



**Academic Excellence. Rich in Opportunity**

## The English Department

The English department at Smithills School is a happy, thriving place to work: we are a team of committed professionals who work hard and support each other as we take the department forward. We are united in our common goals for students:

- Promoting independence and an ethos of being the best you can be
- Deploying a range of strategies to engage students and to further their success in English
- Supporting students in achieving their potential
- Developing pride in their work
- Thinking hard and deeply about English but also about our place in the world and the issues which affect people

And, just as importantly, we are united in our common goals for staff:

- Looking after each other professionally and personally, sharing resources, expertise and best practice
- Respecting what each other brings to the department and learning from each other all the time
- Laughing together and bolstering each other through the good and the tougher times
- Supporting each other's professional development

We have recently re-designed the curriculum so that Literature has equivalence with Language: this guiding belief in the vital importance of Literature underpins our work. We mobilise the power of Literature to open doors in thinking and to connect students to the issues, ideas and feelings which shape our lives. Every scheme of learning now includes a range of references to the conversation of mankind, supporting students to debate and grapple with big ideas whilst seeing the relevance of literary works to today. In this and in other ways, we encourage students to find their voice in the world.

There are 12 full time teachers. Within this team is a wealth of expertise: everyone brings something to the table. We are fortunate enough to count amongst us: the Vice Principal for Curriculum; the Assistant Vice Principal for Teaching and Learning, EAL, literacy and SEND; the Assistant Vice Principal for English, Reading and the library; the Director of Learning for year 11; the SEND co-ordinator; lead on KS4; lead on KS3; lead on year 7. Each member of the team is enthusiastic, dedicated and caring in their approach to colleagues.

We are acutely aware that the education we provide students with holds the key to their life opportunities. This awareness shapes our daily work and our pedagogy. In particular, we know that we need to deliver high quality classroom practice so that students can achieve the GCSE grades in English Language and in English Literature which are so crucial to future success. GCSE outcomes in English for the 2016-2017 cohort were a clear improvement on previous years: English Language 9-5 41.5% and 9-4 59.4%; English Literature 9-5 37.2% and 9-4 53.6%. We are determined to build on this success, aiming for even more powerful results for the current year 11 cohort and for all future year 11s. We are particularly focused on strategies to stretch and challenge, so that we can support the achievement of all students, but especially the more able. We are also focused on strategies which promote the engagement and achievement of boys, as the gender gap is one which we need to close.

## **STATUS OF THE POST**

This is a main scale teaching post within the school's structure.

## **MAIN RESPONSIBILITIES OF THE POST**

The post holder is required to fulfil the professional responsibilities which are common to all classroom teachers in the school, as outlined in the current School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

In particular the post holder's key responsibilities will be for improving the standards of learning and raising levels of student achievement for all students in their care.

The post holder is accountable to a nominated Subject Leader, Senior Leader and to the Principal.

## **PROFESSIONAL RESPONSIBILITIES**

The post holder will be expected to match the characteristics described in the Professional Standards for Teachers, as appropriate to his/her career stage, and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.

### **Making an impact on the educational progress of students in your care.**

- To promote the general progress and well-being of all students reporting concerns to the appropriate staff member
- To provide guidance and advice to students on educational and social matters
- To ensure that students experience an educational programme that is personalised to their particular needs, developing their skills and abilities
- To actively contribute to the review, evaluation and development of effective Schemes of Work, teaching materials, methods of teaching and methods of assessment in line with school and national policy
- To actively promote relevant subject related activities to promote students' enthusiasm and interest
- To ensure that lessons are appropriately planned, delivered and reviewed
- To be actively involved in interventions to raise student achievement & attainment across the curriculum area
- To assess, record and report on the development, progress and attainment of students in line with school policy
- To monitor and review student progress against targets, ensuring appropriate follow-up action
- To ensure positive behaviour for learning for all students in line with the school's behaviour management policy
- To work to foster a positive working environment in the curriculum area that supports students' learning
- To provide an effective role model for students in terms of your own professional practice

### **Leading, developing and enhancing your own teaching practice (or work) and supporting the development of others**

- To work collaboratively within the subject team to reflect the whole school vision
- To coordinate and manage the work of other staff as appropriate to your role
- To participate fully in the performance management of yourself and other staff in line with the school policy
- To actively review and evaluate your own performance and quality of teaching
- To identify key professional development needs and to actively undertake appropriate training opportunities to meet these needs
- To actively support the professional development of other colleagues within the school including the induction and assessment of new teachers
- To work collaboratively to improve the quality of teaching and learning through lesson observations and other strategies, sharing judgements with colleagues as appropriate

### **Taking an active role in the day to day management of the school**

- To follow all the whole school and departmental policies and practices
- To attend and participate in all calendared meetings as appropriate to your level of responsibility
- To participate fully in arrangements for preparing students for external examinations
- To play an active part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- To play a part in the pastoral development of students particularly acting as a form tutor for a group of students
- To take all registers promptly in line with school policies
- To undertake supervision duties before, during and after school in line with the school's duties policy
- To take responsibility for the effective management of resources in your care
- To ensure that all Health & Safety requirements are complied with
- To ensure the environment within the curriculum area is conducive to learning

### **Other specific responsibilities**

- To ensure effective liaison with internal and external support agencies
- To liaise and collaborate with peers in school and in other schools to share, disseminate and develop good practice
- To develop effective liaison with parents/carers informally and through formal home/school communications procedures
- To make an active contribution to the school's ongoing self-evaluation process
- To play an active part in the provision of a range of enrichment activities and extra-curricular activities across the curriculum area
- To carry out any other reasonable duties as assigned by the Principal

# SMITHILLS SCHOOL

## Person Specification for the post of Teacher of English

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
<b>1. SKILLS AND KNOWLEDGE</b>		
1.1	To be a good classroom practitioner and the ability to work effectively within a team environment	Interview/Reference
1.2	Ability to build effective working relationships with all pupils and colleagues	Interview/Reference
1.3	Ability to enthuse, inspire and motivate students	Interview/Reference
1.4	Good ICT skills to support learning	Application Form/Interview
1.5	To be able to plan and develop appropriate learning activities	Application Form/Interview
1.6	To be able to plan and organise themselves effectively.	Application Form / Interview
<b>2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC</b>		
2.1	Qualified Teacher Status	Application Form
2.2	Honours degree or equivalent	Application Form
2.3	Experience teaching GCSE	Application Form
2.4	Willingness to participate in relevant training and development opportunities	Application Form
2.5	Experience of working successfully with young people	Application Form
<b>3. WORK RELATED CIRCUMSTANCES – PROFESSIONAL VALUES &amp; PRACTICES</b>		
3.1	Thorough subject knowledge and understanding of current curriculum developments	Application Form/Interview
3.2	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Interview/Reference
3.3	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Reference
3.4	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Interview/Reference
3.5	Able to liaise sensitively and effectively with parents/carers, recognising their role in pupil learning	Application Form/Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues	Application Form/Interview
3.7	Up to date knowledge of NC requirements	Interview
3.8	Awareness of current curriculum requirements KS3-4	Application Form/Interview
3.9	A willingness to support and uphold the multicultural ethos of the school	Application Form/Interview

DESIRABLE REQUIREMENTS		METHOD OF ASSESSMENT
<b>1. SKILLS AND KNOWLEDGE</b>		
1.1	To be familiar with the use of an interactive whiteboard to enhance learning	Application Form/Interview
<b>2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC</b>		
2.1	Higher Degree	Application Form
2.2	A desire to progress in his/her career	Application Form
2.3	Proven ability to engage and enthuse pupils	Application Form/Interview
2.4	A willingness to contribute to extra-curricular activities	Application Form

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including any which the penalty is “time expired”
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

M Sidebottom  
Principal

March 2018

# **SAFEGUARDING CHILDREN – DISCLOSURE & BARRING CHECK**

## **Exempt under the Exceptions Order to the Rehabilitation of Offenders Act 1974**

You are advised that all jobs at Smithills School are subject to an Enhanced Disclosure Check via the Disclosure & Barring Service. This means that you are required to disclose any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance including relevant dates.

When completing an application form you are asked to sign a form that the information you have provided about any criminal convictions is a true statement. A conviction will not necessarily be a bar to obtaining employment, BUT failure to disclose any of the above criminal conviction will disqualify you from this appointment and may render you liable to dismissal without notice.

Disclosure checks will only be sought from the Disclosure & Barring Service after a candidate has been provided with a provisional offer of employment. If you have subscribed to the Disclosure & Barring Service (DBS) update service please indicate this on your application form.

To protect your privacy when applying for a post, you can provide details of any convictions, cautions and bind-overs in a sealed envelope marked 'Private', for the attention of Alice Lees, and return this with your completed application form. Please indicate on the application form if you have enclosed further information separately.

If you require any further information or have any questions, please contact Alice Lees, Business Director, at Smithills School on tel: 01204 467206, prior to submitting your application.