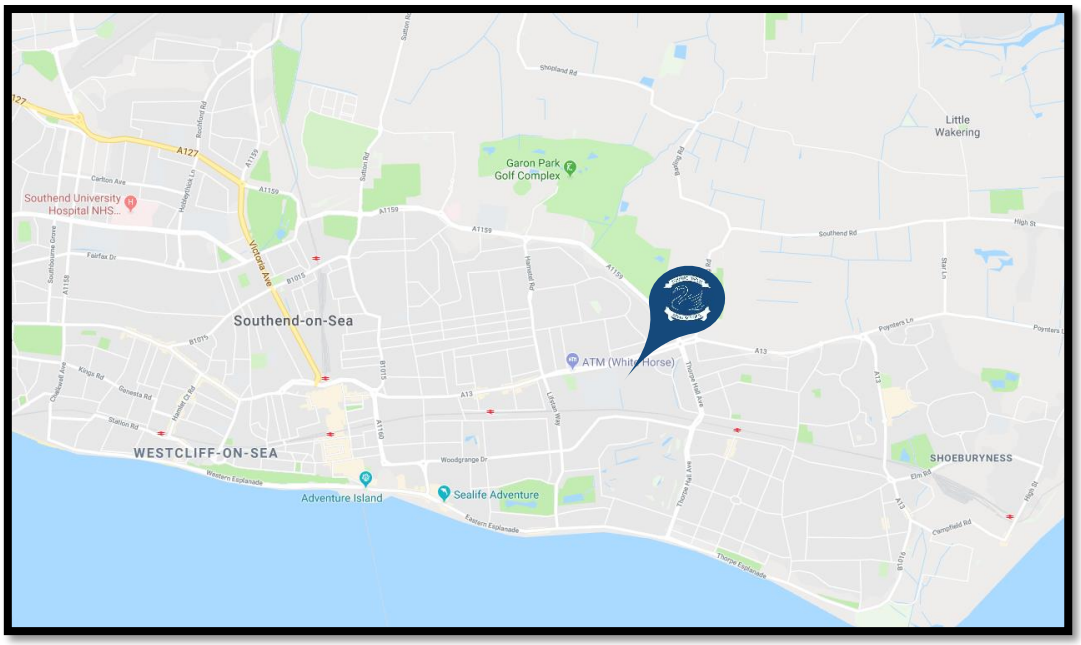
# SOUTHCHURCH HIGH SCHOOL



## APPLICANT INFORMATION PACK

*Working together to achieve success!*

A Partnership Learning School












Southchurch High School
Southchurch Boulevard
Southend-on-Sea
SS2 4XA
01702 900777
hr@southchurchschool.com

## Welcome from the Headteacher

Dear Applicant



Thank you for taking an interest in this post at Southchurch High School. I hope the information enclosed in this pack gives you a good sense of what makes our school a special place to work and provides the information you need about the post.

Southchurch High School is an amazing place to learn and work and our philosophy of 'Working Together to Achieve Success' sits at the centre of everything we do. Our belief is that people achieve the best outcomes when they enjoy what they're doing, feel safe and are rewarded for their commitment and success. We therefore support and invest in our students and staff, whilst maintaining high expectations.

The school sits in five acres of land and has first class facilities for both students and staff. We recently moved into our new purpose built block, which was completed last year and we have just seen the completion of a brand new four court sports hall. These developments have helped to give the school a very positive future.

The school is located in a quiet suburb of Southend-on-Sea and benefits from excellent transport links. We are within easy reach of Chelmsford, Brentwood, Colchester and London.

Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people. The students at Southchurch High School are a pleasure to work with; they are keen to learn, talented and well-behaved. Our school is oversubscribed and has a waiting list.

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability.

I very much hope you are encouraged to apply for the position and look forward to meeting you soon and please do not hesitate to contact us if you need any further information.

Yours faithfully

Stuart Reynolds
Headteacher

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Partnership Learning

## About Partnership Learning



Roger Leighton
CEO, Partnership Learning

At Partnership Learning, our ethos aims to maximise social mobility, giving our students the same opportunities as their most favoured peers – outstanding teaching, schools organised around the ability profile of their students and wide ranging enrichment activities to develop confidence and resilience. We believe learning is most effective when students are taught with others of similar ability, so we group pupils by prior attainment in three discreet pathways enabling a differentiated curriculum within which teachers adjust their pace and style to ensure all students make rapid progress towards challenging academic targets.

We understand the key role of a sponsor in taking responsibility for driving improvement and challenging under-performance, whilst supporting school leaders through effective use of the Trust's overall financial and human resources.

We have particular expertise in providing outstanding outcomes within disadvantaged communities, although we believe our approach works across the socio-economic spectrum.

We relish Academy freedoms, particularly the opportunity to utilise flexible operating hours to provide extensive extra-curricular activities and Summer schools. We seek, nevertheless, to work within local families of schools to achieve positive outcomes for all young people.

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# Information about Southchurch High School

Southchurch High School is a popular 11-16 year mixed comprehensive academy having converted in 2018. Our fundamental beliefs about education are summarised in our mission statement of "Working together to achieve success". The school already houses a flourishing community of over 550 pupils, and is expected to continue growing strongly over the next few years. We have a waiting list for the current year 7 and fully expect to be in the same position with our next intake in September 2019.



The moral, spiritual, social and cultural development of all learners permeates throughout the curriculum. We aim to maintain a just and caring school community in which all learners, teachers and members of the associate staff are given personal recognition and a sense of security, respect and dignity. We believe that it is only in such an environment that learners can recognise and appreciate achievement in its various forms including high academic standards and good examination results.

Great emphasis is placed upon the need for learners to develop self-discipline and respect for others. T he wearing of school uniform is insisted upon. High levels of attendance and punctuality are viewed as vitally important. Good manners and courtesy to others are expected from everybody. Good order and the importance of personal relationships are insisted upon throughout the school to allow genuine learning and academic and personal development to take place.

The school depends on the partnership with the parents. The way we conduct our relationships with parents and carers recognises the role we play in ensuring the best for the students. Communication through reports, meetings and social media sources ensures close links.



In general the school aims to create an ethos that supports a sense of co-operation, pride, identity and purpose in all students, members of staff and parents. The raising of standards is a key theme throughout Southchurch High School. Our students deserve the best.

At Southchurch High School, every effort is made to stress the positive and celebrate achievement to boost the self-esteem, confidence and dignity of the students. An array of out of class activities give learners the opportunity for self-expression and the enjoyment and satisfaction which comes from achievement. Motivation is enhanced through the relationships that are strengthened through engaging with staff in different situations.

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The diverse nature of the school makes it a vibrant and exciting place to both work and learn. The varied cultures, languages and experiences which makes up the school community is, however, unified by a shared vision and shared values.

Most importantly, Southchurch fosters an atmosphere of tolerance and mutual respect, in which each individual is valued. Furthermore, each member of the school community is encouraged to inspire and grow, challenging themselves to consistently develop their skills and talents, explore the unknown and aim for excellence.

## Will you join us in reaching our aspirations?

If you share our values, have an entrepreneurial spirit, and are excited by the prospect of making a real contribution to a new and growing school, we want to hear from you.



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***From secluded, quiet beaches where you can while away the day with a good book, to fun family-friendly beaches with deckchair hire and boat trips.***



Whether you fancy screaming around the loops of a rollercoaster, exploring the world beneath the waves, or venturing down the longest pleasure pier in the world, there's plenty to do in Southend. Standing for over a century it extends 1.3 miles into the Thames Estuary, and is a well-loved and recognised symbol of Southend. With stunning views, it's the perfect place to go for a taste of the invigorating fresh air, and experience the freedom of the sea.

The first settlement in Southend is thought to have been a 6th century Saxon village at Prittlewell. It soon became a busy market town, and by the end of the 19th century had expanded to reach the Thames. This southern area was known as the South End of Prittlewell, which became 'Southend'.

Southend is blossoming with parks and gardens in which to spend a lazy afternoon with a picnic, or packed with fun play equipment and sports facilities to entertain the kids. Whether you're after an open air concert at the historic Bandstand, art exhibitions, or a weekend of fantastic music, art and dance there's so much going on all year round.



You're sure to have a great night out in Southend now it's a Purple Flag town, which means it's won awards for excellence in managing the night-time economy.



Whether you're looking for fine dining with sea views, or a maybe a quick meal before a show, Southend has the answer. For panoramic views of the Thames Estuary head to one of the fantastic seafront restaurants. There's RBG Grill at the Park Inn Palace Hotel, Fisherman's Wharf and the stunning Royal Hotel to name but a few. They're all unique, but all offer the perfect place to watch the sun set over the Estuary.



Southend High Street is home to a broad range of international retailers, as well as independent shops and boutiques. Visiting farmers and craft markets provide an opportunity to purchase fresh, local produce and unique gifts.

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# Teacher of English Person Specification

| Qualifications and experience | Essential | Desirable |
|---|---|---|
| | | |
| Qualified Teacher status | ✓ | |
| Honours degree in relevant subject | ✓ | |
| Evidence of commitment to own professional development | ✓ | |
| Successful teaching experience across the secondary age range | ✓ | |
| Track record of good to outstanding teaching with recent evidence | ✓ | |
| High quality ICT skills | ✓ | |
| | | |
| **Personal qualities** | | |
| | | |
| A creative and strategic thinker | ✓ | |
| Stamina, energy, resilience and sense of humour | ✓ | |
| Ability to work effectively and flexibly within a team | ✓ | |
| Ability to foster enthusiasm, enjoyment and confidence in learning | ✓ | |
| Ability to inspire, motivate and support students and staff | ✓ | |
| Ability to speak with confidence in a variety of contexts | ✓ | |
| High expectations of self, students and colleagues | ✓ | |
| Excellent interpersonal skills | ✓ | |
| Ability to prioritise tasks | ✓ | |
| Willingness to become involved in extra-curricular and school wide activities | | ✓ |
| | | |
| **Knowledge and Understanding** | | |
| | | |
| The ability to plan strategically | ✓ | |
| The ability to monitor and evaluate the outcome of planning | ✓ | |
| The ability to lead and understand change, creativity and innovation | ✓ | |
| Knowledge and understanding of the processes of self-evaluation in relation to school improvement | ✓ | |
| Knowledge and understanding of strategies for raising attainment and achievement of all students | ✓ | |
| Knowledge and understanding of strategies for improving behaviour | ✓ | |
| Knowledge and understanding of the use of assessment for learning | ✓ | |
| Knowledge and understanding of new technologies and their use and impact to support learning | | ✓ |
| Knowledge and understanding of the collection and use of data to support achievement | ✓ | |
| Skills in maintaining high standards of discipline and behaviour to support | ✓ | |
| Commitment to equal opportunities | ✓ | |
| Understanding of and commitment to safeguarding | ✓ | |
| The ability to communicate orally and in writing at all levels | ✓ | |
| Tact, discretion and the ability to maintain confidentiality | ✓ | |
| | | |

# Teacher of English – Job Description

**JOB TITLE:** **Teacher of English**

**NJC SCALE RANGE:** **MPS/UPS**

**Responsible to:** **Head of Department**

**Purpose:**

- To contribute to the work of the department in maximising the achievement of all students
- To be accountable for the highest standards of achievement by all students taught, by monitoring, supporting and evaluating student achievement and setting targets for improvement

**The Teachers' Pay and Conditions Document specifies the general professional duties of a teacher. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**

**You are expected to meet the DfE Teachers' Standards.**

**Particular duties**
Under the direction of the Head of Department and the overall direction of the Headteacher.

**General Duties:**

- To act professionally, as a positive role model for students
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher
- To assess, record and report on the development, progress and attainment of students
- To participate in arrangements for preparing students for external examinations, assessing students for the purpose of such examinations, recording and reporting such assessments; and participating in arrangements for students presentation for, and conducting, such examinations
- To assist in making appropriate arrangements for classes when staff are absent
- To exercise due caution and observe Health and Safety requirements in the conduct of their work

**Main Duties:**
**Planning, Preparation and Assessment**

- To plan and prepare courses and lessons, teaching, according to their educational needs, assigned students, including the setting and marking of work carried out by students in School and elsewhere
- To contribute to the whole School planning activities

**Curriculum Provision**

- To respond to curriculum development and initiatives at national, regional and local levels
- To share resources and to adhere to subject area policies, plans, targets and practices within the context of the School aims and policies
- To provide or contribute to written assessments, reports and references regarding the development, progress and attainment of all students taught

**Staff Development**

- To undertake appropriate CPD in line with School and departmental priorities
- To participate in the arrangements made for Performance Management Review
- To review, from time to time, methods of teaching and Schemes of Work

- To participate in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet the needs identified in Performance Management objectives

**Quality Assurance**

- To participate in lesson observations in line with School policy and seek to implement modification and improvement where required
- To contribute to the process of monitoring and evaluation of the curriculum in line with agreed School procedures, including evaluation against quality standards and performance criteria

**Judge standards**

- To agree, set and review targets for individual students and classes taught
- To discuss work, progress and attitudes with students

**Evaluate teaching and learning**

- Contribute to the evaluation of Schemes of Work to ensure that they focus on consistent and effective teaching and learning

**Communication**

- To provide effective communication/consultation as appropriate with the parents of students
- To communicate and co-operate with persons or bodies outside the School and participate in meetings arranged for the purposes of student progress

**Personal Development and Wellbeing**

- To promote and safeguard the welfare of children and young persons for whom specifically responsible or with whom there is contact
- To monitor and support the overall progress and well-being of individual students and class or groups of students.
- To ensure the Behaviour Management Policy is implemented, maintaining good order and discipline and safeguarding the health and safety of students, so that effective learning can take place, both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.
- To make records on the personal and social needs of students.
- To positively use the School rewards system and sanctions and undertake appropriate actions
- To ensure that all students understand and are able to complete their work
- To ensure that all students complete their homework and coursework within set deadlines
- To contribute to PSHE, Citizenship and Enterprise Education according to School policy, providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description or to undertake alternative duties as agreed with the Headteacher.

**Marketing and Liaison**

- To take part in marketing and liaison activities such as Open Evenings and events with primary schools
- To contribute to the process of effective subject links with external agencies

**Administration**

- To participate in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School
- To participate in meetings relating to pastoral and SEN arrangements for students as required
- To attend assemblies, registering attendance of students and supervising them
- To ensure that students are registered promptly and accurately using the electronic register wherever possible, whilst the group is silent

- To maintain appropriate records and to provide relevant, accurate and up-to-date information for the School management system
- To complete the relevant documentation to assist in the tracking of students
- To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the School

**Notes:**

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of the Conditions of Employment
- The job description allocates duties and responsibilities but does not direct the amount of time to be spent carrying them out
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder

## The Selection Process

We read every application carefully to identify the key skills and qualities we are looking for. These include:

- A commitment to the school's values
- Relevant teaching experience (for teaching positions)
- A passion for learning and developing young minds
- Reflective practice
- Willingness to contribute to the wider life of the school
- A commitment to the safeguarding of children and young people

Shortlisted candidates are invited to the school for interview. All interviews involve the following:

- A formal interview with the Headteacher or other senior and middle leaders.
- An observed lesson. The lesson objective and background information will be provided in advance.
- A tour of the school and insight into how the school and department operates.
- Opportunities to meet future colleagues.

### References

Please include with your application the names and contact details of two professional referees. One of these should be your current employer. We will collect full references before shortlisting for interview. If you prefer that we do not contact one or more of your referees, please notify bring this to our attention on your Application Form.

### Qualification, Background and Identity Checks

We are committed to the safeguarding and promoting the welfare of students and operate safer recruitment practices we expect all staff to share this commitment and an Enhanced DBS disclosure will be sought if you are successful at interview. You will be asked to provide documentation at interview as proof of your identity and qualifications. If you have recently lived in a country other than the United Kingdom, clearance from this country will also be requested and a certified translation may be required.

If you would like to visit the school or have an informal discussion please contact the School's HR Manager on 01702 900777 or email to hr@southchurchschool.com.

# Recruitment and Selection Policy Statement

1. The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Body recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

5. The following pre-employment checks will be required:
   - receipt of at least two satisfactory references*
   - verification of the candidate's identity
   - a satisfactory DBS disclosure if undertaking Regulated Activity.
   - verification of the candidate's medical fitness
   - verification of qualifications
   - verification of professional status where required e.g. QTS status
   - the production of evidence of the right to work in the UK
   - verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

   ***NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***

   *In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons when you return your Application Form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Body is committed to ensuring that people who have convictions/ cautions/reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision the Governing Body will disregard any filtered convictions/ cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Body is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

A copy of our Recruitment Procedure is available upon request.