

# **BISHOP ULLATHORNE CATHOLIC SCHOOL**



## **Information Booklet**

**Teacher of English**

**2018**

# **CONTENTS**

- **Information about our school**
- **Information about our English department**
- **Job description**
- **Person specification**



## Information about our school

Bishop Ullathorne Catholic School is a voluntary-aided school situated in a very pleasant residential area about three miles south of the centre of Coventry, adjacent to the Coventry – Kenilworth Road (A429). In January 2016, Ofsted judged that our school continues to be good and the Diocese Inspection Report in January 2011 said that our school was outstanding. The Local Education Authority judge our school as a 'light touch' school in terms of support needs.

Here at Bishop Ullathorne School, our vision of Catholic education is of educating the whole person to the fullness of life. Our school vision embodies inclusivity but goes further in identifying three key themes that crystallise this: our sense of calling to be someone special, living life to the full and love and service.



We are a truly comprehensive school that serves a very wide area of Coventry, including the most advantaged and disadvantaged wards in the city. Our 956 students are drawn mainly from six parishes and partner primary schools. 90% of all students rely on the school buses, therefore, our students are a very heterogeneous community; whose needs, aspirations and life experiences reflect the diversity of the city we serve. We work closely with our six partner primary schools in our cluster partnership.



At KS4, the large majority of key measures over the past three years show at least good progress and the majority show outstanding progress. There is no progress below national averages for any student group. At KS5 success rates, retention rates and achievement rates exceed national. Our school is consistently placed in the top 3 in the city in all performance measures.





## The English Department

Our English Department is a flourishing team who are committed to working together to provide high standards, innovative and inspirational teaching and the best possible curriculum opportunities for all.

We are a close team of eight full time teaching staff and one English/ Drama teacher. The combination of experience and youth generates a creative and dynamic team of specialists, who enjoy working together and sharing good practice. Our department thrives on being involved in various whole school initiatives where we are given opportunities to contribute to teaching and learning across the whole school. We are an outstanding department and take pride in the fact that a large majority of students consistently make outstanding progress.

As a department we are committed to extra-curricular activities, which promotes both personalised learning and inclusiveness within our Christian community. We run many successful trips which significantly add to the enjoyment of our children's curriculum and their developing appreciation of English and drama.

Our aim is to provide our students with the knowledge, skills and understanding that literacy is at the heart of interpreting and succeeding in the world around them and will enable them to become effective communicators so that they can gain insight into the enormous power of language in its written, visual and auditory forms.

### **Exam results for summer 2017**

#### Key Stage 4:

##### English language

7+ 30% (above national standards)  
5+ 62% (above national standards)  
4+ 79% (above national standards)

##### English Literature

7+ 26% (above national standards)  
5+ 66% (above national standards)  
4+ 77% (above national standards)

#### Key Stage 5:

A Level English Literature 79% A\*-B (significantly above national standards)

We are constantly reviewing and revising our methods of teaching and learning to support further achievement. One of the strengths of the department is that it uses data to identify

potential and to set challenging targets for each individual pupil in all key stages. We have been acknowledged as a model of good practice.

The schemes of learning are very detailed and provide excellent resources for new teachers, but we encourage each other to bring our own creativity to these schemes to further enhance them. Our schemes of learning offer opportunities for students to become independent and creative thinkers.

### **Curriculum:**

#### **Key Stage 3:**

Students follow the statutory programme of study. We deliver a varied curriculum which provides many opportunities for all learners to develop their ability to express themselves creatively and imaginatively and to communicate with others confidently and effectively. The curriculum offers a wide range of reading texts, a variety of genres and pre and post 1914 literature.

#### **Key Stage 4:**

Our department follows the AQA English Language and Literature specification

#### **Key Stage 5:**

Our department currently offers English Literature and follows the AQA English Literature A specification.

### **Extra Curriculum:**

Our department believes in offering students a wide variety of extra-curricular activities in order to enhance their understanding and love of our subject. Throughout the year, we inspire students of all ages to enter writing competitions and take part in reading challenges. We have a creative writing club and Spelling Bee Challenges.

As a whole, we pride ourselves on our energy and commitment to extra-curricular activities and strive to enhance our students' academic, emotional and social development.





## **Job Description**

### **Teaching and Learning**

- To manage student learning through effective teaching, in accordance with the department's schemes of learning and policies
- To ensure continuity, progression and cohesiveness in all teaching
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students
- To set homework regularly, in order to consolidate and extend learning and to encourage students to take responsibility for their own learning
- To work with Special Educational Needs (SEN) and Gifted and Talented (G&T) staff, and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons
- To work effectively as a subject team member to improve the quality of teaching and learning
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement
- To use positive management of behaviour in an environment of mutual respect, which allows students to feel safe and secure and promotes their self-esteem.
- To register the attendance of students in class
- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials.

### **Monitoring, Assessment, Recording, Reporting, and Accountability**

- To be responsible for the processes of monitoring, assessment, recording and reporting for students in your charge
- To contribute toward the implementation of Individual Support Plans, particularly the planning and recording of appropriate actions and outcomes related to set targets
- To mark students' work and give appropriate and constructive feedback
- To systematically assess students' work and use the results to inform future planning, teaching and curricular development
- To be familiar with statutory assessment and reporting procedures, and prepare and present informative, helpful and accurate reports
- To communicate with parents and carers students' progress and participate in departmental meetings, parents' evenings and whole school training events
- To undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)

### **Subject Knowledge and Understanding**

- To have a thorough and up-to-date knowledge and understanding of the national curriculum and specifications for examination courses
- To comply with all Examination Board regulations in regard to the teaching of examination subjects and the completion of coursework/controlled assessments
- To keep up-to-date with research and developments in teaching and learning

### **Professional Standards and Development**

- To be a role model to students, through personal presentation and professional conduct
- To establish effective working relationships with colleagues
- To manage the work of support staff to enhance students learning
- To liaise effectively with parents/carers and with other agencies with responsibility for students' education and welfare
- To strive for personal and professional development through active involvement in the appraisal system and performance management procedures
- Contribute positively to the extra curricular life of the school and to be aware of the need for the school to play a full part in the local community.
- To maintain a working knowledge and understanding of teachers' professional duties, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children
- To contribute to the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.





## Person Specification

Factors	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status - Degree or equivalent.</li> <li>• Good honours degree (First or Second Class).</li> </ul>	<ul style="list-style-type: none"> <li>• Higher professional qualification.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Relevant teaching experience or teaching practice in the subject.</li> <li>• Experience of teaching a wide range of abilities.</li> <li>• This role would be suitable for an NQT or an experienced teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of tutor role.</li> </ul>
<b>Skills/ Knowledge</b>	<ul style="list-style-type: none"> <li>• Support for the distinctive ethos of this Catholic School</li> <li>• The ability to contribute to the creation of our positive school ethos, in which every individual is treated with dignity and respect and where students feel safe, secure and confident</li> <li>• Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments.</li> <li>• A clear understanding of the characteristics of high quality teaching and learning and achievement for all students</li> <li>• Knowledge of current issues and recent developments in the curriculum area</li> <li>• Use of current pedagogical tools</li> <li>• Use of behaviour management strategies</li> <li>• Use of data to inform practice</li> <li>• Use of differentiation techniques</li> <li>• Reflective and/or innovative practice</li> <li>• Thorough knowledge of the National Curriculum requirements for the subject</li> <li>• Ability to operate as a team member within a consultative structure</li> <li>• Ability to maintain order and discipline in a positive learning environment</li> <li>• An awareness and understanding of the strategies required to motivate and enthuse all students</li> <li>• Proficiency in the use of ICT for</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of particular needs of students with SEND.</li> <li>• Awareness of factors affecting language and learning across the curriculum.</li> <li>• Knowledge/involvement in other cross curricular initiatives/projects or whole school developments.</li> </ul>

	<p>planning, delivery and record keeping</p> <ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Literacy and numeracy skills to an advanced level</li> <li>• Well-developed communication skills and ability to communicate in a style that is appropriate to the receiver</li> <li>• Ability to lead initiatives, support the process of change and work effectively in a team.</li> <li>• Secure commitment to a clear aim and direction for the subject.</li> <li>• Understanding of equal opportunities issues and their application to work.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm for the subject.</li> <li>• Ability to use own initiative.</li> <li>• A commitment to the vision of our school.</li> <li>• A commitment to inclusive education.</li> <li>• Ability to form good working relationships with students and staff.</li> <li>• High standards and expectations</li> <li>• Ability to use student assessment data to raise achievement.</li> <li>• Outstanding communication skills.</li> <li>• Reliability and integrity.</li> <li>• A commitment to safeguarding and promoting the welfare of children.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute extra-curricular activities.</li> <li>• A commitment to personal and professional development.</li> </ul>