Briefing Pack for Applicants

Curriculum Leader for English



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

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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May we take this opportunity to thank you in anticipation of your application. We will endeavour to acknowledge all applications and inform you of our decision to take through to interview or not. If however, you have not heard from us by the proposed date for the interview, you should assume that on this occasion your application has not been successful. We welcome further applications from you.

# Description: http://bluestrawberryelephant.co.uk/ecco/downloads/main_logo/jpeg/ecco_school_final_logo_black.jpgSection 1: Post Advertisement

**Ecclesfield School**

**Chapeltown Road**

**Ecclesfield**

**Sheffield**

**S35 9WD**

**Curriculum Leader for English**

**Maternity Cover from September 2018**

**MPS + TLR 1B £9474**

Minerva Learning Trust is a recently formed and expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the pupils within our academies. The Trust is passionate that all pupils should see their time at school as happy and fulfilling, with their potential developed to the utmost. Ecclesfield School joined the Trust on 1 December 2017 and, as a sponsored academy, is looking forward to developing this partnership and making rapid improvements for our pupils and community.

The governors wish to appoint a Curriculum Leader for English from September 2018 for a maternity cover. We see this appointment as a key opportunity to join an increasingly developing, supportive and committed team. This is an exciting opportunity to join the English department at Ecclesfield school and to complement the well established current team.

Applications are welcomed from colleagues with the drive and commitment to consistently pursue the highest standards of student outcomes and deliver sessions with an innovative, inspiring and challenging approach.

Ecclesfield School is an all-ability, co-educational 11-16 school. Situated on the north-east edge of Sheffield with good transport links to central Sheffield as well as the M1, our current roll is 1750. Please see our school website for more details.

Ecclesfield offers the successful candidate a whole-hearted commitment to professional learning that places individual development at the heart of its ethos. You will also benefit from opportunities to learn as part of a dynamic, forward-facing team.

Further details are provided on application in the job description.

**Closing date:** Thursday 22nd March 2018, 2 pm

**Interviews:** W/c March 26th 2018.

Ecclesfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a DBS form in line with Section 115 of the Police Act 1997.

**Further information about the post and an application form are available by contacting Jackie Holliday at Ecclesfield School via e-mail:** **jholliday@eccoschool.com** **or downloading a pack from our website.**

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# Section 2: About Ecclesfield School

**OUR ETHOS**

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student’s unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students’ spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

**ABOUT US**

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into ‘Special Measures’ and a following HMI visit in October 2017 re-affirmed the ‘Special Measures’ status. A new Headteacher was appointed in January 2018 and the school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

In January 2018 a new Headteacher was appointed and a change to the leadership and management roles was instigated. The Senior Leadership Team is comprised of ten colleagues - the Headteacher, three Deputy Headteachers and four Assistant Headteachers. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school’s one-to-one mentoring programme. Under Vertical Mentoring, all teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by a new Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on ‘link’ roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand.  There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas.  As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions.  In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success.  There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [www.ecclesfield-school.com](http://www.ecclesfield-school.com)

# Section 3: Department Information:

**English department ethos:**

* To promote and nurture enjoyment and enthusiasm for English.
* To have the highest expectations of ourselves and our students.
* To give all students the opportunity to fulfil their potential by successfully catering for their individual needs.

**Our team**

We currently have 16 full time members of staff and 1 part-time teacher. In addition, we have 2 members of the Senior Leadership Team who are experienced English teachers and currently teach the subject at KS3 and KS4. The department is led by a Director of English, a Deputy Director and 4 Lead Teachers.

The department is housed in accommodation which includes 11 fully resourced classrooms and a workroom for the English staff, together with three dedicated ICT suites, each containing 30 computers. All classrooms have interactive whiteboards. There is a well-resourced library and a full time librarian who works closely with the English team and who supports our reading lessons. She also works alongside our KS3 Lead Teacher to deliver, monitor and manage Accelerated Reader which we run in years 7 and 8.

We have an impressive range of text books within the department ranging from the traditional to more modern literature.  We regularly review and replenish our stock to ensure we have a vibrant selection which will engage all our learners.

**Teaching groups**

Students are taught in mixed ability groups in Y7 and taught in ability groups from Y8. In years 8 and 9, there are three top sets aiming for grades 6 – 9 whilst our lowest group is a smaller class of 10 students who require additional support. We have smaller class sizes in Y10 and Y11 but approach setting in the same way.

**Courses**

Key Stage 3 consists of Y7 and Y8. Students are taught 10 week schemes of work that cover topics such as Shakespeare, The Novel, Power of the Pen and Poetry. Homework projects are set for students at KS3 to complete during the 10 weeks.

At Key Stage 4, students start the AQA GCSE specification and in Y9, they predominantly focus on the English Literature part of the course where we study Macbeth, An Inspector Calls and A Christmas Carol, as well as the Power and Conflict poetry. In Y9 and Y10, students complete homework on a fortnightly basis whilst in Y11 revision activities are set on a weekly basis.

Across all 5 year groups, we aim to embed a range of skills through the teaching of thematic schemes of work which allow teachers the freedom to experiment with different teaching and learning approaches.

**Our aims and ambitions**

We are an ever evolving department, committed to enabling our students to fulfil their potential. We believe that every student has the right to an outstanding education and we strive to facilitate that both within the classroom, but also beyond it through our extra-curricular provision. We work within a culture of high expectations where collaboration is central to the departmental ethos. We are a friendly, supportive department, consisting of teachers who have over 20 years of experience and also NQTs, all working together to deliver the best possible lessons to all our students. There are regular opportunities for professional development and we pride ourselves on our ability to nurture talent and enable colleagues to progress in their careers.

As a team, we are seeking to build on our outcomes from September 2017 and drive our department forwards to excellence. We currently have 5 AQA examiners in the department and work closely with other English departments in the Minerva Trust to develop our practice and improve our results year on year.

It is an exciting time to be part of our evolution; we are looking for a dynamic, ambitious, child-centred individual to be a part of our team and join us in developing an outstanding provision for all.

If you have any further queries or would like to visit the department before submitting an application then please do not hesitate to contact the Director of English directly using the email address ehall@eccoschool.com

# Section 4: Post Information

**Job Description**

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 a manager to undertake work of a similar level that is not specified in this job description.

|  |  |
| --- | --- |
| **Post Title** | **Curriculum/Department Leader**  |
| **Purpose** | * To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress
* To be accountable for student progress and development within the curriculum area
* To develop and enhance the teaching practice of others
* To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school
* To be accountable for leading, managing and developing the curriculum area
* To effectively manage and deploy teaching/support staff, financial and physical resources within the curriculum area
 |
| **Reporting To**  | **SLT Member with Responsibility for Subject Area** |
| **Responsible for:** | Teaching staff & other relevant personnel within the department |
| **Liaising with:** | Head/Deputies, other Heads of Department, Student Support Services and relevant staff with cross-school responsibilities, relevant non-teaching support staff, parents |
| **Working Time:** | 195 days per year. Full time |
| **Salary/Grade:** | **TLR 1a** |
| **MAIN (CORE) DUTIES** |
| **Operational/Strategic Planning** | * To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the curriculum area
* The day to day management, control and operation of course provision, including effective deployment of staff and physical resources
* To actively monitor and follow up student progress
* To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety Accommodation Strategy, etc.
* To work with colleagues to formulate aims, objectives and strategic plans for the curriculum area which have coherence and relevance to the needs of students and to the aims, objectives of the school
* To lead and manage the business planning function of the curriculum area, and to ensure that the planning activities reflect the needs of students within the subject area, SDP/DDP and the aims and objectives of the school
* To ensure that the work in the curriculum area fully reflects the School’s distinctive ethos and mission
* To foster and oversee the application of ICT
* To ensure that health and Safety policies and practices, including Risk Assessments, throughout the curriculum area are in line with national requirements and are updated where necessary, therefore liaising with the School’s Health and Safety manager
 |
| **Curriculum Provision** | * To liaise with the Deputy Head (Curriculum) to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum, programme which complements the School Improvement Plan/School Evaluation
* To be accountable for the development and delivery of curriculum area
 |
| **Curriculum Development** | * To lead curriculum development for the whole area
* To keep up to date with national developments in the curriculum area and teaching practice and methodology
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels
* To liaise with the appropriate colleagues to maintain accreditation with the relevant examination and validating bodies
* To ensure that the development of the curriculum areais in line with national developments
 |
| **Staffing****Staff Development:****Recruitment/Deployment of staff** | * To work with the Assistant Headteacher (Teaching & Learning) to ensure that professional learning needs are identified and that appropriate programmes are designed to meet such needs
* To be responsible for the efficient and effective deployment of the curriculum areas support staff
* To undertake Performance management Review(s) and to act as reviewer for staff within the area
* To make appropriate arrangements for classes when staff are absent within the curriculum area, ensuring appropriate cover is secured
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures
* To promote teamwork and to motivate staff to ensure effective working relations
* To be responsible for the day to day management of staff within the curriculum area and act as a positive role model
 |
| **Quality Assurance:** | * To ensure the effective operation of quality control systems
* To ensure appropriate targets are set (in line with whole school policy) and to work towards their achievement
* To implement School quality procedures and to ensure adherence to those within the curriculum area
* To monitor and evaluate standards within the curriculum area in line with agreed School procedures
* To seek/implement modification and improvement where required
* To ensure that the curriculum area’s quality assurance procedures meet the school’s requirements
 |
| **Management Information:** | * To ensure the maintenance of accurate and up to date information concerning the department on the management information system
* To use, analyse and evaluate performance data provided
* To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken
* To produce reports on examination performance, including the use of value added data
* To manage the curriculum area’s collection of data in conjunction with the appropriate staff
* To provide the Governing Body with relevant information relating to the curriculum area’s performance and development
 |
| **Communications:** | * To ensure that all members of the curriculum area are familiar with its aims and objectives
* To ensure effective communication/consultation as appropriate with the parents of students
* To liaise with partner schools, higher education, industry, Examination Boards, Awarding bodies and other relevant external bodies
* To represent the curriculum area effectively
 |
| **Marketing and Liaison:** | * To contribute to the School’s marketing activities, e.g. the collection of material for press releases
* To lead the development of effective subject links with partner school and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events
* To actively promote the development of effective subject links with external agencies
 |
| **Management of Resources:** | * To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the curriculum area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
* To work with the Deputy Head (Curriculum) to ensure that the curriculum area’s teaching commitments are effectively and efficiently time tabled and roomed
 |
| **Pastoral System** | * To monitor and support the overall progress and development of students within the curriculum area
* To monitor student attendance together with students’ progress and performance in relation to agreed targets; ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary
* To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description
* To contribute to PSHE, citizenship and enterprise activities in line with school policy
* To ensure the school’s Behaviour Management system is implemented in the curriculum area so that effective learning can take place
 |
| **Teaching:** | * To undertake an appropriate timetable of teaching in accordance with the duties of a standard scale teacher
* To aim to deliver lessons, which are judged to be at least good
 |
| **Additional Duties:** | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
 |
| **Other Specific Duties:** |
| To engage in personal professional development as agreedTo engage actively in the performance review processTo undertake any other duty as specified by STPCB not mentioned in the aboveWhilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job descriptionEmployees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callersThe school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment or any employee who develops a disabling conditionThis job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title |

# Section 5: Person Specification

 Essential Desirable

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Clear personal expression of commitment to education and to the subject/ curriculum area
 | ✓ |  | LetterLetter |
| Qualifications1. Relevant degree or equivalent2. Teaching qualification | ✓✓ |  | LetterLetter |
| Experience1. Experience of teaching English at Key Stages

3 and 41. Experience of teaching across the age and ability range
2. Experience of working with a tutor/ mentor group
3. Experience of working with colleagues to ensure pupils’ individual needs are met
4. Experience of using a range of teaching and learning styles to ensure pupils learn effectively
 | ✓✓✓✓✓ |      | Letter/InterviewLetter/InterviewLetter/InterviewLetter/InterviewLetter/Interview |
| Interpersonal1. Ability to work co-operatively with a wide range of staff and as part of a team
2. Ability to relate positively to pupils and show a fundamental commitment to them and their development
3. Ability to work in partnership with Governors, parents and the community
4. Commitment to achieving high standards
5. Enthusiasm for English
6. 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/ReferenceLetter |

# Section 6: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

1. The Application Form

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, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in, and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

5. Referees

Suitable referees are people 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 including e-mail contacts and telephone/fax. numbers. One should be your current Headteacher where applicable

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font**.

1. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date of **Thursday 22nd March at 9am** Referees are contacted prior to the interview stage for teaching and some support staff posts.

1. The Interview

Interviews will take place on **w/c 26th March 2018**. Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and pupils and see the school at work. Activities and assessments will take place as part of the interview process. Formal interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Authority’s requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application the completed form and covering letter should be forwarded by 9am on **Thursday 22nd March 2018** to jholliday@eccoschool.com

# Section 7: Visitors to Ecclesfield School

**Approaching from the north**

***By car (via M1)***

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapeltown into central Chapeltown. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapeltown.

***By Train***

Chapeltown station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapeltown.

**Approaching from Sheffield**

***By Car***

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 metres until reaching the T-junction with Chapeltown Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 metres travel.

***By Train***

Chapeltown station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the centre of Chapeltown.