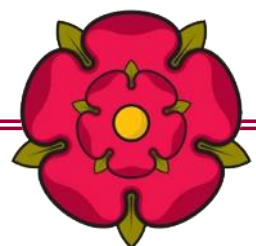


# Lancaster Girls' Grammar School



## APPLICATION PACK

**TEACHER OF ENGLISH**  
Permanent and Full time  
MPS/UPS  
September 2018 start



# Welcome from the Headteacher Mrs Jackie Cahalin

Thank you for enquiring about the post of Teacher of English at LGGs. This is a permanent and full time post with effect September 2018. We welcome applications from experienced teachers as well as NQTs.

LGGs is a forward-looking, selective state school with academy status and an outstanding record of promoting high achievement. Whilst we have achieved outstanding judgements in our last four Ofsted inspections, we regularly analyse our performance and seek new ways to enhance learning opportunities for our students.

With 893 students on roll, including around 300 in the sixth form, we are in a position to offer a wide curriculum. All students study the three separate Sciences at GCSE as well as a Modern Foreign Language.

A major strength of our school is our welfare and support structure. Our students are supported by form tutors, heads of key stage, learning mentors and a student wellbeing co-ordinator. Behaviour and attendance are excellent at LGGs and our girls are highly motivated, keen and enthusiastic. They are warm, welcoming and have a good working relationship with staff, which is built on mutual trust and respect.

Whilst we are confined to a small campus in the centre of the city, we make full use of every available space. Our new sixth form centre contains four teaching rooms and an impressive independent study area.



Each year, we recruit around thirty to fifty new students to Year 12 and almost every student continues into the sixth form after Year 11. Maths, Biology and Chemistry are the most popular subjects at A level.

Our intake into Year 7 is 140. We are heavily oversubscribed and admission is by an entrance test. On entry, girls are placed in five forms and are taught in forms for most subjects in Years 7 - 8. Sixth form students organise a whole host of events for younger students including the annual performing arts and music festivals. Our examination results regularly place us in the top fifty state schools. The vast majority of our students make very good progress and we use a range of data measures in school to set challenging targets.

LGGs is an exciting place to work. Staff have high standards; both of themselves and our students. We have a large number of support staff who work alongside teachers and we offer generous teaching loads with almost no lessons taught outside of staff specialism. Staff have many opportunities to develop their skills through research projects, working with trainee teachers, participation in school development groups and working with staff from other schools.





# English Department Information

The English department comprises of two full-time and four part-time teachers and all members of the department are English specialists. In addition to A-Levels in English Literature and English Language, members of the department also contribute to sixth form enrichment, in particular the Extended Project Qualification and the school magazine, The Chronicle, which recently celebrated its centenary edition.

All Key Stage 3 classes are taught in form groups. In Year 7, all students have five one-hour English lessons; whilst Year 8 have six and Year 9, with a view of giving pupils a skills-based introduction to GCSE, currently have seven a fortnight. Drama lessons are taught by one of our drama specialists. Classes generally contain 28-30 students.

In Years 10 and 11, students are taught in mixed ability groups, consisting of an even mixture of students from all forms and from across the ability range. The department prepares students for the AQA English Language and English Literature GCSE examinations. We were pleased with this summer's exam results: in Language 81% of grades were at grade 7 and above, with 19.6% at grade 9. In Literature 81% of grades were 7 and above, 18% at grade 9. Our English Progress 8 was +0.8.

In the Sixth Form, we offer both AQA English Language and OCR English Literature. Last summer, the first year of the reformed linear A-Levels, saw Literature gain 88% of grades at A\*-B and Language 52%. The ability range at KS5 is broader as a significant number of students enter LGGS Sixth Form from other schools. There are nine lessons a fortnight, with the teaching shared between two members of the department. The majority of the department are experienced in the teaching of both A-Levels. English remains a popular A-Level subject: with classes sizes comprised of between 15 – 20 students. We currently have two teaching groups for each subject in year 13, and in year 12 Literature; there is currently one year 12 Language group although there has been a significant interest in the subject from the current year 11 cohort.

As a department, we are forward-looking and work as a dedicated team, developing shared resources and working co-operatively on curriculum developments. Both full-time teachers of English have their own room, and the timetable is arranged to ensure as much continuity as possible for part-time members of staff in terms of rooming. The proximity of the English classrooms to both school halls, provides an excellent external classroom space – ideal for collaborative group work or drama within English. In addition, we have our own Drama Studio which can be booked for English lessons, timetable permitting. The Main Hall also has a moveable stage and seating as well as new sound and lighting systems.

Our school library is superbly resourced and there is a full-time librarian who gives lessons on its use. She also supports individual research and class projects and promotes competitions and visiting authors within English lesson time. Over the last three years we have worked in tandem with the library team supporting the Lancashire Book of the Year Award with Year 9 pupils, and collaboratively planning events to mark World Book Day at the beginning of March.

All members of the department are involved in a wide range of extra-curricular activities, including the sixth form-led English Society, the KS3 Public Speaking competition, Year 7 Spelling Bee, theatre visits, national competitions, reading groups, the school magazine and the preparation of pupils for public events such as reading at our annual Carol Service at Lancaster Priory. We have recently started a subject-specific Twitter account, with the aim of expanding students' engagement with English beyond the classroom.



# Job Description

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## **Main purpose of the job:**

- Facilitate and encourage a learning experience that provides students with the opportunity to achieve their individual potential and equality of opportunity for all.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Deliver the required curriculum as relevant to the age and ability group/subject, other relevant initiatives, and the school's own schemes of work.
- Work in collaboration and partnership with students, parents/carers, governors, other staff and external agencies.
- Monitor and support the overall progress and development of students.
- Contribute to raising standards of student attainment.
- Responsible for promoting and safeguarding the welfare of children and young people within the school.

## **Professional attributes:**

- To behave in a professional manner with staff and students at all times, treating all members of the school community with dignity and respect. Be a positive role model in terms of behaviour, work and attitudes.
- To contribute to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams.
- To meet all school deadlines.

## **Team working and collaboration:**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the students, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

## **Personal professional development:**

- Be a reflective practitioner and regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well being, refining your approaches where necessary.
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.
- To contribute to the professional development of others as appropriate to the teacher's own career stage.
- Participate fully with arrangements made in accordance with The Education (School Teachers' Appraisal) (England) Regulations 2012.

## **Professional skills:**

- Professional knowledge and understanding - To keep up to date on current teaching, learning and behaviour management strategies and know how to adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential.
- To have a secure knowledge and understanding of the relevant curriculum area and to keep up-to-date on current developments.
- To keep up-to-date with the assessment requirements for the subjects taught, including those relating to public examinations.

# Job Description

## Teaching:

- Set high standards of work and behaviour in the class and all other areas of the school.
- Plan for progression across the age and ability range you teach, designing effective lessons/programmes of study in accordance with the needs of individual students.
- Teach challenging, well organised lessons, using an appropriate range of teaching strategies which meet individual students' needs.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide timely, accurate and constructive feedback on students' attainment, progress and areas for development
- Advise and work collaboratively with others on the preparation and development of teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements as appropriate.

## Reviewing teaching and learning:

- To assess, record and report on the attendance, progress, development and attainment of students and to maintain appropriate records.
- To provide relevant accurate and up-to-date information to assist in the tracking of students, information for SIMs, registers, etc.
- To track student progress and use information to inform teaching and learning, including target setting.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To use assessment as part of teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.

## Establish a purposeful and safe learning environment for students:

- To establish a purposeful and safe learning environment which enhances learning.
- Use a range of behaviour management

techniques and strategies adapting them as necessary to promote self control and independence of all students.

- Encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any student with the appropriately identified person.
- To be responsible for the safety of those working in the classroom.

## Resources:

- To co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the school, subject area and the students.
- Ensure that work areas are kept tidy, report all faults according to procedures. In practical subjects, this includes awareness of the risk assessment procedure for the activities, availability of first aid materials, and knowledge of procedures in case of accidents.
- To assist in identifying resource needs and to contribute to the efficient and effective use of physical resources.
- To contribute to the process of the ordering and allocation of equipment and materials, in line with the Workforce Agreement.

## Other:

- To carry out supervisory duties as required.
- Be fully conversant with the school's procedures and policies.



# Person Specification

A = Application    I = Interview    R = Reference

Requirements for the advertised position	Evidence
<b>Qualifications</b>	
A good honours degree in English or related subject	A
QTS	A
<b>Professional Experience</b>	
Successful teaching record at KS3 and KS4	A R
Experience in or desire to teach A level Literature and/or Language	A I
<b>Knowledge and Skills</b>	
Ability to engage and enthuse students in English	A I R
An awareness of current trends and initiatives in teaching English	A I R
Knowledge and awareness of the role of a Form Teacher.	A I
<b>Personal and Professional Qualities</b>	
Belief in sustaining the highest academic standards and excellence	A I R
Ability to prioritise, plan, organise well and work with others to achieve objectives	A R
High professional standards in dress, attendance and punctuality	I R
Commitment to supporting the extra curricular life of the school	IR
Suitability to work with children and satisfactory Enhanced Disclosure with the DBS	R / DBS check

## Application Process

**Please complete the application form and provide a supporting statement  
(on no more than two sides of A4).**

**The supporting statement should address your particular strengths and how your  
experience to date has prepared you for this particular role.**

**The closing date for applications is 9.00am on Friday March 2nd**

Applications may be submitted on email to [applications@lggs.lancs.sch.uk](mailto:applications@lggs.lancs.sch.uk) or by post. LGGS is committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check.



# Advisory Note to Applicants

## **REHABILITATION OF OFFENDERS ACT 1974**

The work for which you are applying will have regular contact with children and is exempt from the Rehabilitation of Offenders Act 1974. Therefore, you are required to declare any convictions, cautions, bind-overs, or prosecutions pending you may have, even if they would otherwise be regarded as 'spent' under this Act.

These details should be enclosed in a separate, sealed envelope marked 'confidential' – for the attention of the Chairperson of the appointing body. The envelope should state clearly the name of the school/establishment and the work for which you are applying and be returned with your application form.

The information you give will be treated in confidence and will only be taken into account in relation to an application where the exemption applies.

The Authority is entitled, under arrangements introduced for the protection of children, to check with the Criminal Records Bureau for the existence and content of any criminal record of the successful applicant prior to the confirmation of appointment.

Therefore, successful applicants will be required to complete a disclosure form to enable a check to be undertaken. Failure to consent to this could prevent the application being considered further. This check involves details being obtained of convictions, including those considered 'spent' under the Rehabilitation of Offenders Act 1974, cautions held at national level and may also include non-conviction information. You will receive the results of the check from the Criminal Records Bureau, who will also forward a copy to the Authority. Information received from the Criminal Records Bureau will be kept in strict confidence and will be destroyed in accordance with guidelines laid down by the Criminal Records Bureau.

The disclosure of a criminal record will not debar you from appointment, unless the Authority considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago and what age you

were when it was committed, and any factors which may be relevant.

Failure to declare a conviction, caution or bind-over may, however, disqualify you from appointment, or result in dismissal or disciplinary action if the discrepancy comes to light.

Under the Criminal Justice and Court Services Act 2000 it is an offence for an individual who has been disqualified from working with children to knowingly apply for offer to do, or accept or do any work in a 'regulated position', such as the post you are applying for.

## **Equal Opportunities Policy**

Lancaster Girls' Grammar School is an Equal Opportunities Employer.

The School's Equal Opportunities Policy states that it will give equal treatment to all persons within its organisation regardless of sex, marital status, race, colour, nationality, national origin, ethnic origin, sexual orientation, disability, age and not allow any individual to be disadvantaged by any other condition which cannot be shown as justifiable.

## **Health**

Appointment to the post will also be subject to a satisfactory health record. A medical examination may be required by the School.



# School & Local Area Information

## The School

Established in 1907 at the Storey Institute, LGGS has occupied the current site between Regent Street, High Street and Lindow Square since 1913. The School is situated in the City Centre with Lancaster railway station and bus station a five minute walk away. Regular train connections to Morecambe, Preston, Chorley, Ulverston, Windermere and Barrow-in-Furness are available.

Most staff act as Form Tutors or are assigned to a particular year group for support tutoring and mentoring. There are many opportunities to get involved in clubs, activities and visits. One member of staff recently said "join LGGS and see the world!"

The original stone building comprises a large part of the main school with a neighbouring science block, technology building and art block. There is also a sports field a short walk away from the main school. A brand new sixth form building was opened in Autumn 2012.

## The Local Area

Lancaster is a small, but thriving city with a population of around 130,000 and home to two universities. The nearby coastal towns of Morecambe and Heysham are mixed with rural countryside.

House prices are affordable and there is a rich mixture of flats, small houses and larger family homes, particularly in the outer reaches of the city. The city centre has a range of chain stores, independent shops and restaurants with Preston only 30 minutes away (20 minutes by rail). The Trafford Centre is only an hour's drive away and there are also regular train services across the Pennines to Bradford and Leeds. There are two theatres in the City as well as cinemas and other entertainment venues in and around the City Centre.

