

## **The appointment of the English Curriculum Leader**

*Required for September 2019*



Thank you for requesting information regarding the post of **English Curriculum Leader** at Chelsea Academy. We hope that this application pack, along with the Academy's website, gives you all of the information that you need to help you apply for a post here. Chelsea Academy is a great place to work and visitors often comment on the excellent behaviour of our students, the friendliness of our staff and the fantastic Academy building. Our aim is simple; to provide the best quality education for all the students that attend the Academy, to produce happy and employable young people and to become one of the best schools in London. If you would like to join us on that journey, then we would love to hear from you.

We are currently graded outstanding by Ofsted and SIAMS, a World Class School and are a member of the Leading Edge network. In the summer we achieved our best ever GCSE and A level results in terms of both progress (top 10% nationally) and attainment. However, we are much more than a successful, academically focused school. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for. It is important that all of our staff, whether they are teachers or not, work closely with our young people and ensure that they are successful in all that they do. We are looking for staff who will always go the extra mile for our young people and believe that education happens both in and out of the classroom.

Chelsea Academy is a great place to work (we are one of the few schools in the country with Investors in People Gold), our staff are friendly and supportive and we offer a whole range of professional development opportunities no matter what stage you are at in your career. We want all of our teachers to be outstanding and so offer unrivalled professional development and support. This includes a CPD session every week (including opportunities to regularly visit other schools for newly qualified teachers) and a thriving in house Lead Practitioner team that coach and support staff across the Academy. Through the Chelsea Academy Way for Learning we have a simple, flexible and consistent way of developing outstanding teaching. Most of our senior and middle leaders started as teachers with us and have developed into highly talented practitioners. We offer internal and external training through NPQML, NPQSL and Teaching Leaders - your professional development is important to us. Academy staff have access to a wide range of benefits these include a private healthcare package, 24 hour GP service, physiotherapy and a confidential well-being support line as well as a laptop and free lunch.

We are a diverse inner city, science specialist academy based just off the King's Road in Chelsea and are co-sponsored by both the London Diocesan Board for Schools and the Royal Borough of Kensington and Chelsea. Chelsea Academy combines traditional educational values and high academic and behaviour standards with an innovative approach to learning and teaching. The Academy's specialism is the sciences, and as such we have strong links with local organisations such as Imperial College, The Science Museum and Chelsea Physic Garden. As a Church of England sponsored academy we welcome staff, students and parents from all faiths but expect all employees to have regard for our Christian values that are demonstrated through the taught and non-taught curriculum.

The Academy is seeking to appoint an outstanding **English Curriculum Leader**, who has a track record of raising attainment and delivering outstanding lessons.

In particular, candidates should have:

- A passion for English teaching and the ability to inspire and enthuse students of all aptitudes.
- Strong subject knowledge, with the ability to teach English up to AS/A2 Level.
- The capacity to contribute to the development of the Academy's Christian ethos
- High expectations of students in terms of learning, achievement and behaviour
- Enthusiasm for developing innovative approaches to learning, teaching and student participation
- A clear understanding of the latest curriculum and pedagogical developments in English



*Anchored in Christ*

Please visit our website for an application form that needs to be completed and returned to the Academy. Sorry but we do not accept CV's. The deadline for applications is **Friday 15th March 2019 at 12:00 pm** Interviews will take place on **Wednesday 27th March 2019**. It will assist the shortlisting process if applicants can address directly to the criteria in the person specification in their supporting statements.

If you have any further questions about this post, then please feel free to contact Anisha Yatally (HR Adviser) who will put you in contact with the relevant staff member. Visits to the Academy and / or requests for informal discussions with the Principal are welcome and can be arranged by Anisha. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people.

#### **Equal Opportunities and Safer Recruitment**

Chelsea Academy is an inclusive employer. We welcome applications from suitable candidates no matter their gender, race, religion, sexual orientation, or disability, however, we do expect all our staff to note and follow our Christian ethos which is outlined on our website. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy successful references, an enhanced police / Security Disclosure and Barring Service (DBS) check and right to work in the UK prior to starting employment with the Academy.

If you want to work in a happy, purposeful inner city academy with a strong Christian ethos and commitment to helping every student go on to university or meaningful employment, then we would welcome your application.

Yours faithfully

**Matt Williams**  
**Principal**

## **ENGLISH CURRICULUM OVERVIEW**

The English department is a stable and friendly place to work. We are a supportive and high performing department area that work closely together and are supportive of each other. Our department area incorporates English, Media, Film and EAL. As such it is a vibrant and exciting team to work in with opportunities to teach some of the other subject areas if interested.

The English curriculum provides a diverse, engaging and challenging curriculum that ensures all students are able to meet and exceed their potential, supported by staff who have the highest professional standards. Our curriculum is academic and rigorous, while guided by the principles of personalised learning. Teaching is flexible, adaptable and closely matched to individual students' needs. There is a strong focus on assessment ensuring all students make outstanding progress. We aim to foster students' creative, analytical and critical skills through innovative approaches to learning and teaching. Challenging teaching and learning enables students to develop confidence and competence in reading, writing, speaking and listening, within in a variety of contexts. We strive to incorporate a range of highly engaging literary texts into our curriculum, so that we communicate and develop in students a passion for literature and a strong academic as well as aspirational approach to learning. There is a culture of high expectations and 'no excuses'.

Our students learn to interrogate the world around them, and to consider a range of issues through collaborative, critical and independent thought. Students develop an understanding of a range of social, cultural and global issues through a range of different text types and genres. We encourage students to take risks and independent ownership of their learning. Drawing on the knowledge and experience of excellent teachers across core and options subjects, students receive the highest standards of education as they develop into young adults in an ever-changing and challenging global environment. Every student will be equipped with the skills relevant to life, work and study beyond Chelsea Academy.

The English department are a group of wonderful, high achieving and hard working individuals who work together to deliver outstanding outcomes. All students enjoy English at Chelsea Academy and have consistently achieved excellent GCSE and A Level results in English. Infact, our results put as one of the highest performing departments in the Academy.

## **English Curriculum Leader**

### **Job Description**

#### **Reporting**

**Leadership Team (Assistant Principal/Vice Principal)**

#### **Job Purpose**

- To provide outstanding leadership and management of a subject area so that all students make exceptional progress and foster a love of learning.
- Lead a team of staff to deliver outstanding learning.
- Create a professional and outcome focussed team of staff.
- Develop teaching and learning across the subject area.
- Revise and update schemes of learning on a regular basis.
- To work with flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Principal.

#### **Main Areas of responsibility**

- To help secure the success and ongoing development of the Academy, ensuring high standards of learning and achievement for all students within a curriculum area.
- To have overall responsibility for the leadership and management of the curriculum area.
- To help recruit and then line manage outstanding subject teachers within a curriculum area.
- To support the work of the governing body, including attendance at occasional governing body meetings as and when required.
- To help establish and maintain productive relationships with parents and carers and others who support the Academy in various capacities.
- Together with the Leadership Team, promote the Academy's values and distinctive Christian ethos within an inclusive, multi-faith community.
- To work with professionalism, flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Principal.

#### **Key Tasks will include the following:**

1. To ensure high standards of teaching and learning across the curriculum and to develop those colleagues that are below good in this area.
2. To have a continued and relentless focus on academic attainment and progress for all students within the curriculum area and intervene when expected progress is not achieved.
3. Follow the Chelsea Academy Way For Learning and Behaviour and lead the subject area in following all aspects of Academy policy.
4. To develop a curriculum vision in line with the Academy strategic plan and to ensure students foster a love for the subject area.
5. To implement an effective assessment system within the curriculum area and ensure that moderation and standardisation takes place according to the Academy assessment policy.
6. To work with colleagues to develop innovative and engaging schemes of work, lesson plans and related learning resources that accelerate student progress.
7. To manage the procurement and organisation of learning resources within the curriculum area.
8. To contribute to the coordination and implementation of the Academy's extended curriculum.
9. To help develop systems that facilitate effective and inclusive support, mentoring and guidance for Academy students.
10. To co-ordinate subject-specific staff training and professional development within curriculum area, working with both specialist and non-specialist teachers.
11. To lead and develop the use of new technologies within the curriculum area including the CALC, google classroom, SMHW and Sam learning.

12. To contribute to the Academy Development Plan and self-evaluation processes as required.
13. To follow the quality assurance process across the academic year and provide data for this in the timelines given by leadership team.
14. To be part of the middle leaders network group within the academy in order to identify and build on best practice.
15. To network with Curriculum Leaders in other schools to further build on curriculum resources and student interventions.
16. To undertake on call and other whole school duties if required.

## **Curriculum Responsibilities**

### **Leadership**

- To prepare or delegate if appropriate, the schemes of learning for the curriculum and to ensure that they are carried out.
- To prepare clear protocols of work within the curriculum and to ensure compliance by all in the curriculum area.
- To prepare schemes of work which go beyond the National Curriculum.
- To oversee provision of extended curriculum programme through after school interventions, trips and visits and extended curriculum activities.
- To ensure effective implementation of Chelsea Academy Way 4 Learning (CAW4L) and support leadership in the quality assurance cycle of teaching and learning in the curriculum area.
- To monitor the curriculum delivery and effectiveness of teaching.
- To lead training on, and awareness of, curriculum innovation.
- To prepare an annual curriculum Development Plan
- To identify, track and provide excellent learning experiences for the most able across the department.
- To identify, track and provide excellent learning experiences for the students with special needs or learning difficulties across the department.
- To identify, track and provide proper learning experiences for the students with EAL.
- To promote creativity in staff teaching your subject and students.
- To foster a spirit of enquiry among students across the curriculum.
- To have overall responsibility for the behaviour of students in your curriculum area, to run and supervise detentions as asked and to have regular contact home for students underperforming.
- To prepare assemblies to promote your subject area.
- To make regular assessments of pupils' attainment and progress and ensure consistency across the curriculum.
- To be responsible for updating all students' progress on student databases regularly and complying with academy deadlines.
- To understand data relating to students and to analyse trends in performance.
- To use data management to improve teaching and learning.
- To create a culture of performance in the curriculum area where confidence and commitment are combined with responsibility and accountability.
- To use data to report on the progress of students and key groups on a regular basis.
- To lead quality assurance of your department area and follow the academy quality assurance cycle.

### **Staff**

- To be a role model to all your team.
- To organise the timetables of all the staff in your curriculum area.
- To support new members of staff in the curriculum area through effective induction.
- To organise and hold curriculum meetings and maintain records of progress and action points in the minutes.

- To circulate minutes to appropriate LT and curriculum colleagues.
- To prepare materials for the appointment of new staff and input into the interview and recruitment process where this is appropriate.
- To create opportunities for discussion/delegation and professional development.
- To comply and assist with ensuring all legal requirements regarding personnel issues and health and safety at work are met.
- To lead and develop staff through proactive line management and support besides ensuring staff welfare.
- To ensure staff have the opportunity for INSET training.

### **Communication**

- To liaise with Leadership team and Pastoral Team to follow up on students' welfare and progress
- To liaise with parents on students' progress and welfare.
- To promote and maintain a high profile curriculum area.
- To ensure that curriculum events are properly planned, promoted and celebrated.
- To contribute to curriculum marketing material for the website and academy promotional material.
- To ensure professionalism in all forms of communication going out from the curriculum area to parents, students, colleagues and governors.

### **Budget**

- To know the department budget and manage it effectively.
- To ensure fair/adequate distribution of resources.
- To obtain authorisation for expenditure.
- To comply with the academy financial policy and be familiar with budget management protocols.

### **Teaching (in addition to those areas covered in Curriculum Management)**

- To foster a love of the subject in your students.
- To adapt your teaching to the learning needs of your students
- To ensure progression and high achievement.
- To set high expectations for yourself and your students.
- To teach lessons at the times stipulated on the school timetable and in the rooms allocated to you.
- To maintain order and good discipline among students and safeguard their health and safety.
- Where appropriate set, mark and record class work and Independent learning.
- To carry out all other duties, in and out of the classroom, with professionalism and care.
- To know which students are on the Special Needs register and take their needs into account when planning lessons.
- To evaluate your teaching for its effectiveness, through reflection, research, reading, peer and colleague observation and by consulting the LP team.
- To keep your teaching fresh through updating materials/methods.

### **Assessment and Reporting (in addition to those areas covered in Curriculum Management)**

- To provide effort and achievement grades each half term as required.
- To attend parents' evenings to discuss students' progress with parents.
- To provide written reports on students' on request e.g. for school transfers/ experience days.

### **Teamwork**

- To be "consciously supportive" to all your colleagues.
- To attend curriculum / middle leader / staff / other meetings and follow through action points as appropriate minutes.
- To work in a professional, cooperative, diplomatic and flexible manner.

- To foster and maintain good working relationships, acting as a courteous, friendly and professional at all times.

#### **Policies**

- To be familiar with academy policies.
- To ensure all legal requirements regarding child protection and health and safety at work are met.
- To promptly report all safety hazards and unsafe working practices.
- To use risk assessments where appropriate.

#### **CPD and Performance management**

- To comply with the academy's performance management policy, including moderating targets, reviews and assessments of self and staff.
- To make an annual pay recommendation for all staff in the curriculum area based on the academy performance management policy.
- To attend all academy organised CPD sessions whether they be twilight/whole day/off site.
- To develop your use of ICT both as an organisational tool and as a means to deliver a better curriculum.
- To analyse and identify your own areas of strength and identify areas for development and seek opportunities to learn.

### **Person Specification**

**Successful candidates are likely to be able to give evidence in support of all or most of the following:**

#### **Professional Skills and Experience**

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students in their learning.
3. Show evidence of continued educational professional development.
4. Have experience or be able to demonstrate an aptitude for working in a comprehensive, urban and multicultural environment.
5. Demonstrate success in raising attainment, achievement and standards of learning and teaching.
6. Have some understanding of wider school leadership issues.
7. Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress.
8. Have an enthusiasm for developing innovative approaches to learning, teaching, mentoring and guidance.
9. Have experience of working in a school with a distinctive Christian ethos or the ability to articulate how such an ethos could be developed and the capacity to contribute to this.

#### **People, Relationships and Communications**

1. Be personally committed to developing a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have relentlessly high expectations of students in terms of learning, achievement and behaviour.
4. Have a commitment to developing opportunities for student voice, leadership and participation, both within and beyond the classroom.
5. Share the Academy's vision for effective one-to-one and small group coaching in the year group system
6. Have qualities which earn the trust and respect of students, staff, parents and governors.
7. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
8. Possess outstanding written and verbal communication skills.
9. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
10. Be able to build constructive working relationships with local schools and colleges, employers and the local authority

#### **Equal Opportunities and Safer Recruitment**

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