 88% of Y9 students achieved Level 5+. We have an established programme of enrichment including Book Club, Creative Writing Club and Theatre and Author visits.

**KEY STAGE 4**

At Key Stage 4 most students study the English Language and English Literature GCSE (WJEC English Language and WJEC syllabus A Literature). Two lower ability classes study the Cambridge Board Certificate: First Language English Level 1/2. GCSE results are excellent and students make good progress between KS2 and KS4. In 2013 69% achieved A\* - C in English and 76% achieved A\* - C in English Literature.

The majority of the controlled assessments are completed in Year 10 with Year 11 mainly devoted to examination preparation. We are always keen to encourage wider reading and creativity.

**POST 16**

English Literature, combined English Literature and Language and English Language AS and A2 are popular choices at Cotham for post 16 students. As a team, we're proud of our good results.

Film Studies and Media Studies are also taught by the English Department. Both subjects have proved hugely popular with students and recent student evaluations have provided very positive feedback. Results at AS and A2 level are strong and retention at A2 is high.

Visiting speakers regularly comment on the students' willingness, enthusiasm and thoughtful observations about the texts they are studying. Post 16 students enjoy many extra-curricular and enrichment activities. These have been built around modules and in the past have included an enrichment day in March which built on students’ experiences of their subjects in various ways. There are numerous theatre visits; a trip to New York or London at half term; horror genre day at The Watershed; Arvon creative writing retreat.

**COTHAM SCHOOL**

**PROFESSIONAL JOB DESCRIPTION**

**POST:** Key Stage 3 Co-ordinator for English and Tutor 07.FTE

**SALARY:** MPS +TLR 2a

**LINE MANAGEMENT ACCOUNTABILITY:**

Under the line-management supervision of the Curriculum Team Leader (CTL) to support, hold accountable, develop and be responsible for Key Stage 3 in English, developing and leading staff in the area to ensure high standards of learning and teaching and the well-being of staff and students. To provide regular progress updates to the CTL consistent with the procedures in the school’s self-evaluation policy.

1. **PURPOSE OF THE POST:**

1. Ensuring that the teaching and learning process is planned and implemented to secure the academic and social progress of students.
2. To monitor, evaluate and review standards, efficiency and effectiveness of all areas of the team’s work and ensure the implementation of Whole School Policies, supporting colleagues in their implementation.
3. Within the context identified below, the Key Stage Co-ordinator is required to carry out the professional duties set out in the relevant paragraphs of the “School Teachers’ Pay & Conditions Document”.
4. **ACCOUNTABILITIES:**
5. To create, agree and support the achievement of Curriculum Area targets and to make a measurable contribution to those of the whole school. To strategically plan for their achievement and to evaluate progress through tracking students’ attainment and progression.
6. To lead the creation, implementation, monitoring and evaluation of key stage improvement plans ensuring they make a significant contribution to the area and whole school improvement plans and the attainment of their targets.
7. To provide regular feedback to staff in a way that recognises good practice and supports their progress against performance management objectives resulting in a tangible impact in student learning across the area.
8. To take a shared role in staff development, working within the school’s Performance Management Framework, consulting with colleagues on their professional development needs, advising on INSET needs and supporting the attainment of their Performance Management Objectives. Assisting with the induction of new staff, NQTs and ITT students and advising on the staffing needs of the area; their recruitment and selection to secure sound succession planning.
9. To have responsibility for curriculum planning and development, assessment, recording and reporting, engaging area staff in the creation, consistent implementation and improvement of Schemes of Work that encapsulate the school’s key learning strategies.
10. To actively implement and promote the school’s inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

**KEY ASPECTS:**

**The post holder is required to:**

* 1. Take an active role in the consultative process in the team and take a significant role in the whole school consultation and decision making processes.
	2. Support, hold accountable, lead, and manage the Key Stage staff working in collaboration with the CTL.
	3. Inform the team on whole school and external issues and represent the views of the team in the appropriate forums.
	4. Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.
	5. Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.
	6. Carry out supervisory duties in accordance with published rotas.

**IN ADDITION THE POST HOLDER:**

Will act as a subject teacher commensurate with qualifications and experience and subject to the constraints imposed by this job description.

Will undertake a pastoral role within the school, as appropriate.

Such other duties as from time to time be reasonably assigned by the Head.

**REVIEW:**

This job description does not define in detail all duties or responsibilities of the post. It will be reviewed and may be subject to modification or amendment after consultation with the post holder.

 **COTHAM SCHOOL**

**PERSON SPECIFICATION**

**LANGUAGES AND KEY STAGE CO-ORDINATOR**

The following criteria will be used when short-listing and interviewing candidates

|  |  |  |
| --- | --- | --- |
| **Essential** | **Desirable****(but not essential)** | **Evidence** |
| **Qualifications*** Degree and Qualified Teacher Status (QTS)
* Evidence of recent professional learning in relation to this role
 | Interest in gaining further degree or relevant qualifications  | Application form, letter and certificates  |
| **Knowledge and Skills*** A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation
* Good understanding of implementing effective strategies for managing pupil behaviour in an ‘Inclusive’ environment
* Excellent verbal and written communication skills
* Experience of teaching across the age and ability range at Key Stages 3, 4, and 5.
* Excellent interpersonal skills including listening, negotiation, persuasion and direction.
* Good team working skills.
* Ability to implement change and keep up with curriculum developments.
* Able to lead on the organisational aspects of the curriculum area.
* Ability to use data analysis and review to inform strategies
* Ability to teach English at Key Stages 3 and 4
* Ability to teach English Literature at Key Stage 5
 | The ability to teach a second subject would be an advantage in this growing schoolExcellent IT skills including the ability to use a range of standard Microsoft packagesTo understand different leadership styles and their relevance in different contexts | Application form, letter, interview and demonstrated in observed teaching and task. |
| **Personal Attributes** * Ability to inspire trust and empower others
* Confidence, energy and enthusiasm for teaching one’s subject
* Stamina, determination, drive and ambition.
* Evidence of a range of interests and a willingness to become involved in the wider aspects of the school community
* Ability to meet deadlines and work under pressure
* A record of outstanding teaching leading to exceptional student achievement.
* Commitment to equal opportunities and creating an ethos where everyone is respected, feels valued and is enabled to work effectively.
* Self-motivated
* Integrity, sound judgement and the ability to take decisions
 |  | Application form, letter, interview and observed teaching session and task |

**ROLE OF TUTOR**

**PARTICULAR RESPONSIBILITIES:**

To see the role of the Tutor as supporting the central task of learning by enabling each student to receive the best possible education through:

1. effective care, discipline and rewards
2. regular academic oversight
3. counselling, guidance and support
4. opportunities for responsibility

To be familiar with and implement school policies and procedures on care and guidance issues: eg, bullying, child protection.

To deliver the agreed tutorial programme and promote a positive and caring ethos within the Tutor group.

**KEY TASKS:**

* Monitoring patterns of attendance and lateness.
* Maintenance of students’ academic and progress records (personal files) and advising the central office of amendments to student database.
* Monitoring of student progress including personal tutoring.
* Monitoring of Homework provision and completion through the student planner.
* Maintaining effective and regular communication with parents through Family Consultation Days, email, telephone calls and agreed reporting procedures.
* Liaison with the Learning Co-ordinator, Special Educational Needs and Curriculum Team Leaders to provide the necessary referral and action programmes for students in need of specific help.