ENGLISH TEACHER



HAYES SCHOOL

Application Pack – Teaching Staff

EXCELLENCE THROUGH ENDEAVOUR

ENGLISH TEACHER

Required for January 2019

Main/Upper Pay Range (Outer London)

We are looking to appoint an outstanding full or part time Teacher of English to cover maternity leave from January 2019 (for at least two terms) to join a large, successful and friendly English department. Our students enjoy learning English and achieve highly at GCSE and A-Level.

There is the possibility of a responsibility position (and TLR) within the department for a suitably skilled and experienced candidate.

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

"Teaching and achievement are outstanding." (OFSTED, 2013)

"Students are extremely well cared for and thrive as a result of excellent teaching combined with highly personalised pastoral support."
(OFSTED, 2013)

We can offer:

- Motivated students with outstanding attitudes to learning.
- Outstanding student behaviour.
- Excellent facilities for staff.
- An excellent induction and support programme for new staff.
- Recognised in-house leadership and teaching development programmes.
- Opportunities to work with other schools through established partnerships.
- A friendly working environment

This post is suitable for experienced and newly qualified teachers looking to develop within an outstanding department in an outstanding school.

Closing Date: Tuesday 16th October 2018
Interviews will take place: Friday 19th October 2018

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

October 2018

Dear Applicant

RE: VACANCY FOR TEACHER OF ENGLISH

Thank you for your enquiry about the post of Teacher of English at Hayes School.

I hope that this pack gives you all the information you need at this stage and that we can look forward to your application.

Should you wish to arrange a visit to the school or to have an informal discussion prior to submitting your application please do not hesitate to contact the school.

The closing date for all applications is Tuesday 16th October 2018.

Please send your completed application form and covering letter to vacancies@hayes.bromley.sch.uk

If you require any additional information or have any questions, please contact Tracy Baldwin, PA to the Principal at tmb@hayes.bromley.sch.uk

Yours sincerely

Steve Whittle
Principal

Principal:
Mr S J Whittle
M.A.,(Cantab), P.G.C.E., NPQH

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HAYES SCHOOL

WELCOME

Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700 students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In June 2013, Hayes School was judged Outstanding by Ofsted:

- 'Teaching, the curriculum and pastoral support meet the needs of students extremely well.'
- 'Consistently good and, often, outstanding teaching over time ensures that all groups of students make excellent progress.'
- 'The Sixth Form is outstanding.'
- 'Students make outstanding progress across a wide range of subjects.'
- 'Staff, students, parents and carers and the school's governors are rightly proud of the school and the quality of education it provides.'

Attainment and progress at GCSE and A Level are high and significantly above local and national averages. In 2017, 77% of GCSE students achieved at least a Grade 4 in English and Maths. 58% of all grades were A*-B. The school achieved its best ever exam results at A-Level this year with 63% of all grades at A*-B and 89% at A*-C. Student progress at A-Level places the school within the top 25% of schools nationally (ALPS, 2017)

Our Sixth Form of 500 students is heavily oversubscribed and successful. 'All Sixth Form lessons seen resulted in students making outstanding progress' (Ofsted, 2013).

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters tolerance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.

Our Facilities

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We are currently raising funds to build a purpose-built fitness suite for use by students and staff.

Partnerships with London Scottish RFC, Saracens RFC and Crystal Palace FC support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All teachers and students have access to ICT to enhance teaching and learning.

The school benefits from:

- A significant number of networked computer suites across the school
- Apple Mac computer classrooms
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- Interactive whiteboards and networked PCs in all classrooms
- A high speed wireless network across the campus
- A range of software and cloud-based apps to support the curriculum

Our students

Our students are a delight to work with. They are kind, caring and supportive of each other. We have "uncompromising aspirations" for all and encourage our young people to aim high and to live our motto "Excellence through Endeavour." Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The "Hayes Way" enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. We are a community of lifelong learners and enjoy modelling this to students. A bespoke core and optional training programme provides continuous professional development, which balances the needs of the school and the individual. Teaching and leadership development programmes are delivered in-house through our Teaching School and there are opportunities to mentor and support trainee teachers, participate in Lesson Study and our coaching programme.

An induction programme, staff buddies and active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through the Teaching School.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

The Impact Multi Academy Trust

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

It is rare to see two high performing schools come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is. Both schools are high performing and popular schools serving the same community. They are also driven by a commitment to improving their schools even further to deliver the very best education, care and life chances for all children.

We believe together the schools will be able to move faster and further towards delivering this mission. We are driven by educational and moral purpose as well as enlightened self-interest. We want Hayes and Ravens Wood Schools to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

We want to establish a community Trust and not only have staff and students working together but parents and carers and other members of the community.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of both schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with good friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better and with each passing year it does become even better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of all students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes as a place is a fantastic community and this school is at the heart of it."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

What do staff say about working at Hayes School?

These are just some of the soundbites from some of our staff. For more information visit our website and click on Working at Hayes.

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"

THE ENGLISH DEPARTMENT

The English department at Hayes School is an enthusiastic and friendly team of ten full-time and three part-time teachers with a track record of excellent and continually improving exam results. Our vision is to make English creative, challenging and inspiring so that every student enjoys the subject and appreciates its value in the wider world. We aim to develop lifelong learners who can think independently, communicate confidently and take risks in order to succeed. To achieve this, there is a focus on independence, confidence, communication and skills-based learning in lessons. As a department, we endeavour to foster a love of the subject as well as a passion for reading through the enthusiasm of our teachers, the quality of teaching and learning, enrichment activities such as clubs (including debating, reading and creative writing) and visits from inspirational writers and performers.

The English department has a high profile at Hayes School, which is partly due to the consistently good results that have been obtained in external examinations. The 240 students at KS4 take both GCSE English Language and GCSE English Literature; last year, 84% achieved Grades 4-9 and 75% achieved Grades 5-9. A large cohort of students select to take A level English Literature or Language and Literature in the Sixth Form and many students go on to study the subject at university. The school is proud of the results in this area and is keen to maintain this success.

Hayes is a National Teaching School and therefore there are many opportunities for all of us to develop and improve our teaching. The majority of teachers in the department have taken part in the Outstanding Teacher Programme which the school runs.

Hayes is also a member of Challenge Partners, a large national network of over 300 schools who collaborate, challenge and support each other through a process of annual peer reviews. The English department has been recognised as an area of excellence on account of our consistently high results, strong teaching and the students' enjoyment and engagement with English.

This post offers an exciting opportunity to join a dynamic and successful team and a chance to develop an already excellent knowledge of teaching English. The role also offers the prospect of extra-curricular activities and additional responsibilities.

The successful candidate will have high expectations of themselves and of all students. The post requires enthusiasm, a love of English, effective communication skills and excellent classroom practice.

Testimonial from Carrie Tyler who started working in the department in September 2015:

Since beginning at Hayes just over two years ago, I can honestly say that I have never worked with such enthusiastic colleagues and students. Hayes is uncompromising in its expectations and, as a result, students learn and achieve in a safe and encouraging environment. The policies and pastoral support in place at Hayes ensure that every child truly matters. What is perhaps more inspiring however is the fact that the students themselves show a willingness to learn and a desire to support each other. This level of respect and care is equally modelled by the staff at Hayes.

I will never forget the card I received after accepting my post. Handwritten by the Headteacher, the card welcomed me to the school and encouraged me to visit and become familiar with my department before starting in September. It was this personal approach that meant I immediately felt part of a team, easing me into a new school environment.

Hayes School differs from other schools because of its relentless drive on developing its students beyond the classroom. Being a tutor at Hayes has meant that I have seen the variety of extra-curricular activities available to all. Whether it be trips abroad, music lessons, charity work or sports, every pupil at the school is given the chance to fulfil their potential and experience places they may not have without these opportunities. What's more, I am genuinely astounded at the students' desires to contribute to their school and their broader community. For example, the school's mentoring initiative allows individuals to help their peers understand subjects in a way that is non-intrusive and relatable.

Beyond this, I have been most impressed with the personal development at Hayes. Teachers at Hayes are life-long learners: staff are passionate about their subject areas and are relentless in their pursuit of further training to better their own practice. This is a mentality that Hayes has helped to foster through its CPD programme, as well as through the school's local and international links with educators. In the short time I have worked at Hayes, I have completed the 'Outstanding Teacher Programme' which has both benefitted my own teaching and my ability to lead others. I have also taken on greater responsibility in my own department as well as mentoring trainee teachers.

I am a far better teacher for having joined Hayes.

PERSON SPECIFICATION

The person appointed to this post will:

- Have excellent subject knowledge
- Be a good/outstanding classroom teacher;
- Be able to teach students of all ages and abilities across Key Stages 3-5
- Have a love of English and the desire and ability to convey this to students;
- Be highly motivated and committed to working as a team
- Ensure all students make good progress and reach their potential
- Monitor students' progress via regular assessment, feedback and marking
- Provide appropriate support and promote high attainment in public examinations.
- Have a knowledge of IT and its use in teaching;
- Possess clear and effective communication skills;
- Have a commitment to equal opportunities;
- Demonstrate a commitment to continuous professional development;
- Be actively involved in the school's Initial Teacher Training Scheme;
- Support the development of students' communication skills and promote their acquisition of lifelong learning skills.
- Be committed to extra-curricular activities.
- Ensure the needs of all students are met, including students with special educational needs and disabilities;
- Work productively and co-operatively with the line manager.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note the appointment will be subject to satisfactory references, medical clearance and an Enhanced Disclosure and Barring Service check.

Teaching Staff – Selection Criteria

Qualifications & Training	
Good Honours Degree or equivalent	**Essential**
Qualified Teacher Status	**Essential**
Evidence of relevant continuous professional development	**Desirable**
Professional Experience & Knowledge	
Knowledge of assessment and target setting in your subject	**Essential**
Evidence of planning and developing resources	**Essential**
Have an understanding of current educational initiatives	**Essential**
Professional Expertise	
Exhibit a range of teaching, learning and behaviour management strategies.	**Essential**
Be able to create a positive learning environment where expectations of students are high and behaviour is good.	**Essential**
Act as a role-model for students and staff through their personal and professional conduct	**Essential**
Have an understanding of how to improve results	**Essential**
Be reflective about your own practice	**Essential**
Be able to articulate ideas in both verbal and written form	**Essential**
Be committed to improving practice through professional development	**Essential**
Be able to cope with change, be flexible and handle uncertainty	**Essential**
Have an understanding of the features of an outstanding lesson	**Essential**
Potential to be an good or outstanding classroom teacher	**Essential**
Have good time management and personal organisation skills	**Essential**
Be willing to contribute to the wider life of the school	**Essential**
Personal Attributes	
Be passionate about young people and their education	**Essential**
Have a commitment to raising standards and achievement	**Essential**
Show evidence of being able to build and sustain effective working relationships with students, staff, governors, parents and the wider community	**Essential**
Have an excellent punctuality and attendance record	**Essential**
Have a capacity for hard work	**Essential**
Special Requirements of the Role	
Show a commitment to safeguarding and promoting the welfare of children and young people	**Essential**

EXPLANATORY NOTES

Application Procedure

1) Read carefully all the information about this post.

2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.

3) In section 'details in support of your application' please tell us:

a) Why you are applying for this post.
b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

1) Suitable applicants will be shortlisted for an interview.

2) If you are successful you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.

3) Candidates called to an interview will:

a) Be given a tour of the school.
b) Have an opportunity to meet with members of the department.
c) Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Assistant Principal. Details of the lessons to be taught will be given in advance.
d) Have a formal interview with the Head of Department and a member of the Senior Leadership Team.

Pre- Employment Checks

The successful applicant will be required to:

1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3) Provide proof of eligibility to work in the UK.
4) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Maitland Medical.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

The salary will be in accordance with Main Pay Range or Upper Pay Range (as applicable) for Outer London.

Pension Scheme

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.