



King Edward VI School



Subject Leader - English

Recruitment Pack

February 2018

Required for September 2018

Subject Leader – English

TLR 1b plus optional paid secondment to SLT

Are you passionate about leading teaching and learning in our English department? Do you have the skills and aptitudes necessary to lead a large team of teachers who jointly aspire to deepen their passion for our craft and help students fulfil their potential in English? We are looking for an ambitious, reflective and talented leader who can help us to develop the quality of teaching at King Edward VI School and ensure an even better learning experience for our students.

King Edward VI CEVC School is a successful, oversubscribed 11-18 school with 1576 students on roll, including 372 in the Sixth Form. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and a 30 minute drive to Cambridge.

We are seeking to appoint a person who:

- has an outstanding track record in teaching with proven success and demonstrable impact
- is able to think strategically, analytically and creatively about teaching and learning, and has the personal authority and communication skills to make a difference to outcomes for this crucial department
- is committed to the continuous development of people and systems to and understands how this will make a difference for our school community

Closing Date

12 noon

Wednesday 21 February

Interviews

Tuesday 27 February



King Edward VI School

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Telephone 01284 761393 Fax 01284 767474
admin@king-ed.suffolk.sch.uk www.king-ed.suffolk.sch.uk
Headteacher **Lee Walker**

Letter to potential applicants – February 2018

Dear Colleague,

Thank you for your interest in the position of Subject Leader for English at King Edward VI School. This is a key appointment for us. The information provided seeks to outline the context of this position, where we are currently as a school, and the kind of person we are looking to appoint. I hope this will enable you to determine whether this is the right position for you at this stage of your professional development, and whether you are the colleague for us. If you decide this is the case, I will be delighted to receive an application from you.

I joined the school as Headteacher at Easter last year, and could not have been more delighted to do so. King Edward VI School has been inspiring young people in Bury St Edmunds since 1550, and we are held in the highest repute for our academic traditions, our incredibly broad and successful programme of enrichment activities, and our strong ethos as a fully comprehensive and inclusive Church of England School. I spent much of my first term here listening to the views of students, staff, parents and governors, as they told me what makes the school great and what they think our next stages of development should be. There is, above all else, a palpable desire to develop teaching and learning further, to collaborate with each other in developing our practice, and to utilise the partnerships we have with agencies locally, nationally and overseas to enhance the quality of learning still further.

We seek a Subject Leader who can shape the future for our very strong team of English teachers, and build on the excellent work done over a number of years by the current subject leader, who is stepping down in the Summer Term. Over the last three years, results at GCSE and A Level have been good. Building on this progress and seeking even stronger outcomes will be a key aspect of the work of the new Subject Leader.

You will join the school at a most exciting stage of its development. We are a founding partner in the Lark Teaching School Alliance, a new TSA in Suffolk. As such, we have just been approved to offer the NPQML and NPQSL courses in-house, for delegates from schools in our locality. This will begin in the Summer, and is externally accredited by Leadership East. In addition, we are proceeding with a proposal to form a Multi Academy Trust with a group of 7 Primary schools in and around Bury St Edmunds. We expect this MAT to begin within the next 12-18 months.

We have also been working very closely with the Suffolk Academies Trust, to jointly plan for the building of a brand new academic Sixth Form Centre on our site which will open in September 2019. At that stage, our Year 12 students will transfer to the new provision, which is to be called Abbeygate Sixth Form, to complete their A Level studies. Our own Sixth Form will close, but we anticipate that many of our staff will teach here and in Abbeygate Sixth Form as the buildings are on the same site. We think this is a wonderful opportunity for A-Level students in Bury St Edmunds.

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Our core values are respect, aspiration and creativity. Elsewhere in the pack, you can read more about these. They are the fundamental principles which govern our life and work here. Our students are exceptional ambassadors for the school, are courteous and kind, and strive to be the best they can be. We want them all to be inspired by what we offer so that they can thrive in the future. We have vertical tutoring in Years 7-11, and there is a strong sense of belonging fostered by our six Colleges. In common with the rest of Suffolk, Bury St Edmunds has recently undergone a transformation from a three-tier structure incorporating First, Middle and Upper schools to two-tier education, and this arrangement is in place for virtually all schools in the town. We are proud of our transition arrangements, newly fledged following the arrival of our first Year 7 and 8 students in September 2016. This is aided by the Bury Schools Partnership, a strongly collaborative network of schools in the town and surrounding area.

We recognise that the successful applicant may well be keen to progress to Senior Leadership in the not-too-distant future, and to that end we have set up a programme of secondment to SLT. You will have a guaranteed place on this should you wish. This is a paid secondment, tailored to match the skills and interests of the post holder, and will focus on an area of development at whole school level. The secondment lasts for a year in the first instance, and offers full membership of the Senior Team throughout.

Above all else, though, we are looking for someone who is not afraid to innovate; to shape the role and the agenda for learning in the department in the way that they see fit. We will provide excellent opportunities for professional development, a caring school ethos, children who have a genuine desire to excel and parents who are fully supportive of our work. If you still feel that this post is for you, then I look forward to receiving your application. If you wish to visit the school prior to making an application, you would be most welcome. Please contact my PA, Diane Hartnell (admin@king-ed.suffolk.sch.uk) to arrange this. If you have any questions about the post, do not hesitate to get in touch with me directly (head@king-ed.suffolk.sch.uk).

Yours sincerely,

Lee Walker
Headteacher

The English department at King Edward VI School

The English Department at King Edward VI School expects the highest standards of work and effort from our students. We believe that every student should achieve their full potential in English. We look to excite and inspire students from Year 7 through to Year 13. We believe that consistency and sharing good practice is important. What this does not mean is that we all teach in exactly the same way, nor that there is a right and wrong way to do things. We work together to make English relevant to the lives of our students through a variety of teaching methods and discussion. Our team is willing to experiment and try new approaches to facilitate learning. Above all, we are supportive of our colleagues and our students alike. There are 13 members of the team. As well as the subject leader, we have a Lead Practitioner, and TLR positions overseeing each of the Key Stages.

Key Stage 3

The aim of this course is to equip students with the skills required for the GCSE qualifications in English Language and English Literature. Teachers have the choice and flexibility to teach the texts they enjoy and are best suited to the students in their classes. Furthermore, we ensure that all students are equipped with the fundamental tools of reading, writing, speaking and listening. The course takes a streamlined approach focusing on language, poetry, prose and plays – both modern and Shakespearean. There is a focus on reading whole texts selected from a range of high quality, challenging literature. As reading is core to our curriculum, students benefit from a Reading Enrichment Programme allowing them to continue to enjoy reading for pleasure in a coordinated way with our school library.

Key Stage 4

Students in Year 10 and 11 follow the new specification OCR GCSE English Language and English Literature courses. It is our aim that lessons not only adhere to the requirements of the specification but are also engaging and relevant to our students. All students complete both GCSE English Language and GCSE English Literature. It is our belief that the lessons students experience should be rigorous, focused and, above all, should enable all students to appreciate and engage fully with a range of literary and non-fiction texts.

Currently students are taught in mixed ability groups throughout Key Stage 3 and 4, however from September 2018 the department will be teaching Years 9, 10 and 11 in sets based on the ability and attainment of students.

Key Stage 5

We have streamlined the number of A Level courses for the new specifications. We will continue to offer AQA A Level English Literature and AQA A Level English Language as discrete subjects. We will retain the AS examination but this is a separate qualification and will serve as a benchmark to students, the school and Universities in preparation for the A Level examination. Our A Level lessons are typically characterised by a teacher's expertise and enthusiasm for English. This is conveyed through a variety of teaching methods including lectures, seminars, 1-2-1s, active learning methods etc. We aim to support our A Level students in their learning and prepare them for University or the workplace.

Results

	2015	2016	2017
A*-C (4+ E&M)	66	68	68
5+ EM	n/a	n/a	43
A*-C / 4+ English	64	78	83
5+ English	n/a	n/a	68
A*-C / 4+ Maths	75	74	73
5+ Maths	n/a	n/a	45
Attainment 8*	48.6	51.09	45.95*

*NB The methodology for calculating Attainment 8 has changed in 2017, and so direct comparison with previous years is not possible

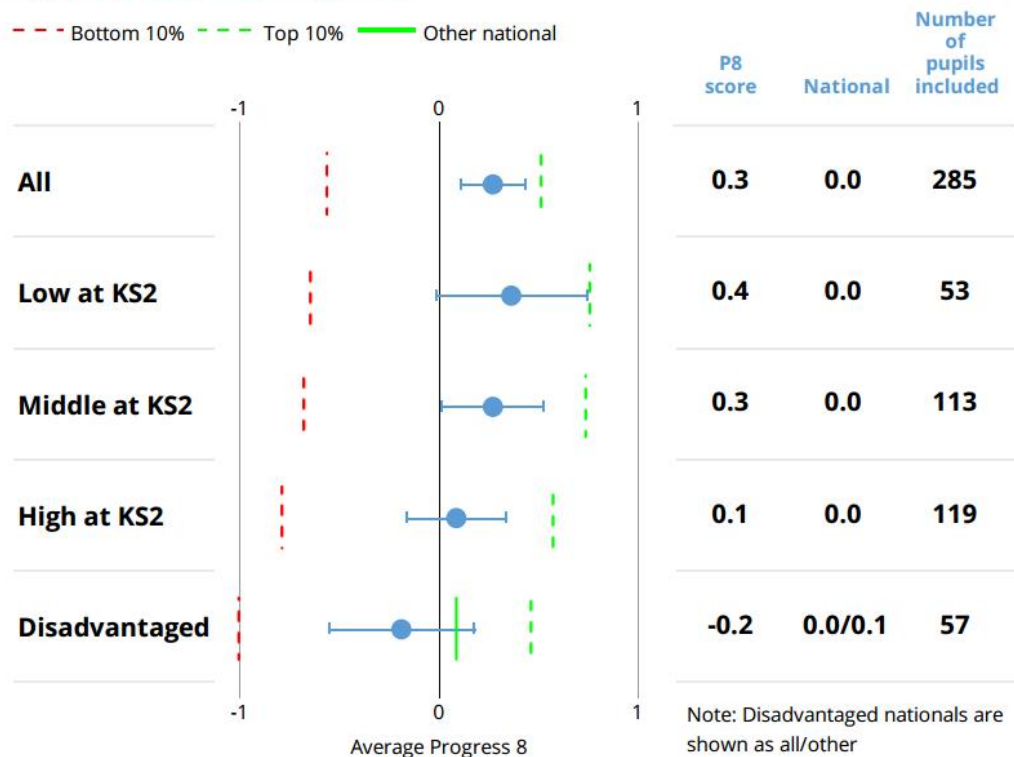
%A*-C / 4+ Attainment	2012	2013	2014	2015	2016	2017
English Language	61	70%	64%	70	74	74
English Literature	70	72%	76%	79	71	79
Maths	72	72%	69%	74	74	73

%A*-A / 7+ attainment	2012	2013	2014	2015	2016	2017
English Language	16.4	21.2	17.2	17	17	15
English Literature	17.8	22.9	19.7	19	14	17
Maths*	23.5	19.4	15	18	19	17

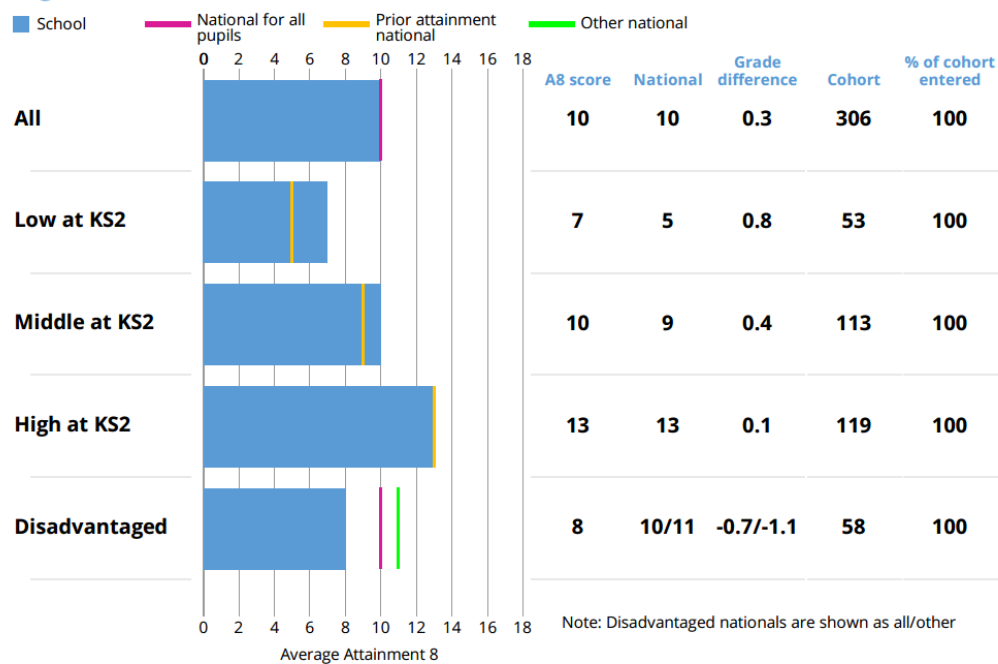
	2015	2016	2017
Progress 8	0.18	-0.09	-0.04
P8 Maths	0.2	0	0
P8 English	0.17	-0.09	0.3

ASP Dashboards – Key Stage 4 2017

English element of Progress 8



English element of Attainment 8



Sixth Form results

English Literature A2	Entries	A*	A	B	C	D	E	U	%A*-C	%A*-E
2017	29	3	7	4	11	4	0	0	86.2	100
2016	35	0	2	15	10	8	0	0	77.1	100
2015	32	4	10	6	9	3	0	0	90.6	100
English Language A2	Entries	A*	A	B	C	D	E	U	%A*-C	%A*-E
2017	34	0	5	13	11	5	0	0	85.3	100
2016	27	0	2	5	15	5	0	0	81.5	100
2015	23	0	1	13	6	2	1	0	87	100



Our Core Values

King Edward VI School has been in existence since 1550. We have always held close to a set of principles – standards which govern what we do and how we operate. As a Church of England School, we cherish and celebrate life in all its fullness. We actively promote the well-being, hope and dignity of all members of our school and the wider community

Below are our three *core* values. These are the things we hold most dear;

Respect

As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.

Aspiration

In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.

Creativity

We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.



Our vision

As a Church of England School, our vision embraces the **spiritual, physical, intellectual, emotional, moral, cultural** and **social development** of children and young people. Our vision is rooted in our values of respect, aspiration and creativity.

What follows sets out our vision for the school we will be in 2020.

We will achieve this vision through the implementation of our Strategic Objectives and School Development Plan.

- We will be a school where, through our creation of opportunities for children and adults to **thrive** and be the best they can be, students **achieve** the very best outcomes they can.
- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support **staff**. We will enable our staff to flourish in their roles.
- We will be a school where there is **consistency** in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care.
- We will be a school where we have successfully completed the **transition** from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre.
- We will be a school which nurtures **partnerships** with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff.

- We will be a school which, through our close partnership with local **primary schools** as well as Abbeygate Sixth Form Centre, enhances learning throughout our community.
- We will be a school which is distinctly **outward-facing** and **forward looking**, helping our young people succeed in an ever-changing world.
- We will be a school which has found innovative ways to make the most of our available **resources**, and to create more, in order to deliver the best we can for those in our care.

**King Edward VI School
Bury St Edmunds**

**JOB DESCRIPTION
SUBJECT LEADER - ENGLISH**

1. INTRODUCTION

1.1 NAME OF POST HOLDER:

1.2 Post Title: SUBJECT LEADER - ENGLISH

1.3 Key Responsibility: To ensure the quality of students' learning arising from the teaching of a course, subject or a combination of subjects.

1.4 Post Purpose: To provide high-profile leadership for a course, subject or combination of subjects in order to:

- Help students learn successfully and with enjoyment
- Provide a rich, challenging and interesting curriculum for students
- Make connections between subject-specific knowledge, links with other subjects and whole-school strands
- Ensure consistent implementation of school policies, ethos and expectations
- Serve as a role-model to other staff in dress, language and conduct

1.5 Reporting to: Designated member of Leadership Team.

1.6 Responsible for: The learning of students within a course, subject or combination of subjects

1.7 Liaising with: Headteacher, Leadership Team, Heads of College and other staff

1.8 Working Time: Full time as specified within the STPCD, teaching up to 33 out of 40 sessions

1.9 Salary/Grade: TLR 1b

2. TEACHING:

- To teach students according to the generic job description issued to all teaching staff

3. OPERATIONAL/STRATEGIC PLANNING:

- To assist in the overall development of the school's ethos, including:
 - Promoting pleasure in learning
 - Developing students' subject knowledge
 - Developing students' skills in literacy, numeracy, teamwork and study skills
 - Making links between courses and subjects so that students' learning is coherent
 - Using data and targets to improve the quality of learning and teaching within a team

4. LEADERSHIP:

- To provide high-profile leadership around the course/subject area
- To give praise and encouragement to members of the teaching team
- To tackle issues of under-performance
- To be a visible presence around the school, embodying whole-school expectations

5. CURRICULUM PROVISION:

- To keep up-to-date with developments in subjects and pedagogy, translating these into relevant schemes of work
- To provide students with a rich learning experience based on active participation, independent study, study skills, cross-curricular connections and work-related opportunities
- To review the curriculum annually using student and staff feedback and performance data
- To ensure that lessons are designed to challenge students of all abilities
- To ensure that agreed lesson requirements are in place across the lessons taught by members of the teaching team – register, lesson objectives, pace and variety, plenary, and homework
- To follow the appropriate rewards procedure within school
- To liaise with Teaching Assistants and Cover Supervisors to ensure high quality work is set including materials and experiences during staff absence
- To monitor the quality and consistency of planning, homework and assessment, including the use of staff and students evaluations
- To use data to set appropriately challenging targets for students, staff and classes
- To ensure that displays are used as opportunities for learning and create a professional, attractive backdrop to students' experiences in your course or subject

6. CURRICULUM DEVELOPMENT:

- To develop relevant, lively and innovative strategies for making students' learning within a subject more effective
- To take a whole-school view of the curriculum based on students' personal, cultural and intellectual development
- To lead training sessions for members of the teaching team so that good practice is shared in your subject area(s)

7. PROFESSIONAL DEVELOPMENT:

- To take responsibility for the professional development of your team within a subject area and promoting a whole-school perspective
- To use performance management to review the performance of all members of your team, setting clear and measurable targets
- To lead high-quality training sessions, providing regular feedback to your team and actively monitoring the quality and consistency of their impact

8. STANDARDS:

- To ensure high standards of behaviour, respect and courtesy from students across lessons taught in your course and subject
- To follow up any behavioural issues that occur in a lesson taught by a member of your team and keep pastoral staff informed of issues
- To follow the school's agreed house style on behaviour, dress code and visibility
- To use data and targets to set high expectations for students and staff
- To ensure and monitor the quality of cover work set in the absence of staff, overseeing the quality of work set and the lesson being covered

9. MANAGEMENT OF INFORMATION:

- To follow the school's information systems to keep staff, students and parents informed
- To maintain appropriate records for monitoring student progress and logging any issues/incidents, using the agreed school system
- To use data and targets for monitoring the quality of your team's work

10. COMMUNICATION & LIAISON:

- To communicate effectively with the parents of students, staff and other agencies as appropriate
- To hold regular formal and informal meetings/training sessions with members of your teaching team
- To follow agreed policies for communications in the school

11. RESOURCES:

- To co-operate with other staff to ensure a shared and effective usage of resources to the benefit of the School, the department and the students
- To ensure that appropriate risk assessments have been completed for lessons taught and equipment used in your teaching team's area
- To ensure that staff in your teaching team are fully conversant with relevant health and safety implications
- To ensure the good upkeep and secure storage of resources

12. SCHOOL ETHOS:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies, including the dress code for staff and students, our house style on behaviour management, and taking a high-profile, visible lead around the school

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

13. SIGNATURES:

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed _____
(Subject/Course Leader)

Signed _____
(Headteacher)

Dated _____

Dated _____

King Edward VI School – Subject Leader for English

Person Specification

Selection Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good degree in English or a related discipline	✓	
Evidence of appropriate continued personal and professional development	✓	
Experience and Attributes		
Evidence of highly successful teaching in the 11-18 age range	✓	
Secure knowledge of the characteristics of effective learning, teaching and assessment in English	✓	
A proven track record in improving results and ensuring students make excellent progress.	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour.	✓	
The ability to lead, motivate and inspire pupils and staff and to forge positive relationships with parents.	✓	
The ability to coordinate and support the work of others.	✓	
An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards	✓	
Personal Qualities		
Ability to help develop and to support a vision of high quality education based on the moral integrity of the school's core values.	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
Ability to lead and motivate others	✓	

Ability to analyse information and use sound judgement in complex situations	✓	
Ability to support a team culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium.	✓	
A sense of humour, cheerful demeanour and positive, can-do attitude	✓	
A capacity for hard work and willingness to “go the extra mile”	✓	
The desire to progress to a Senior Leadership post in due course		✓