**COLSTON’S GIRLS’ SCHOOL TRUST**

*“Responsibility, Respect, Resilience, Curiosity”*

**Background Information:**

CGS Trust is a multi-academy Trust formed in 2012 which seeks to provide outstanding education for its pupils. Currently the Trust has six schools – Colston’s Girls’ School, the Dolphin School, Dolphin School, Kingfisher School, Fairlawn School, Bannerman Road Community Academy and Barton Hill Primary with further development of new schools planned over the coming years.

The primary aim of CGS Trust is to enable all pupils within the Trust schools to develop a deep passion for learning and the academic and character skills necessary to instil high aspirations. This will enable them to achieve their ambitions and become active citizens and leaders, regardless of socio-economic background. Our belief is that all young people can succeed if they have access to exceptional education.

The Trust vision is to ensure that all pupils are well prepared for the next stage in their academic careers. CGS Trust has a set of core beliefs and values which are embedded in all its schools whilst allowing each learning community to develop a distinctive identity relevant to its local community. The core values across the family of schools are: Achievement, Aspiration, Responsibility and Community.

The strategic aims of the Trust include

* Securing high quality education provision that generates high aspirations and achievement
* Establishing consistency across each school.
* Establishing a network approach to school improvement.
* Establish clear performance measures and accepted procedures for ensuring outstanding provision.
* Establish outstanding leadership and Governance within all schools.

**What does this mean for the Trust Community?**

**For pupils**

Commitment to creating the very best learning opportunities for every pupil in the Trust that:

* Establishes high aspirations and expectations.
* Nurtures and celebrates a range of talents and skills.
* Unleashes creativity and curiosity.
* Exposes children to new experiences, situations and challenges.
* Develops independent minds.
* Builds capacity to be reflective, resilient, resourceful, enterprising and self –assured.
* Provides stretch and challenge.
* Provides high quality support.
* Creates leadership opportunities.
* Demands outstanding teaching.

**For parents**

Commitment to working in partnership with parents.

**For staff**

Commitment to a planned programme of Continuing Professional Development for all staff

Growing our own leaders, teachers and support staff

The strategic aims of the Trust include

* A shared vision and set of values, aspirations and expectations that are part of the day to day life of the schools.
* Strong strategic governance to drive forward plans and resource development.
* Securing high quality education provision that generates high aspirations and achievement.
* A framework for leadership across the Trust.
* A common approach to school improvement.
* One integrated education and support service.
* A single training and staff development function.
* A systematic strategy for promoting parental engagement, wider community involvement and partnership development.
* Clarity in terms of the strategic future of the Trust.

**Colston’s Girls’ School**

Colston’s Girls’ School (CGS) is the flagship school of the CGS Trust, a multi-academy Trust formed in 2012 which seeks to provide outstanding education for its pupils. Currently the Trust comprises of six schools – Colston’s Girls’ School, the Dolphin School, Dolphin School, Kingfisher School, Fairlawn School, Bannerman Road Community Academy and Barton Hill Primary with a vision to expand further over the coming period. Colston’s Girls’ School was recently named as the top performing non-selective school in the South West for GCSE performance in 2014.

We are seeking to appoint a creative and innovative practitioner who is not only passionate about their subject but who is keen to develop professionally in the future. There may be the opportunity to work across the Trust in due course.

In CGS schools all pupils will achieve to the best of their individual ability.  As members of  ‘Green Schools’ with a focus on languages, pupils will develop an understanding of their position in the wider world in preparation for life as global citizens.

**SUBJECT TEACHER**

The Subject Teacher will be responsible for the quality of Teaching and Learning in their subject and will ensure that each girl develops her potential to the full in a stimulating and lively environment.

The Subject Teacher is answerable to their Head of Department, the appropriate Vice or Assistant Principal and the Head of School. The areas of responsibility fall into the following broad categories:

1. Teaching and Learning
2. Development and training
3. Internal and external assessment, recording and reporting
4. Management of budget and resources
5. Communications
6. **TEACHING AND LEARNING**

The quality of Teaching and Learning is the prime concern of the Subject Teacher who will:

* Plan, prepare and teach lessons in line with the Departmental Schemes of Work and external examination syllabuses in their subject.
* Contribute to the planning and development of Schemes of Work within the appropriate subject area.
* Provide sufficient stimulus for the most able of our pupils whilst still recognising the needs of all pupils in their classes.
* Assist in the selection of appropriate examination syllabuses and assist in the evaluation of their effectiveness.
* Ensure delivery of the curriculum through appropriate means, including access to external resources such as speakers, visits, fieldwork.
* Implement departmental policy on homework, marking and recording.
* Provide information for the allocation of pupils to sets.
* Ensure (with Head of Department) that proper procedures are observed for all curriculum based journeys out of school.
* Set work appropriate to her classes in all cases of absence.
* Supervise and, as far as is practicable, teach any pupils whose usual teacher is not available to teach them.

1. **STAFF DEVELOPMENT AND TRAINING**

The Subject Teacher will:

* Accept an equitable teaching load and spread in line with the School’s curricular needs and appropriate to her skills and experience.
* Be ready to undertake responsibility within the Department.
* Seek opportunities for further training or development within her subject area.
* Show awareness of new methodology, new materials, new resources.
* Manage ancillary staff where appropriate.
* Take part in an Appraisal programme.

1. **EXAMINATIONS, ASSESSMENTS, RECORDING AND REPORTING**

The Subject Teacher will:

* Ensure that all work for external assessments complies with the requirements of the Examination Board.
* Ensure that all deadlines imposed by Examination Boards or school management are met in respect of coursework, moderation, practical assessments, school reports or other data.
* Carry out Internal Assessments at appropriate times.
* Ensure that work is always marked, moderated and recorded in ways consistent with School Policy.
* Keep such records as are required by external examination bodies.
* Ensure that reporting to parents is carried out in a way consistent with departmental policy.
* Contribute to the preparation of academic references or internal school reports as required.
* Participate in arrangements for public examinations including the supervision of those examinations.
* Assist in the evaluation of external examinations and the response to appropriate boards.

1. **MANAGEMENT OF BUDGET AND RESOURCES**

The Subject Teacher will:

* Assist in the selection and control of resources and the management of their proper allocation within the department and will ensure the secure storage of equipment books and consumables and to be accountable for them.

1. **COMMUNICATIONS**

The Subject Teacher will:

* Keep the Head of School or his delegate informed of all matters which are her proper concern.
* Be aware of and act upon the issues that relate to the effective discharge of her duties.
* Facilitate communication within the Department at all times.
* Attend all Staff, Faculty and Departmental meetings.
* Attend all Parents’ Evenings, or such other occasions as the Head of School shall from time to time require.
* Contribute to Departmental work for Open Days, Activities Morning or any other such occasion as the Head of School shall from time to time require.
* Liaise with the Form Teacher, Heads of Year or Head of Sixth Form over academic or pastoral issues which concern individual pupils.
* Be aware of, and comply with, the School Policies for Health and Safety and Equal Opportunities.
* Maintain good order and discipline among the pupils and safeguard their health and safety both on the school premises and when engaged in authorised school activities elsewhere.
* Undertake such administrative and supervisory duties that are reasonably assigned to them.

**Department of English**

English is a popular and successful subject at Colston's Girls' School and we have 7 members of teaching staff in the department. The A-Level Language and A Level Literature courses are among the school’s most popular choices and students' reading, writing and speaking and listening skills are developed over the Key Stages. The wide selection of texts, tasks and topics presented to students ensures that there is always something to interest everyone. We pride ourselves on delivering an engaging and varied curriculum which is tailored to the needs of individuals and allows all students to achieve to the very best of their ability. At GCSE level, we follow the WJEC EDUQAS examination board and at A-Level, we follow AQA for both A Level Language and A Level Literature (Specification A). Our academic teaching of the subject is supported by a wide range of extra-curricular activities and competitions which are hugely popular across all year groups. In addition, the English department takes a leading role in improving students' literacy levels across subjects. Please refer to our school website for further information.

**Person Spec**

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| --- | --- | --- | --- |
|  | **Attributes** | **Essential** | **Desirable** |
| **Education and Training** | Relevant first degree | Y |  |
|  | Qualified Teacher status | Y |  |
|  | Evidence of commitment to own professional development | Y |  |
| **Experience** | Excellent classroom teacher, with a clear commitment to improving the quality of pupils’ learning | Y |  |
|  | Extensive knowledge of the taught Curriculum | Y |  |
|  | Experience of using a range of classroom management strategies to promote high quality learning for all children | Y |  |
|  | Use of assessment data to raise standards | Y |  |
|  | Experience of successful and innovative teaching in Key Stages 3, 4 and 5 | Y |  |
|  | Excellent ICT skills | Y |  |
|  | Evidence of a commitment to extended learning for students beyond the classroom | Y |  |
|  | Potential to be an outstanding classroom practitioner |  | Y |
|  | Experience of working with parents and carers and external agencies |  | Y |
|  | Knowledge of the Ofsted Framework |  | Y |
| **Skills and Aptitudes** | Ability to create a happy, challenging and effective learning environment | Y |  |
|  | Commitment to the vision and ethos of the school | Y |  |
|  | A passion for the subject and knowledge and skills to inspire students | Y |  |
|  | A subject specialist | Y |  |
|  | A creative approach to Teaching and Learning to engage and further children’s interests | Y |  |
|  | Commitment and ability to ensure all pupils achieve well and an interest in how students learn | Y |  |
|  | Excellent inter-personal skills and the ability to establish good working relationships with a wide range of people including students, parents and carers, colleagues and Governors | Y |  |
|  | Ability to communicate effectively and accurately, in writing and orally | Y |  |
|  | Ability to inspire, challenge and motivate others to work towards common goals | Y |  |
|  | Ability to prioritise, plan and organise self and others | Y |  |
|  | Energy, imagination and personal commitment | Y |  |
|  | Understanding of the use of ICT as a management tool |  | Y |
|  | A sense of humour | Y |  |
|  | Reflective and analytical | Y |  |
|  | To have high expectations and aspirations of all children | Y |  |
|  | Knowledge, skills and desire to want to be a Tutor | Y |  |
|  | To have a willingness to be involved in the wider side of school life. | Y |  |
|  | Commitment to the safeguarding and promoting the welfare of children | Y |  |
|  | Commitment to Health and Safety, including staff wellbeing and equal opportunities | Y |  |