

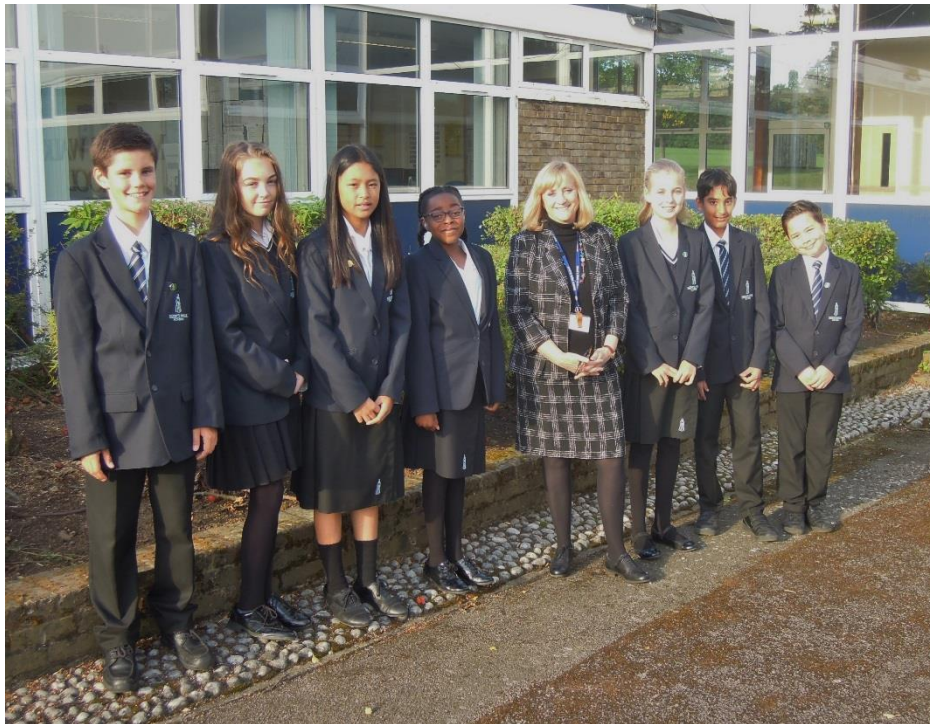


Monk's Walk School

Information Pack: Key Stage 4 Co-ordinator for English

Start date: 1 September 2019

Application deadline: Monday 14 January 2019



‘Excellence for All’

Our school

We are a mixed school of about 1,350 11-18 year old students in Welwyn Garden City, a Hertfordshire new town on the outskirts of London. Transport links are superb – direct rail links to London in less than 30 minutes; M1, A1(M), M11 and M25 all minutes away. WGC is a pleasant place to live – it even has John Lewis! The school is situated in a greenbelt area in the prosperous northwest corner of the city. Our grounds are magnificent and the view from the school is lovely, the view of our buildings slightly less so – this is an area we are constantly working on within the usual financial constraints. In July of 2019 we start construction of a new block to replace one of our older teaching blocks.

Monk's Walk is a genuinely comprehensive school, although the intake profile is changing – the prior attainment of students coming into the school is rising. The number of students with learning challenges is below the national average, with 11.6% supported at school action plus or with an Education and Healthcare Plan (EHCP). Our support for students with SEND is a real strength of the school. We have a small number of students with visual impairment and one of our sixth formers has a beautiful guide dog, Ariel, who comes into school with her. This is the second guide dog we have had in school, with much success. Attendance is high. The school has an extremely effective behaviour policy and in general behaviour is very good indeed. Our students want to learn and our parents are, on the whole, extremely supportive.



Parental confidence in the school is high; there are 730 applications for 226 places in Year 7 for September 2019, with 238 of those as first preference. Each year we hear appeals for students wishing to join the school.

There is a genuine 'buzz' around the school and we have a very strong reputation in the city. In February 2018, the school was judged once again by Ofsted to be 'good' - please read the inspection letter which can be found on our website (or on Ofsted's) should you wish to apply. We were really pleased with the comments made by inspectors. They won't be back for four years, all being equal.

School GCSE exam results in 2018 were our best ever results. In the basics, 56% of students gained a strong pass in English and maths and 80% a standard pass. This puts us well above the national average. Our attainment 8 was 50.69 and progress 8 +0.16. These are provisional results and without one of our major vocational courses which was omitted by the DfE in the numbers. This will make a small but possibly significant difference.

In terms of progress, disadvantaged and SEN students do much better in the school than they do nationally. BME students attain very well and have good progress, as do each of the ability groups. Girls' and boys' attainment was almost exactly the same. We pride ourselves on the fact that Monk's Walk is an inclusive school.

The school has about 230 in the sixth form. We are also a member of a consortium with four other schools which provides a wide range of opportunities for students. At Monk's Walk we concentrate on providing A Level only, with large numbers of students studying the facilitating subjects. Vocational programmes can be taken at Oaklands College or in other consortium schools. Sixth form results are good and improving, but our ambition is for them to be even

Page | 2

better. Our average point score per entry was 30.54, with a grade C as the average grade. This is in line with national. We are very proud of the destinations of our sixth form students, with almost all students who applied making it to their first or second choice university or high quality apprenticeship. Students access a range of universities, including Oxbridge.

We do not pursue academic achievement at the expense of the wider development of the individual, however. Form tutors, heads of year and heads of house all have important roles in the social, personal and academic support of individuals. Our house system is strong, providing a range of all-ability competitions and activities for mixed-age groups. All members of staff are allocated a house, except me who has to try to stay impartial, of course.



The range of extra-curricular opportunities, trips and visits plays an important role in the lives of our students and we guard this expansive programme jealously because we believe that busy, stimulated students make successful students. Last year our students had the opportunity to take part in over 100 trips and visits, including trips to New York, Paris, Barcelona, the Belgian battlefields and various theatres. We have large groups undertaking World Challenge and DofE at bronze, silver and gold level. A range of staff involves themselves in these activities which further enriches school life for both them and our students.

Despite being a linguist I do not believe in the EBacc. This combined with our healthy financial position has enabled us to maintain a very broad and balanced curriculum at both GCSE and A Level.



Unfortunately, some schools are cutting creative subjects such as Art, Music, Drama and PE. At Monk's Walk, these subjects are strong as we see these areas providing important learning opportunities for our students. All of these subjects are running at GCSE and A Level.

We have a full orchestra (as well as other musical groups), thriving Art, Music, PE and Sport and an outstanding Drama department. Members of other departments involve themselves in extra-curricular activities in Music, Sport and Drama.

Knightsfield School (a special school for hearing impaired children) is co-located with Monk's Walk School. We have a very strong partnership arrangement; at key stage 3 Knightsfield students join classes in Drama, PE and Art. Some students are also integrated into GCSE groups. Knightsfield students join ours for lunch every day in our canteen in B Block. One of our music teachers teaches at the school. If you join the school, you will be given deaf-awareness training as part of your induction.

Monk's Walk became an academy in September 2012. The decision to convert was purely pragmatic and trustees have no intention to make changes to teachers' pay and conditions beyond those made as part of national agreements. We still call ourselves a school and I call myself headteacher. I'm not a great fan of the structural changes imposed by Mr Gove et al.

Induction, training and continuing professional development have a very high priority in the school. All new members of staff take part in a comprehensive induction programme on joining the school. We have a proven track record in training teachers and we have both school direct and PGCE trainees. We take an active part in the Alban Teaching School Alliance.

All staff are supported by a broad programme of continuing training and development. Individual staff are supported on programmes of further study/professional qualifications. The school runs a well-developed performance management system. All staff are actively supported to achieve their individual targets.

Please note that there is a generous relocation package for teachers moving house to take up post. See our website for details.

This role

This post arises because our previous key stage 4 co-ordinator, Lois Scott, has taken up a post here as head of year. Broadly speaking, the role is to improve the practice of teachers and to engage in the planning, monitoring and intervention at key stage 4.

This role would be an excellent foundation for promotion to Head of English or, as with Lois, to another important middle leadership job in this school or elsewhere. This post would give you the opportunity to work with a strong team of teachers under the leadership of an extremely talented head of English, Rebecca Griffiths.

The successful candidate would be expected to teach across the age and ability range, not just at key stage 4.

The English department

The English department is one of our leading departments. I am incredibly proud of the work of the department and the results are testament to the talent, hard work and commitment of our English teachers. In English Language, 24% achieved 9-7, 66% 9-5 and 80% 9-4. In English Literature, the results were 26%, 68% and 87% respectively. The department's progress 8 score was +0.44, and progress 8 for disadvantaged was +0.61!

The department delivers both English Literature and Media at A Level. In English Literature, outcomes were above national at A*/A, and A*-B. In Media, outcomes were above national for A*-C.

The English department is a strong team with a wealth of experience, knowledge and expertise. There are currently eight full time members of staff and two part time. The team is hardworking, innovative and always looking at ways of improving the delivery of the curriculum whilst raising pupil achievement. Our teachers are highly passionate and are always keen to share this enthusiasm with the students and encourage students to love the subject as much

as they do. The team is very friendly, approachable and they work very closely to support each other, however possible.

At key stage 3, the year is organised into several diverse units of work with a clear long term plan that covers reading, writing and speaking skills. Schemes of work are fully resourced and are updated regularly in order to maintain students' interest. All classes are set by ability from Year 7. The key stage is currently led by Natasha Wahl who has been in post for several years.

At key stage 4 students are set using their Year 9 Progress Levels and their end of year exam. Schemes and texts taught at key stage 4 reflect both students' interest and academic ability. All schemes of work are fully resourced and are updated regularly. All students sit the English Language GCSE and the English Literature GCSE following the AQA specification. The department also offers additional revision sessions for students in Year 11, throughout the year. These are well received and highly popular with students.

English Literature is popular choice at key stage 5. Students study the Edexcel specification and enjoy reading a wide range of texts. We also teach Media Studies at A-level following the Eduqas specification and this is an increasingly popular and exciting option for our students. Key stage 5 is led by Josie Rochford, who is also currently the second in department.

The department has a large English office with plenty of space to work. The school library is located close to all English rooms and also boasts excellent ICT facilities. Most teachers have their own teaching room and display area. All classrooms have projectors. Several of the classrooms have recently been redecorated.

Job description : Key stage 4 co-ordinator for English

Post Title: Key stage 4 Co-ordinator in English full-time permanent
Job Grade: Teachers' Pay Scale plus TLR £2,721
Responsible to: Rebecca Griffiths, Head of English

Job Purpose:

- To support the school in keeping all students safe
- To raise standards of student achievement at key stage 4 in English
- To lead a team of teachers to provide the best possible learning experience for our students in English
- To plan and lead the provision of intervention as required
- To teach designated classes according to the requirements of the school timetable.
Please note the post holder will teach across all key stages, not just in key stage 4.
- To contribute to the effective leadership of the department and the school
- To contribute to the wider teams within the school
- To ensure that the school is a disciplined, well-ordered place for purposeful learning to take place

Key Processes

All middle leaders are expected to contribute to the following processes:

- Continuous drive for the improvement of all aspects of the school
- Lead by example in teaching and learning
- Strategic planning
- Standards monitoring, performance tracking and intervention
- Personnel leadership/management
- Effective deployment of resources
- Supervision
- Administration/Co-ordination
- Promotion of the school
- Celebrating success

Key Areas of Accountability

The postholder will be accountable for:

1. Improving standards of achievement in English at key stage 4
2. Planning the key stage 4 curriculum, schemes of learning and intervention strategies
3. Providing professional leadership to a team of teachers in the delivery of the highest quality teaching and learning in key stage 4
4. Developing innovative approaches to the curriculum in order to ensure appropriate access and achievement for all students.
5. Ensuring that appropriate performance management arrangements are undertaken, where appropriate
6. Ensuring that robust procedures are in place to monitor the quality of teaching and learning outcomes at key stage 4

7. Contributing significantly to the department's planning (both short and long term)

This job description is in addition to the generic teachers' job description. This job description should be read in conjunction with the Statutory Requirements contained in the current version of the School Teachers' Pay and Conditions document.

Other specific responsibilities will be negotiated and agreed with the successful applicant.

This job description sets out the duties of the post at the time it was drawn up. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. A Disclosure and Barring service check will be sought as part of the school's pre-employment checks. If you are invited to an interview, you will receive more information.

Person specification : Key stage 4 co-ordinator for English

1. Educational Qualifications

- Honours Degree in English or related subject
- DfE recognised Qualified Teacher Status
- Higher Degree (D)

2. Professional Experience

- Ability to teach across all three key stages (D)
- Experience of leading others (D)
- Proven track record in raising standards of student achievement
- Experience of constructive co-operation with parents
- Successful school-based training in secondary age range
- A portfolio of training and continuing professional development

3. Professional Knowledge and Understanding

The successful applicant will need to demonstrate knowledge and understanding of:

- Safeguarding students
- Effective practice and approaches to teaching, learning and assessment
- Current educational trends and thinking
- Current developments in teaching subject
- How to lead change
- Effective use of ICT in teaching
- Strategies for motivating and inspiring students and managing student behaviour

4. Personal Qualities and Skills

Ideally, we are looking for someone who:

- Can work as part of a team
- Can challenge and support
- Has emotional intelligence
- Is resilient

- Is sympathetic to the pastoral needs of students
- Is abundantly energetic, creative and enthusiastic
- Is co-operative, flexible and responsible
- Is reliable, well organised and committed to high standards
- Is able to contribute to the staff community
- Is committed to improving and enlivening the environment of the classroom and the school
- Is patient, optimistic and has a fantastic sense of humour
- Has a life outside of school.

That's all!

(D = desirable, all other essential)

Monk's Walk is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Your role in our future

Monk's Walk School is a thriving, vibrant, learning community where our aim is to bring the best out of everyone. It is a very good school and like most good schools, we know we need to keep on improving to provide the best for our students.

I hope this information has given you a flavour of our school. Please read the Ofsted report and visit our website and Facebook page – Monk's Walk School Official - for more information. If you feel you can contribute to the high standards of teaching and learning in English and would like to join us, then please apply. I am looking for someone who can, or has the potential, to teach highly effective English lessons and to help others to do so.

If you would like to talk about the post in a bit more detail before applying, please contact Matt Grinyer, Matt is Deputy Headteacher and is the senior leader with responsibility for English. His e-mail address is magriny@monkswalk.herts.sch.uk.

How to apply

I really hope the information we have provided makes you want to apply to join us.

Please apply, using the application form on our website. You should also write a letter of application. In your letter of application, please can you explain how you demonstrate that you fulfil the requirements of points 2, 3 and 4 on the person specification (pages 7 and 8 in this pack). Shortlisted candidates are likely to be able to show how their work has impacted on students' achievements, experiences or attitudes – all in about 2 sides of A4! I am interested in appointing someone who is a skilled practitioner and is, or has the potential to be, an effective leader.

The deadline for us to receive your application is **noon on Monday 14 January 2019**. Please e-mail your application to: recruitment@monkswalk.herts.sch.uk, marked for my attention.

We look forward to hearing from you.

Kate Smith
Headteacher