



Teacher of English

MPS with the Possibility of a TLR 2.

Application Pack

Caroline
Chisholm
School



Ambition Confidence Success

Everyone Every Lesson Every Opportunity

Contents

Contents	1
Principal's Introduction	2
How to Apply	3
The Appointment Process	3
Advertisement: Teacher of English.....	4
Job Description:	6
Person Specification	10





Principal's Introduction

Thank you for your interest in the post of Teacher of English at Caroline Chisholm School. The school is a dynamic and heavily over-subscribed all-through academy which covers an age range from 4 to 19. The school caters for around 2000 students, with 420 in the primary phase and around 300 students in the sixth form. We are seeking an exceptional Teacher of English in our Secondary phase from September 2019. The successful candidate will be a highly motivated individual who has outstanding experience and/or potential. Our new Teacher of English will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

The post will be instrumental in moving the school back to "Good" and onwards and upwards towards an eventual "Outstanding" judgement. The post will suit an individual who is looking to ultimately become a successful middle leader in the next three to five years. Caroline Chisholm School has a highly talented and motivated staff body and a supportive, bright and extremely well behaved student body. It is a busy and exciting time at Caroline Chisholm. After a disappointing inspection visit in November 2017, the school is determined to rectify the issues identified in the Ofsted report, and to rapidly improve to become one of the highest performing schools in the Northamptonshire area.

My vision for the school is that it becomes a centre of excellence in developing innovative teaching as well as being a school that focusses on developing success, confidence and ambition in all of our students. It is therefore important that the successful candidate has a true passion and determination for developing teaching and learning, coupled with drive to deliver outstanding outcomes for our students.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you. This position is available from September 2019, however, an earlier start date or earlier may be possible. Applications from both NQTs and more experienced practitioners are welcome.

David James
Principal

How to Apply

We welcome daytime visits to the school for any candidate who is interested in the role.

To arrange, please email our recruitment team at: recruitment@ccs.northants.sch.uk

To apply, please complete the online application form and include a letter of application, telling us about your experience and suitability for the post with reference to the attached job description and person specification.

Please note that all applications must be submitted by: Monday, 20 May 2019 by mid-day. If you have not heard from the school within 1 working days of this deadline, please assume that your application has not been successful on this occasion.

The Appointment Process

Interviews for the post are expected to take place on Wednesday, 22 May 2019.

References will always be requested before interview.



Advertisement: Teacher of English



Caroline Chisholm School was the UK's first purpose built all-through school which opened in state of the art facilities in 2004. The school is a dynamic, successful and highly over-subscribed academy with over 2000 students on roll, of which 420 pupils are in the primary phase and around 300 students in the Sixth form.

We are seeking a passionate and inspirational Teacher of English in our Secondary phase.

Academic attainment across all phases is consistently above national averages and in 2018, 87% of students obtained the expected standards in reading, writing and mathematics at the end of Key Stage 2. In addition, 79% of students obtained grade 4+ in both English and mathematics at GCSE.

We are seeking a passionate and inspirational Teacher of English in our Secondary phase to be part of our vibrant and successful English team. The area is extremely well resourced and benefits from state of the art, purpose built facilities. Academic results in English have been strong over recent years with around 85% of students obtaining 9-4 and around 40% of students obtaining 9-7 grades in 2018.

The successful candidate will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels. The post will be instrumental in moving the school back to "Good" and onwards and upwards towards an eventual "Outstanding" judgement. The post will suit a very ambitious leader who is looking to become a senior leader in the next three to five years. Caroline Chisholm School has a clear ambition to become the highest-performing school in the Northamptonshire area, across all phases.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you. This position is available from September 2019, however, an earlier start date or earlier may be possible. Applications from both NQTs and more experienced practitioners are welcome.

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. This post will be subject to an Enhanced DBS Disclosure. All

applications should read the school's Child Protection and Safeguarding Policy (which is available on our website) and are required to declare any information, as requested, on the online application form.

Visits by prospective candidates prior to submitting an application form are welcomed.

- Closing date for this post is noon on Monday, 13 May 2019.
- Interviews are likely to occur on Wednesday, 22 May 2019.



Job Description:

Responsible to: Faculty Leader English

Responsible for: The provision of a full and rich learning experience and support for students

Working Time: 195 days/1265 hours per year (Full time or Part time equivalent)

Job Purpose:

- To fulfil the Professional Standards for Teacher (Core), in the context of being a teacher of the English Team as part of a Subject/Faculty team and as a Form Tutor as part of a Year team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor, including the personal development dimension
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

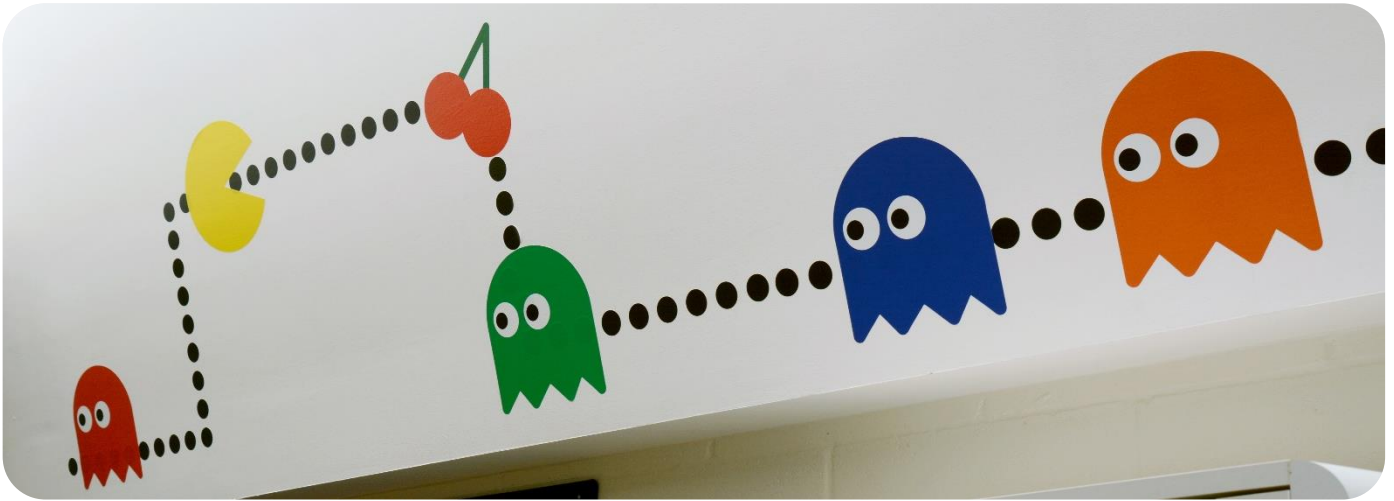


Key Responsibilities:

To meet all requirements as appropriate of the Teachers' standards:

Teaching & Learning:

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus



- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required

Operational/Strategic planning & Quality Assurance:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Faculty Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To contribute to the Curriculum Area/Department's development plan and implementation
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the whole school's planning activities
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the faculty/subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Curriculum Provision and Development:

- To assist the Faculty Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and our Aims and Strategic Objectives

Staff Development, Recruitment & Wellbeing:

- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

Communications:

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

Care Guidance and Support:

- To be a Form Tutor to an assigned group of students and to contribute to Tutor time and other tutor based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with a Year Leader to ensure implementation of the Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour for Learning systems so that effective learning can take place

General Duties:

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions document, currently in operation or any subsequent legislation



Notes:

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description



Person Specification

Essential [E] or Desirable [D]	Requirements	Assessment Criteria		
		Interview	Application form	Teaching Task
Qualifications				
E	Qualified teacher status in the UK	✓	✓	
E	Educated to degree level	✓	✓	
E	Knowledge of effective strategies to include and meet the needs of all pupils, in particular, underachieving groups of pupils, pupils with SEN and the most able	✓	✓	✓
Professional Skills & Abilities				
E	A good/outstanding classroom practitioner	✓	✓	✓
E	A teacher with good ICT knowledge and skills	✓	✓	✓
E	Must be able to plan lessons effectively for all the pupils in a class	✓	✓	✓
E	Must be able to keep records of pupil progress in line with academy policy	✓	✓	
E	Must be able to use assessments of pupils learning to inform future planning	✓	✓	✓
E	Ability to plan and work collaboratively with colleagues	✓	✓	
Behavioural Competencies				
E	Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children	✓	✓	
E	A teacher with a flexible approach to work who enjoys being a good team member	✓	✓	
E	Must have good oral and written communication skills	✓	✓	✓
E	Must be able to manage own work load effectively and respond swiftly to tight deadlines	✓	✓	
E	Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	✓	✓
E	Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	✓	
E	Willingness and ability to contribute to whole school INSET	✓	✓	
E	Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others	✓	✓	

E	To practice equal opportunities in all aspects of the role and around the work place in line with policy	✓	✓	✓
E	To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	✓	
Applicable to all staff				
E	Undertake training as required in order to fulfil the requirements of the role	✓	✓	
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school	✓	✓	
E	Play an active role in terms of safeguarding all students and adults	✓	✓	✓

