Blenheim
believe and achieve

Candidate Brief

Teacher of English
April or September 2018
MPS/UPS plus extra remuneration for an excellent candidate



BLENHEIM HIGH SCHOOL

LONGMEAD ROAD, EPSOM, SURREY, KT19 9BH

www.blenheim.surrey.sch.uk

BACKGROUND INFORMATION

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of approximately 1310 students on roll including 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent and as a result the school is very popular. The intake comprises of students from all areas surrounding the school and ability levels are varied. Candidates should be entirely committed to the comprehensive ideal of education.

Following a disappointing Ofsted in January 2017 the school is under new leadership as of April 2017 and with a virtually new wider leadership team we are putting in place a comprehensive programme of measures to improve the consistency of teaching practices across the school, the quality of assessments and the impact of feedback, so that all students make good or better progress. The ethos of Blenheim High School now revolves around a growth mindset where all members of the school community are actively encouraged to develop the characteristics of constant improvement, being open to new ideas, hard work and resilience.

We converted to Academy status in March 2012 and we have developed many community and primary school links. We are fortunate to have outstanding facilities and we are a well-resourced school. All classrooms are equipped with interactive whiteboards and we work hard to provide a stimulating environment in which students can learn. We have an iPad for Learning Scheme under which all students have access to an iPad, the overwhelming majority having their own personal device. All teaching staff, therefore, need to be willing to engage with new technologies. Visitors to the school constantly remark on the calm, purposeful learning ethos that they observe. We are fortunate for the school to be situated in its own grounds and have grass football and rugby pitches along with gardens around the school. We also have an all-weather pitch.

We typically achieve strong examination results which are well above the national average in many cases. In 2017, our A*-C pass rate was over 59% in 8 different GCSE subject areas. In Art, Drama, History, Leisure and Tourism, Technology (Food, Graphics, Resistant Materials and Textiles) over half of all the grades were A* -B. In our Technical awards we had a 100% pass rate (Pass to Distinction*) in Health and Fitness, Food and Cooking, Construction and ICT. Results in core subjects have remained well above the national average for Blenheim students in 2017 with 69% gaining the new 9-4 GCSE grade in Mathematics and 71% in English, with 26% of the grades being the highest new GCSE grade of 7-9 in English and 16% in Maths. In Science, Biology, Chemistry and Physics, 85% of students secured a C grade and above, with over one third of the results being A*/A. Outcomes in the Sixth Form were also strong with the progress students made being equivalent to the top 15% nationally (Alps 2017). The majority of students secured first choice University places including Durham, UCL, Loughborough, Exeter, and Warwick. 50% of grades achieved at A2 were A*-B in 2017, with 81% at A*-C (School record).

Job Profile



The aim

To ensure that students make maximum progress; particularly pupil premium students. Teachers at Blenheim emphasise a growth mind set modelling the characteristics of wanting to constantly improve, being open to new ideas, hard work and resilience.

Accountable to:

- Assistant Headteacher – English lead.

Supporting roles

- The school secretariat, teaching assistants, members of the department and other Blenheim colleagues.

Job Purpose:

- To ensure that all students make maximum progress. This particularly applies to pupil premium students.
- To ensure students of all ages are supported and challenged as necessary and achieve optimum levels of engagement with school life.
- To support and challenge other members of the department as necessary thus ensuring that the student experience and progress is maximised.
- To help maximise student attendance by delivering creative, innovative and rewarding lessons.

- To role model excellent practices, actively encouraging other members of the department to do the same, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible.
- To support and challenge Heads of Year so that underachieving students have barriers removed from their learning and regularly show good learning behaviours including being properly equipped for lessons.
- To follow department and whole school guidelines e.g. deadlines are met, registers are taken, I pads are dropped off at the front of the class at the start of each lesson, students' have challenging starter activities, the main parts of lessons involve students applying their newly acquired skills or knowledge regularly and expediently etc.
- To ensure lessons are well planned and follow schemes of work with regular and consistent assessments providing students with high quality feedback which they are accountable for acting upon via DIRT marking.
- To encourage a culture of shared practice in the department where resources are shared, practices are discussed and peer lesson observations take place on a regular basis; typically half termly.
- To communicate with parents on a range of issues, particularly where students are underachieving.
- To communicate appropriate information to teaching and support staff.
- To contribute to a confidential record of issues affecting the educational progress of students.
- To be highly visible and a welcoming point of contact for students.

Safeguarding

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

Key responsibilities

- To advocate the place of English in the curriculum and the benefits it will provide students once they leave school.
- Ensure vulnerable and pupil premium students can succeed through differentiation and stimulating lesson delivery.
- Be a highly visible point of contact for students and families when they require assistance or information relating to the department.
- Attend department and whole staff CPD sessions and meetings as required and actively engage in them.
- Ensure school uniform is worn correctly.
- Produce internal and external reports as necessary.
- To contribute to whole school events as necessary and weekly duties.
- Communicate effectively and purposefully with parents so they are well informed.
- Promote positive attitudes to learning and behaviour for learning with vulnerable students.
- Liaise with the SEND Department to ensure students with unique needs are effectively catered for.
- Uphold and promote the values and ethos of the school.
- **The post holder will be expected to run after school, each week, at least one voluntary 60 minute academic 'clinic' on their own subject to a group of KS4 or KS5 students as identified by the Head of Department, Deputy Head (Curriculum) or Headteacher. This clinic will not be part of the role of Head of Department rather it will be part of a wider, whole school, extended day.**

Person Specification

- A willingness to embrace a growth mind set.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still maintain high standards of professionalism.
- A team player putting students first and working with colleagues efficiently and effectively; recognising the 'greater good'.
- Strong interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to successfully encourage students to achieve their academic and recreational potential.
- Commitment to provide a supporting and challenging environment for students, particularly pupil premium students including those with Special Educational Needs.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

General

- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the senior leadership team, publicly.
- To challenge school policy, and the senior leadership team, privately.



The Application Process

Please download and complete the Application Form and include a Statement of Application outlining your achievements to date and what you bring to the role. Please ensure this is no more than two sides of A4. Internal candidates need only complete a Statement of Application. Closing date for the receipt of applications is Sunday 3rd December 2017, interviews will be held the following week.

To find out more about the school or to arrange a tour of the school please contact Mrs. M. Hart, PA to the Head teacher, headteacher@blenheim.surrey.sch.uk

Our school is committed to equal opportunities and to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS disclosure.

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.