



GENERAL BACKGROUND INFORMATION

Walton High opened in 1999 with 120 Year 8 students. Since then the school has grown; has opened a second campus and now has over 1750 students on roll, including over 350 Post 16. The school has an excellent reputation and is consistently oversubscribed.

In 2011 the Governors of Walton High founded Milton Keynes Education Trust with the following aims:

Milton Keynes Education Trust Statement of Aims

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

In this way we will bring out **the very best** in our children and young people.

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

The schools that are currently part of Milton Keynes Education Trust are:

- New Chapter Primary School, Coffee Hall, Milton Keynes
- Heronsgate School, Walnut Tree, Milton Keynes
- Kents Hill Infant School, Milton Keynes

The creation of the multi-academy trust has enabled more cross phase working and the schools within the partnership have pooled resources to provide additional educational services to support children's learning, e.g. Educational Psychologist and Education Welfare Officer. Opportunities for children and staff to work and learn together across the phases is very much part of what we do.



WALTON HIGH'S APPROACH TO LEARNING AND TEACHING

Walton High is committed to making personalised learning a reality. Our flexible and varied curriculum is an essential foundation for this, providing as it does personal learning pathways which are challenging, relevant and significant.

Personalised learning and teaching is a commitment to ensuring **all learners** reach or exceed expectation, fulfil early promise and develop latent potential. At the heart of personalisation is the expectation of participation, fulfilment and success. Personalised learning sets ambitious objectives, challenging personal targets, rapid intervention to keep students on trajectory, and vigorous assessment to check and maintain progress.

Core components of personalised learning are:

Assessment for Learning - the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there;

Developing students' capacity to learn - by building the confidence and capacity of the learner and developing personal skills and strategies to enable self-management and self-direction;

Teaching and Learning strategies that actively engage and challenge learners - Walton High's approach to lesson planning ensures all the key elements of outstanding learning are considered.





TEACHER OF ENGLISH – MKET MPS/UPS

Walton High is seeking to appoint a well-qualified and enthusiastic teacher of English to join our department of specialist teachers.

THE ENGLISH CURRICULUM AREA

The English team are enthusiastic and energetic practitioners, committed to providing a high quality experience for students of all abilities and at all key stages. We aim to inspire and engage our students so they may develop as confident and competent communicators able to evaluate and appreciate a diverse range of language and literature texts.

The Curriculum Area comprises a Director of English who supports teaching and learning within the curriculum area and across the school, a Leading teacher and subject leaders for KS3, KS4 and KS5 and ten additional subject specialists. We have an excellent range of teaching and learning resources to support the creative delivery of high quality lessons. In April 2011 the curriculum area relocated to nine bespoke classrooms, housed alongside The Venue theatre within the newest phase of the school building.

We are an active team, generous in our support of colleagues and to the wider life of the school. The team makes a valuable contribution to Learning Challenges, Advanced Learning Days and other enrichment activities. There are numerous opportunities for colleagues' professional development within the curriculum area and the school.

English is a key subject in the overall success of Walton High. We are an ambitious team and strive to exceed our targets. Our aim is to maximise upon the opportunities offered by a three year KS4 programme to enable all students to achieve a grade 4 or 5 by the end of the GCSE course. A Language and A Level Literature are popular choices at A Level and our post 16 students also take a leading role in the enrichment activities we offer to KS3 and KS4 students.

KEY STAGE 3 ENGLISH

All students study English in mixed-ability groups. Each student receives eight one-hour lessons every fortnight and two homework tasks of 30 minutes each. The KS3 English programme covers an engaging range of language skills and students study a diverse selection of literary texts.

KEY STAGE 4 ENGLISH - GCSE ENGLISH LANGUAGE (AQA 4705), GCSE ENGLISH LITERATURE (AQA 4710)

We have embraced the changes to KS4 English and are currently teaching English Language and Literature separately to Year 9, Year 10 and Year 11 who are responding enthusiastically to our bespoke programme. Classes are all mixed ability and each student receives eight one-hour lessons every fortnight and two homework tasks of 45 minutes each.

English details – 2018



KEY STAGE 5 ENGLISH – A LEVEL ENGLISH LITERATURE (AQA A) A LEVEL ENGLISH LANGUAGE (AQA)

English is a popular choice at post 16. Our chosen specifications encourages students to understand how language works, to look at genre and to learn about critical approaches to texts. We encourage wide and independent reading, to allow students to consider different types of critical approach and how texts can reflect cultural meanings.

If you have a passion for teaching all aspects of English language and literature and are attracted by the prospect of working in a stimulating environment where there are high expectations for all, your application would be most welcome.

Sharon Alexander – Associate Principal

