



Teacher of English Appointment: January 2018 Information for candidates

Introduction

This document, which includes a Person Specification and outline Job Description, will give you an idea of the vacancy. We wish to appoint someone who is looking to make a valuable contribution to the English department and the wider school. The person appointed will be passionate about teaching and learning as a whole as well as their specialist subject. The ability to teach GCSE is essential and A-Level is desirable. The most important thing is that we appoint the best candidate.

The School

Vyners is a well-established and heavily over-subscribed school with a reputation for high standards of behaviour and attainment. Our core values of Community, Aspiration, Respect and Endeavour underpin everything we do as does our absolute commitment to ensuring our students get a better deal here than they would in any other school in the country.

It was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in **Mathematics and Computing** was obtained from September 2003. The school converted to academy status on 1st November 2011, a move which allows us greater financial freedom and security, as well as giving us the opportunity to continue to push the boundaries of excellence. Since March 2015 the school has been the lead school in the **Vyners Learning Trust** which also includes a local primary school. The current school roll is **1154 with 225 in the Sixth Form**. Our standard admission number is 180 and we are a six form entry school with a significant number of families wanting to send their children to Vyners to be educated.

Despite being a relatively small site, the school has developed some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. We have invested over £1,000,000 improving the learning environment over the past four years and have exciting plans for the future.

The school was graded satisfactory by Ofsted on two consecutive visits, most recently in April 2012. They visited the school again in December 2013, agreeing fully with the school's self-evaluation, grading us as **Good** overall with **Outstanding** judgements for Behaviour and Safety and Leadership and Management. *"Leaders at all levels including student leaders are highly ambitious for their school. Plans for improvement are systematic and rigorous. Everyone works together to make sure that teaching and achievement improve rapidly."* The school achieved record examination results in 2017. This meant that our headline figure was 84%, a 4% rise on 2016 and a 10% improvement since 2013. We are very proud of our A-Level results with nearly a third of all grades A*-A and 55% A*-B grades. We firmly believe that we can build on this success again this year.



Location

The School is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the Green Belt. Although only thirty minutes or so from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The School itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.

Teaching and Learning

The current agenda and aspirations for the school are challenging and motivating as we move towards Outstanding. We continue to develop our curriculum to meet the needs of the learners and to improve the skills of our staff to deliver this curriculum. To support this work the whole school community is committed to improving teaching strategies and understanding better how students learn. We know that effective learning cannot be left to chance; we have to refine and change our approaches if we want to make real and lasting improvements. We recognise the need to prepare students for the 21st century and make extensive use of new technologies (mobile technology, Web 2.0 tools) and are striving to develop more independent learners. Google Classroom is embedded in the school as a tool to support learning. Our key focus this year is '60 Minutes Matters', which promotes engagement with research and evidence to promote classroom excellence.

Developing and training Middle Leaders in the effective use of data and helping them to develop a range of different teaching strategies within their teams have been priorities. Each year we deliver significant staff development, including our annual Staff Conference, which has a focus on developing specific aspects of teaching and learning. The theme of our conference in 2016-17 was developing a 'Growth Mindset' in our staff and students.

The Staff

Staff morale at Vyners is high, supported by a positive working environment and reviewed through staff surveys. The school puts a great deal of time and resources into training and developing its staff. Appraisal is focused on school improvement, professional development and well-being. Staff meetings encourage high levels of discussion and feedback and some staff are involved in one of our Teaching and Learning bursaries to develop and recommend major changes to whole school policy. Professional development is run every Tuesday after school, all staff are members of a Creation and Innovation Group which act as a Think Tank for the school and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. Many staff give freely of their time to run numerous lunchtime and after school activities.

The Students

Central to everything which happens at Vyners are our students. Staff seek to ensure that every young person feels valued and listened to. Relationships between staff and students at Vyners are excellent; raised voices are seldom heard and students appreciate the fact that they are encouraged to express and discuss their views. The Student Council plays an important role in the development of policy at Vyners. Students take part in the development of the school vision and values and all applicants for teaching posts are interviewed by a student panel.



The English Department

The curriculum

English is taught in mixed ability groups in KS3 and KS4. Students study English for 8 x 1 hour lessons per fortnight. We have very successful examination results and are currently seeking to maximise the number of A*/A grades at GCSE.

In English, we offer a range of examination subjects:

Level	Subject	Board
GCSE	English Language and Literature	AQA
A Level	English Literature	OCR
AS	English Literature	OCR

In Year 11 we have **seven** groups studying GCSE. We currently have one group studying for A-Level English Literature in Year 12 as well as one in Year 13. Examination results are strong and improving year on year in all Key Stages.

Staffing

The English Department is staffed by specialist teachers. Co-operation and sharing of skills are both essential to the way we work. We are a friendly and energetic team of teachers who work collaboratively in a mutually supportive manner to develop our individual strengths and professional expertise. We are very proud that NQTs in recent years have gone on to promotion at an early stage in their careers.

Facilities

- The Department has a suite of teaching rooms
- All classrooms in the department have interactive white-boards
- The department has access to the schools' set of over 100 Google Chromebooks
- There is a very well-stocked resources room and a department office
- We are conveniently located next to the Learning Resources Centre which we may book for ICT work, research and reading sessions

Other information

- We endeavour to offer pupils extra-curricular opportunities whenever appropriate. This includes theatre trips, productions, reading clubs, writing and public speaking competitions, debating club, and literacy evenings.
- In class, support is available for pupils identified with special educational needs.
- Older students help to organise and run several clubs and activities including revision sessions close to exam times.