**BRIEFING FOR APPLICANTS**

Teacher of English

Teachers Main Pay Scale / UPS

Permanent or fixed term full time position

**An introduction to our school**

Chapel-en-le-Frith High School is an 11-16 mixed, community, comprehensive school of 950 students. It is unusual in that it was formed in 2003 by the merger, in a new building provided under a PFI contract, of the local area special school with the existing high school.

The special school became the current 38 place resourced SEND provision whose cohort still has a high level of need more normally associated with special school provision. To meet the needs of this cohort the enhanced resource operates a full, independent curriculum and has significant dedicated staffing.

The appointment of the current headteacher in September 2011 saw the school change direction; with a concerted focus on “learning and progress” and a determination to achieve results ranking alongside the best schools nationally; whilst remaining a highly inclusive, friendly, community school.This new focus has had a rapid and significant effect on results, reputation, student numbers and the recruitment of high quality staff. *“Pupils make outstanding progress in a range of subjects and outcomes have improved year on year”* (Ofsted 2016)

The school has been heavily oversubscribed for year 7 entry for the last four years as a result of parents from well outside of catchment choosing the school for their children, for 2017 admission around a fifth of applications were from “out of area”. Many students travel to and from school by bus with some travelling for over an hour.

Demand for places in the enhanced resource provision is high and one of the few such provisions in Derbyshire to be full. As an “area” provision it caters for a range of needs with about half of the cohort having statements/EHCPs for autistic spectrum disorder and the other half split between moderate and severe learning difficulties; behaviour, emotional and social difficulties; speech, language and communication difficulties and physical disabilities. Students with enhanced resource statements/EHCPs are well integrated into the life of the school and are integrated into mainstream lessons where this best meets their needs. *“Pupils who have special educational needs or disability make above average progress. They are exceptionally well supported.”* (Ofsted 2016)

The school’s highly inclusive ethos and excellent results with looked after children and students with SEND makes it a popular choice for parents and local authorities, including those beyond Derbyshire, placing children in care, “hard to place” students and those with complex special educational needs. An increasing number of students join the school “in year” (we have 48 such students on roll at present), with a significant number of these having encountered difficulties in their original schools. The school sits in the highest quintile nationally for students with a statement or EHCP. *“The school’s inclusive culture provides excellent conditions for all pupils, regardless of their needs or abilities, to thrive and achieve.”* (Ofsted 2016)

Despite the school’s rural surroundings and low overall school deprivation indicator there is considerable socio-economic variation across the school’s catchment with a significant minority of students coming from difficult and deprived backgrounds; the intake is truly “comprehensive”. The school is very aware of the difficulties that growing up in an isolated rural community presents to its students and has undertaken substantial work in the last four years to raise aspirations and broaden horizons. *“All groups of pupils are very well prepared for the next stage of their education and learning”* (Ofsted 2016)

The nearest big towns to the school are Buxton and Stockport but good transport links mean that the school’s staff travel from a wide area with many commuting from Manchester, Sheffield and Chesterfield and a sizeable contingent living in the villages of the Peak District. The Peak District National Park on the school’s doorstep provides endless opportunities for walkers, cyclists, climbers and other outdoor enthusiasts.

Unlike many schools we have never been driven by Ofsted grades, we have been determined that becoming an “outstanding school” wouldn’t become an end in itself: we are about education and our students. We have talk about “being outstanding differently”, achieved without coercion and massive top down pressure, by a team of professionals working together with well motivated students. Our recent Ofsted inspection (February 2016) recognizes we are a school which is outstanding in all aspects of the care and educational provision we provide for our students, the inspection report highlights that *“Leaders are passionate about developing the whole child and broadening horizons; pupils’ social and emotional skills are developed well through their subjects and their everyday interactions with adults.”*

**English Department at Chapel-en-le-Frith High School**

English is a dynamic and successful department achieving attainment and progress that is significantly above national average. The most recent in-house Departmental Review of the department found it to be “outstanding”. Ofsted (2016) acknowledged that *“Pupils make outstanding progress in a range of subjects including English and mathematics.”*

The English team is strong comprising: the CLM who has been in post for 9 years, a Deputy CLM and 6 other teachers. The English department staff also deliver GCSE Media Studies and literacy intervention classes across all year groups, led by our whole school Literacy Co-ordinator who is also a member of the English team. The successful candidate would be joining a very well-qualified, experienced and supportive team.

The Department is based in a suite of 6 specialist rooms; each with a data projector. In addition, one classroom has a small cluster of PCs for class use. The department is well-resourced with a variety of texts and great use is made of collaborative joint planning. The library proactively supports the work of the English department and there is a whole school focus on developing reading.

The English team has chosen to deliver the new AQA specification at GCSE and the vast majority of students will be entered for English and English Literature qualifications. The structure of the schemes of work have been developed to promote a 5 year approach to the GCSE specification and we no longer view the curriculum as Key stage 3 and Key Stage 4. All students are currently graded on the new 9-1 grading system and their ‘Aim High’ target grades are set accordingly in consultation with the English Department.

The successful candidate is likely to be a form tutor, a vital role in school.

There will be an appropriate induction programme available for the successful candidate.

**Person Specification**

**Teacher of English**

 **Essential Desirable** **Evidence**

|  |  |  |  |
| --- | --- | --- | --- |
| Qualifications1. Relevant degree or equivalent
2. Teaching qualification
3. Further relevant qualifications and training
 | ✓✓ | ✓ | Application FormApplication FormApplication Form |
| Experience1. Experience of teaching English successfully from Years 7-11
2. Experience of teaching to A level
3. Experience of teaching across the age and ability range
4. Experience of working with colleagues to ensure students’ individual needs are met
5. Experience of using a range of teaching and learning styles to ensure students learn effectively
6. Experience of innovation and developing practice
7. Experience of working with colleagues to help them develop good practice
 | ✓✓✓ | ✓✓✓✓ | Application Form/Letter/InterviewLetter/InterviewLetter/InterviewLetter/InterviewLetter/InterviewLetter/InterviewLetter/Interview/References |
| Interpersonal1. Ability to work co-operatively with a wide range of staff and as part of a team
2. Ability to work effectively with colleagues across schools and phases
3. Ability to relate positively to students, and show a fundamental commitment to them and their development
4. Ability to work in partnership with Governors, parents and the community
5. Commitment to achieving the highest standards
6. Enthusiasm for English and ability to communicate this
7. Sense of humour
 | ✓✓✓✓✓✓ | ✓ | Letter/References/InterviewLetter/References/InterviewLetter/References/ InterviewLetter/InterviewLetter/InterviewLetter/InterviewInterview  |
| Knowledge/skills1. Clear expectations on pupil behaviour and discipline
2. Administrative and organisational skills, with good attention to detail
3. Good oral and written skills
4. Good ICT skills
 | ✓✓✓✓ |  | Letter/InterviewLetter/InterviewLetter/InterviewLetter/Reference |

Chapel-en-le-Frith High School

**Job Description**

This document has been drawn up based on the Teachers’ Pay and Conditions Document and other statutory provisions

**Teacher of English**  **Teachers Main Pay Scale/UPS**

**Purpose**

* To raise standards of student attainment and progress in all aspects of English through high quality teaching and learning within English lessons
* To monitor student progress and development within English lessons
* To ensure a variety of extra-curricular opportunities in English

**Reporting to**: **Curriculum Learning Manger - English**

**Main Duties**:

|  |  |
| --- | --- |
| Key Functions | * To implement and deliver an appropriately broad, balanced, relevant and challenging and differentiated curriculum for students, incorporating the National Curriculum requirements and in line with the curriculum policies of the school.
* To facilitate, support and monitor the overall progress and development of a designated group of students.
* To foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential.
* To share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review.
* To support and contribute to the school’s responsibility for safeguarding children.
 |
| Teaching | * To seek to raise standards of teaching and learning at Chapel-en-le-Frith High School.
* To ensure a high quality learning experience for students, which meets internal and external standards.
* To teach, according to their educational needs, students assigned to him/her, differentiating material, resources or delivery appropriately including the deployment of support workers in the classroom.
* To provide a positive, and conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships.
* To set high expectations for students’ behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the school’s behaviour policy.
* To mark work according to whole school and departmental procedures giving appropriate and meaningful feedback to enable students to progress
* To assess, record and report on development, progress and attainment of students in line with national and school requirements and keep records as required by the school system.
* To set targets for pupil attainment and achievement in line with school policy and to monitor progress towards these targets.
* To keep methods of teaching and programmes of work under review.
 |
| Students’ Progress and Development | * To promote the progress and development of all students in his/her care
* To safeguard students’ health and safety both in school and out following school procedures.
* A commitment to safeguarding and promoting the well-being of all students in the school
* To participate in arrangements for preparing students for public examinations, assessing their work and recording and reporting these assessments.
* To contribute to the personal, social, health, citizenship and enterprise education of students according to school policy.
 |
| Continued Professional Development | * To be proactive in assessing his/her training and professional development needs and seeking appropriate opportunities to meet these needs.
* To participate in the school’s performance management systems and, where appropriate, contribute to the performance management of others.
* To work with colleagues on preparing, developing courses of study, teaching materials, teaching programmes, methods and assessment and pastoral issues.
 |
| Communication | * To communicate effectively with parents of students and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff.
* To record and report on the personal and socials needs and development of students.
* To communicate and consult with parents.
* To communicate and consult with outside bodies and agencies.
* To provide or contribute to oral and written assessments, reports and references.
 |
| Contribution to the whole school | * To play a full part in the life of the school, to support its mission and ethos and to encourage and ensure staff and students follow this example
* To contribute to and promote the policies of the school
* To contribute to the formulation and implementation of the School Improvement Plan and associated action plans as appropriate.
* To support and adhere to the school’s quality assurance procedures
* To work as a member of a designated team or teams and contribute positively to effective working relationships within the school.
* To promote the Department and subject at school events such as Open Days/Open Evening.
 |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

**Notes on Applying**

Applying for any job is time consuming and difficult, these notes aim to make it easier!

**Please note: we do not use either the Derbyshire County Council or the TES online application process. You need to either complete a paper application and post it or word process the application and e-mail it to us.**

**The Application Form**

Please complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand please use black ink. Indicate clearly on the front page the post you are applying for.

From a safeguarding point of view we are required to ensure that there are no unaccounted for gaps in your employment or educational history. Please explain any gaps that do appear; notes like “gap year” or “bringing up children” are really helpful.

**Referees**

Please use referees who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses and contact details, e-mail addresses are very useful. One referee must be your current or most recent employer; if you are working in a school it should be your headteacher. References will not be accepted from relatives or from people writing solely in the capacity of friends.

 **The Supporting Statement or Letter of Application**

The supporting statement or letter is probably the most important part of your application. You should make statements which demonstrate how your qualifications, personal qualities and experience match the post, focus on the impact of any work you have done. You should take particular care to demonstrate how you meet the person specification included as part of these details.

**CVs**

In line with current safeguarding guidance we do not accept CVs. Please do not waste your time by submitting a CV.

**Arrangements for Interview**

Shortlisted applicants will be contacted as soon as possible after the closing date. For teaching posts referees are contacted prior to the interview stage. If you are shortlisted, any relevant issues arising from your references will be taken up at interview.

**Appointments**

Appointments are made conditional upon the successful candidate meeting the Local Authority’s requirements for health; satisfactory references; satisfactory DBS checks; qualification checks and (for teachers) checking of Qualified Teacher Status.

**Submitting your Application**

When you have completed your application, the completed form and covering letter should be posted to the school, addressed to the headteacher, to arrive before the closing date. You may e-mail applications to Diane Hibbert, Personnel Administrator. (dhibbert@chapelhigh.org.uk)