

Director of English

Application Pack

November 2016

Director of English Application Pack

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If you wish to discuss this role on an informal basis, please feel free to contact Assistant Principal Lorraine Taylor by phone or email.

Miss Lorraine Taylor – Assistant Principal, vacancies@george-eliot.warwickshire.sch.uk

10 November 2016

Director of English

Dear applicant,

Thank you for expressing an interest in the role of Director of English at The George Eliot School. I hope you find the information in this application pack informative as we are keen to employ an exceptional candidate who will make a significant impact to the school. If you feel that you have the skills and dedication to make a difference, I strongly encourage you to make an application.

Since re-opening as a trust school in 2009, The George Eliot School has made significant leaps forward. The headline 5+ A*-C including English and maths figure has increased from 23% in 2009, to 57% in 2016. To get to where we currently are, staff and students have worked hard to produce a school with a radically different ethos. The aim is to develop national best practice in all areas by looking at "everything that we do, how we do it and how we can become the best". Our philosophy revolves around developing long term sustainable change rather than simply employing a series of short term operational fixes. We are an aspirational school and determined to achieve an 'Outstanding' Ofsted rating.

We are seeking to appoint an outstanding Director of English to work within our successful English faculty. We are looking for an outstanding candidate who will be able to build upon established success and support the department to become outstanding in line with the academy improvement plan. The appropriate candidate will have high aspirations for every student and will be expecting students to make progress within the top 10% of the national cohort.

The school is highly committed to the professional development of all its staff and has implemented a new shape of the day that enables all staff to benefit from a weekly two hour CPDL slot.

The school has an open door learning walk culture that promotes developing and sharing good practice. All classroom based staff (teachers, TA's, HLTA's and cover supervisors) are actively involved in a programme of in-house CPDL. The school has invested heavily in ICT equipment, with all classrooms (and the sports hall) having interactive whiteboards, ultrafast wireless network access and increasing numbers of laptops and netbooks. All classroom teachers are currently issued with both a laptop and an iPad. Staff sickness is extremely low and there is a commitment to a rarely cover policy for teachers. This allows classroom based staff sufficient time to plan, assess and develop classroom practice.

The George Eliot School is an academy sponsored by North Warwickshire and Hinckley College (NWHC) through the Midland Academies Trust (MAT). MAT is a small academy chain that consists of four secondary sponsored academies. The George Eliot School has a very strong relationship with the sponsor having worked extensively with NWHC whilst the school was a trust school. Through working effectively together, MAT academies aim to share best practice and reduce costs through developing a shared service approach.

All candidates must complete the standard application form. As is normal practice, CVs will not be accepted. I would also encourage anyone who is interested in this post to visit the school to help understand our philosophy and approach. This will not however be part of the formal application process and candidates who are unable to visit the school will in no way be disadvantaged.

The George Eliot School is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. The interview process will assess your ability to meet the essential requirements of the post including suitability to work with children. References will be requested prior to interview.

The enclosed information includes our academy development plan priorities and a number of key pieces of information about the school. Please refer to the DfE performance tables to find out detailed information about the academic performance of the school.

I look forward to receiving your application.

Yours sincerely

Dr. Kevin Hylands
Principal

General Information

Nuneaton is the largest town in Warwickshire with it and the surrounding villages having a population in excess of 90,000. Centrally placed between Birmingham, Leicester and Coventry, with excellent travel links, Nuneaton can be easily accessed from the West Midlands conurbation with staff commuting to the school from as far afield as Wolverhampton, Burton-on-Trent and Milton Keynes. Local motorways include the M6, M69, M1 and M42, whilst Nuneaton has its own railway station with a direct line to London Euston.

There are a wide range of local amenities with plenty of opportunities for shopping, eating out, entertainment and gyms. The Ricoh Arena shopping centre is a 10 minute drive from Nuneaton Town Centre, whilst there is an Odeon cinema complex, Superbowl ten pin bowling, the Pingles Leisure Centre including two swimming pools and myriads of pubs and eateries within a ten minute drive of the school.

For those who are sport enthusiasts, there are two local premier rugby clubs, with the Wasps home ground at the Ricoh Arena in Coventry and Leicester Tigers in Leicester. There are many relatively local football clubs including Leicester City, Coventry City, Birmingham City, Aston Villa, West Bromwich Albion and Wolverhampton Wanderers. Nuneaton is of course the home of George Eliot, the author after whom the school is named.

The George Eliot School was last inspected in June 2014 as 'Good'. The roll of the school is rapidly increasing, from 707 in September 2014 to 808 currently. We project that we will have 850 students in September 2017. The school population is mainly white British of a broadly average ability. Traditionally the school has had a higher than national average proportion of disadvantaged students, but there has been a significant change in the entry profile and the school will have around the national average proportion of pupil premium and SEN students from September 2016.

The school is on a large site consisting of three main teaching blocks, a drama studio, a separate large sports hall and a self-contained inclusion unit. There are good ICT facilities in all buildings and eight specialist science laboratories. There is a large amount of external space around the main buildings, which is used for sports. There are also extensive fields just behind the school that are an excellent resource for football, rugby, hockey, athletics and other sports.

The school is available to staff from around 6.30 a.m. until 7.30p.m. during the week, with the sports hall open even later for community use. We have recently reviewed the school day with students now having registration at 08.40am and students finishing at 2.55pm Monday – Friday, apart from Wednesday, when the electives programme finishes at 3.30pm. This enables a regular two hour CPDL slot to take place every Monday after school.

Director of English

Required: Flexible start date

Salary Scale: L6 – L10

Closing Date: Monday 5th December 9am Interviews: Week Beginning 5th December

The George Eliot School is an academy sponsored by North Warwickshire and Hinckley College through the Midland Academies Trust. The school is an extremely ambitious and increasingly successful academy that has undergone significant transformation over recent years.

The George Eliot School is seeking to appoint an outstanding English practitioner to lead the English department. The successful candidate will lead and inspire the English team to deliver excellent progress for all students and provide a secure base for exceptional results at the end of KS4. We are looking for someone who is driven, ambitious, willing to contribute to further developing whole school English performances and has a proven track record in delivering an extraordinary learning environment.

We can offer you:

- The opportunity to work in a highly aspirational and rapidly improving school that adopts a no excuses approach to school improvement.
- To be part of a supportive school where all staff receive bespoke CPDL to develop classroom practice.

We are looking for someone who:

- Is a leader with passion
- Has aspirational expectations for all students
- Possesses creativity and enthusiasm for student focused teaching and learning
- Thrives on being part of a collaborative approach to improvement
- Demonstrates a willingness to take ownership of their own development

This school is committed to safeguarding and promoting the welfare of children & young people, and expects all staff to share this commitment. An enhanced DBS is required for successful candidates.

If you are interested in this post please contact us at the school for an application pack or visit the school website:

The George Eliot School,
Raveloe Drive,
Caldwell,
Nuneaton
CV11 4QP

Telephone: 024 7674 4000
Email: vacancies@george-eliot.warwickshire.sch.uk
Website: <http://www.george-eliot.warwickshire.sch.uk/>

Director of English

Job Description

NAME: tbc

DATE:

POST HELD: Director of English

SALARY SCALE: L6 – L10

Core 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 subject 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 faculty, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Principal of the school.
- To be accountable for leading, managing and developing the subject/curriculum area.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty to support the curriculum portfolio.

Extended Leadership Team Duties

- Attend the extended leadership team meetings as calendared.
- Contribute to developing whole school improvement strategy.
- Model and further develop best-practice by taking an active and visible role around the school.
- Undertake a whole school responsibility as agreed with the Principal.
- Undertake specific lunch-time supervision duties as specified by the Vice Principal – Director of Curriculum and Assessment

General Duties

Teaching English as agreed to designated classes of pupils in accordance with the requirements of the School Teachers' Pay and Conditions Document 2016, having due regard to the requirements of National Curriculum, the school's aims and objectives, schemes of work and any policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all students.

Specific Duties

Strategic Direction and Development of the Curriculum Area

- To lead the development of appropriate syllabii, resources, schemes of work, marking policies, assessment and teaching learning strategies in the faculty, which stimulate students' interest and involvement in learning, and are appropriate to the needs of students of all abilities.
- The day-to-day management, control and operation of course provision within the faculty, including effective deployment of staff and physical resources.
- To use national, local and school management data effectively, to monitor standards of achievement across the school.
- To complete exam analyses, internal analyses, subject evaluation forms and Subject Improvement Plans in line with the School Improvement Plan.
- To produce short, medium and long-term plans to develop in relation to:
 - resources
 - staff professional development requirements
 - the aims of the school, its policies and practices, and the School Improvement Plan
 - targets for realistic but challenging improvements.
- To monitor the progress made towards achieving plans and targets, and use this information to plan future developments.
- To provide educational enrichment for students eg booster classes, trips/visits.

High Standards of Teaching and Learning

- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To ensure curriculum coverage, continuity and progress in, throughout the school through the provision of appropriate schemes of work.
- To ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning in the subject and communicate this to students.
- To support and guide colleagues to select the most appropriate teaching and learning styles, methods and resources to meet the needs of the full range of students.
- To establish and implement clear assessment policies and procedures in accordance with school policy, ensuring that assessment is regular, rigorous and reliable, and that all staff in the faculty keep full records of assessments.
- To ensure that that target setting is in line with school policy.
- To evaluate the teaching of the subject in school, use this analysis to identify effective practice and areas for improvement and take action to improve further, the quality of teaching in the subject.
- To monitor the effectiveness of teaching and learning by the examination of lesson plans, lesson observations, work trawls, keeping of records and undertaking learning walks.
- To meet the needs of all students, including the management of behaviour and its impact on learning.
- To work with the SENCO and Learning Support Manager to ensure the IEPs are used to set specific targets and that work is matched to student need.
- To ensure that the members of the leadership group, colleagues and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and subject-related professional development plans.
- To encourage, facilitate and participate in the development of ICT within the faculty.
- To seek/implement modification and improvement where required.

- To ensure that the Faculty's quality procedures meet the requirements of Self Evaluation, the MEQTL process and the School Improvement Plan.

Leading and Managing Staff

- Contribute to, participate and/or lead continuing professional development sessions for staff and lead through example, support and guidance.
- To be responsible for the efficient and effective deployment of the faculty's teaching assistants / support staff.
- To participate in Appraisal and the professional development of staff, undertake Appraisal Reviews, and act as reviewer for a group of staff as appropriate.
- To oversee the induction and mentoring of new staff and ITT or Schools Direct Trainees in the faculty.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty, liaising with the Cover Manager/relevant staff as necessary.
- 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 chair subject meetings ensuring that action points are taken and distributed to others in the faculty and elsewhere as required. To attend other meetings as required.
- To promote teamwork and to motivate staff to ensure effective working relationships.
- To advise on threshold, upper pay spine, references, promotion, induction and the school's ITT programme.

Deployment of Staff and Resources

- With the Vice Principal - Director of Curriculum and Assessment, plan for the staffing needs of the faculty, and participate in the recruitment and selection of staff.
- To provide and maintain accurate group lists for classes in the subject.
- To prepare and manage the faculty's budget plan, and to be accountable for faculty expenditure, and keeping accurate financial records.
- Distribute subject resources to meet the objectives of the school.
- To ensure the effective and efficient management of learning resources for the subject, including value for money.
- To ensure a stimulating but safe working environment in which risks are regularly assessed.
- To monitor teaching bases and ensure security of resources and equipment.

Specific Responsibilities of the Form Tutor

On-going Knowledge of students

Acquire a thorough knowledge of the individuals in their tutor group by means of:

- contact with the individuals
- contact with parents
- contact with the Head of Year/Strategic Director of Key Stages
- contact with subject teachers of the group
- student reports and new student profiles
- be aware of and take an interest in the extra-curricular activities and events of the tutor group.

Tutor Time

- The Form Tutor is the first point of contact with students every morning. It is essential that Form Tutors consistently apply school policies, in particular:
 - attendance and punctuality
 - uniform
 - make-up
 - jewellery
 - behaviour
 - equipment
 - homework
- Form Tutors must register their forms at the beginning of the morning and at the end of the afternoon session. The register must be taken by the teacher on Bromcom by calling out students' names and **never** by a student. Registration should be structured and orderly.
- The Form Tutor must be informed about and inform members of the tutor group of all matters of daily routine that affect the group. These are usually announced at the morning staff briefing or by email.
- The Form Tutor must check uniform on a daily basis as students enter the classroom. Any student who is not wearing the correct uniform must be dealt with accordingly.
- The Form Tutor must check student planners on a weekly basis to ensure that homework is being recorded, completed and that parents are signing planners
- If student planners are not signed by parents, then the Form Tutor must address this problem.
- Arrange and supervise the election of form representatives to the School Council. Facilitate discussion of School Council business within the form group.

Absent Students

- Monitor the attendance of students, according to the academy's registration policy, by maintaining an accurate daily record of attendance for the tutor group.
- Set targets for attendance where necessary and monitor progress towards those targets.
- Monitor punctuality to ensure students arrive in their form room for 8.40 a.m. Any student who is late must be given a 10 minute detention by the form tutor at break or at the end of the day. Any student who is late twice in a week will receive a 30 minute detention on the Friday of that week. Parents must be informed of this, 24 hours prior to the detention.
- Liaise, where appropriate, with the Attendance Officer and Pastoral team to follow up matters concerning absence.
- In case of long-term absence, liaise with Heads of Year and arrange for work to be sent home or made available on the VLE.

Behaviour

- Ensure that standards of behaviour are upheld by making students aware of the Code of Conduct which forms the basis of the Behaviour policy and the academy's expectations.
- Encouraging and supporting students to follow its rules.
- Being responsible for monitoring reports.

Assemblies

- Assist with year group assemblies by arrangement with the Head of Year.
- Accompany form group to all year group assemblies and remain in the hall.
- Ensure tutor group are sat in boy, girl order and are silent.

Personal and Social Development and Student Progress

- Be actively involved in the personal and social development of individuals in the group.
- Promote positive attitudes towards the community life of the academy.
- Maintain, with the assistance of the Head of Year, a thorough, up-to-date record on each student in the group and produce reports for particular purposes.

PSHCE

The key person in the delivery of PSHCE is the Form Tutor. To do this, he/she will:

- Liaise with the Head of Year with regard to the content of the programme.
- Ensure that the resources are available for the PSHCE lesson.
- Ensure that tutor time is used constructively and efficiently in furthering the personal and social development of students.
- Mark work and give feedback according to Marking Policy.

Extra-Curricular Programme

- Encourage the involvement of students in the academy's extra-curricular activities and monitor their contribution, taking action as appropriate.

Form Rooms

- Maintain a Form Group notice board with which students can identify and for which students can take some responsibility.

Meetings

- Participate as a member of a year group team in meetings held for the purpose of reviewing and evaluating practice relating to student welfare and progress, and promoting and developing the PSHCE programme.

Liaison with Parents

- Liaise with parents regarding academic issues.
- Liaise with parents regarding pastoral issues.
- Complete communication log on Bromcom.
- Ensure that published communications from the academy to home, e.g. letters, reports, are affectively distributed and returns are collected as necessary.

Other Professional Requirements

- To undertake an appropriate programme of teaching and to act as a Form Tutor in accordance with the duties of a standard scale teacher as necessary.
- 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 follow this example.
- To contribute to the school liaison and marketing activities, e.g. the collection of material for press release.
- To encourage visits and activities both within and outside the school's formal timetable.
- To lead the development of effective subject links with partner schools and the community, and attend where necessary liaison events in partner schools.
- Oversee the faculty's presence at school functions such as Open Evenings and Parents Consultation Evenings, including the effective promotion of subjects at these events.
- To actively promote the development of effective subject links with external agencies.

- Model a commitment to life-long learning and continual self-improvement. Attend appropriate CPD, co-ordinate internal faculty CPD and develop and disseminate good practice.
- To undertake any other duty as specified by STPCB not mentioned in the above.

To whom responsible: Vice Principal - Director of Curriculum and Assessment

Staff for whom responsible: Teachers of English

This job description may be amended at any time in discussion between the Principal and yourself, but in any case will be reviewed before the commencement of the next Appraisal cycle.

Person Specification Director of English

	Essential	Desirable
Qualifications and Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status • Grade B GCSE / O-Level English Language & Mathematics • Honours degree in an appropriate subject 	<ul style="list-style-type: none"> • Masters degree or higher in an appropriate subject.
Experience	<ul style="list-style-type: none"> • Experience of teaching English at KS3 and KS4 to a consistently good or better standard. • Experience/knowledge of current initiatives and theories relating to teaching and learning in English 	<ul style="list-style-type: none"> • Experience of working in a successful school. • Experience of leadership/management.
Knowledge	<ul style="list-style-type: none"> • An educational philosophy based around student success. • Knowledge of the OFSTED framework. • An understanding of effective intervention strategies. • Good subject knowledge and passion for the subject. • Knowledge of effective assessment strategies. • Understanding of how to use performance data to raise student and staff aspirations. 	Masters degree or higher in an appropriate subject.
Skills and Aptitudes	<ul style="list-style-type: none"> • Outstanding classroom practitioner. • Ability to develop effective classroom practitioners. • Excellent relationships with students and colleagues. • Ability to inspire and motivate students • Ability to inspire and motivate other members of staff • Ability to develop and lead high quality professional learning activities. • Ability to analyse and apply data to support teaching and learning development strategies and intervention strategies for key groups 	<ul style="list-style-type: none"> • Range of interests and activities • Flexibility and adaptability to change • Good ICT and communications skills.

	<ul style="list-style-type: none"> • The ability to take the initiative, lead, motivate and support others to achieve excellence. • Ability to work effectively under pressure and meet tight deadlines. • Creativity, energy and enthusiasm. 	
Commitment to:	<ul style="list-style-type: none"> • A positive, “can do” approach to learning • A supportive ethos of enhancement, study support, out of hours learning and extra-curricular activities • Flexible working practices and willingness to go that “extra mile” • Investigating and evaluating new developments in teaching and learning and the English curriculum. 	<ul style="list-style-type: none"> • Raising the profile of English within the school and the wider community
Suitability to work with children	<ul style="list-style-type: none"> • Responsible for promoting and safeguarding the welfare of children and young people. 	

We inspire, you succeed!

Vision

To provide an outstanding education in a creative and aspirational environment for all our students.

Our Key Aims

1. To continue to improve teaching and learning and raise standards of attainment and progress.
2. To develop students into disciplined and successful independent learners.
3. To develop the academy as a thriving, resilient and successful organisation that engages effectively with parents and other stakeholders.

Our Mantra

Consistent, Insistent, Persistent