



Anthony Gell School



**Director of Teaching and Learning -
Communications Faculty (Head of English)**

Application Pack





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Thank you for downloading details of the Director of Teaching and Learning (DTL) vacancy as recently advertised. Please find included in the application pack a job description and a person specification.

We are seeking to appoint an outstanding teacher of English, who is able to teach across the ability range and teach up to and including A level English Literature. In addition, the successful applicant will be able to lead and manage staff across the Faculty in which English sits.

We therefore wish to appoint a permanent, full-time, talented and enthusiastic leader to the position of Director of Teaching and Learning to lead the Communications Faculty. We have a five Faculty structure at AGS and therefore a close-knit team of five excellent DTLs who form part of the Extended Senior Leadership Team. The salary for this position is on the Leadership Scale (L4-L8).

The Communications Faculty consists of the following subject areas: English, Media Studies, Modern Foreign Languages (French, German and Spanish) and Criminology. This post would suit someone looking to gain senior leadership experience in a successful and ambitious school within an established and supportive Faculty.

If you would like any further information before you apply, please contact Stuart McIntyre – Deputy Headteacher (smcintyre@anthonygell.co.uk). The closing date for applications is 11.59pm on Sunday 18 April 2021. Interviews will be held on Wednesday 28 April 2021.

Anthony Gell School is committed to the safety and welfare of all its students. The successful applicant must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.

I look forward to receiving your application.

Yours sincerely

Malcolm Kelly
Headteacher



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Background Information

Anthony Gell School is a very successful, over-subscribed, fully inclusive, Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town.

Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

As one of the best performing schools in Derbyshire, Anthony Gell School is able to provide opportunities for academic excellence in a caring and supportive environment; this forms the essence of the identity of the school. As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school has increased in size during the last five years with our roll increasing from 650 to 825. We are an 11 – 18 school with approximately 140 in each year group 7 – 11, and a Sixth Form of approximately 130 students.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment and the wider community.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school. More information about our school can be found by visiting www.anthonygell.co.uk



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Communications Faculty – The English Department

English at Anthony Gell School is characterised by a positive, friendly atmosphere. We are a successful team of experienced English specialists who are forward looking, forward thinking and very supportive of each other. We work collaboratively and creatively, making decisions as a team. We share resources and teach very similar curriculum units to ensure entitlement for students, continuity and progression. We also have a good reputation in the school because not only do we achieve good examination results – we are also willing to share our endless supply of chocolate biscuits.

As a guiding principle, staff teach in every Key Stage. Our current commitment is to teaching 'mixed ability' groups in Year 7 and 8 and we have a broad setting system in Year 9 and Key Stage 4. We have good relationships with students, parents and governors. A link governor makes regular visits; as a result of this, we feel well supported by the governing board and confident they are well informed about our work.

Our aim is to enable students to gain competence and confidence in and enjoyment from as wide a range of communication as possible, both as practitioners and critics. We aim to develop expertise in speaking and listening, reading and writing. We give the opportunity to generate and analyse a variety of texts in a variety of media and explore the issues, ideas and values expressed in such texts, both literary and non-literary. We believe that our teaching is not only a preparation for examinations and qualifications - but also a preparation for life.

Our Development Plan is devised collaboratively in the light of whole school priorities so all teachers feel they have invested in its development. We carefully monitor and evaluate our performance to ensure the best possible quality of teaching and learning. A significant amount of informal monitoring and mentoring takes place between colleagues and friends. We tend to sit together during breaks and lunchtimes and this provides a forum for teachers to discuss what they are doing in the classroom and to share what has gone well and what needs rethinking.

All English teachers have been involved in working together to write and revise our schemes of work. They are not set in tablets of stone but are constantly being reviewed. We have a common curriculum at Key Stage 3, which meets National Curriculum Framework objectives. We have devised our own course structure - a series of curriculum grids for Years 7, 8 and 9. They contain core units of work that are covered in any order apart from the 'bridging project' in Year 7. These units are based on texts, themes or styles and they create the opportunity for English specialists to pursue their own enthusiasms. Each unit has a 'controlled' assessment piece for reading and writing so the students can demonstrate their independent achievements and we can monitor their progress.

At GCSE, all students now study language and literature and sit both exams. Currently, we follow the AQA (Specification A) syllabus. The department also teaches GCSE Media Studies which has become a popular option subject at Anthony Gell following the WJEC



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syllabus – there is an opportunity to teach in this area if the successful candidate is interested.

As important components of our Sixth Form curriculum, both English Literature and Media Studies have a very healthy recruitment. We teach AQA 'A' level specifications for both English Literature (Specification B) and Media Studies. All teachers in the department currently have some Sixth Form teaching.

The English Area and Resources

We have a suite of five dedicated, well-equipped teaching rooms with a shared office. As an Office 365 school we utilise a school intranet to share information, OneDrive to store resources digitally and use Teams to teach and communicate as a Faculty. All teachers are issued a laptop that is used to teach from in any classroom, with each teaching space having either a projector or a large screen 4k Television. Our classrooms are mostly open to students at break and lunchtimes. Some students come to get help with work, to do homework or just to sit and chat. This is a rather informal arrangement but it works and is one of the benefits of working in a smaller school.

Visitors are usually impressed with our resources. We invest in new texts for all Key Stages. In addition, we have the usual 'back catalogue' of classic texts and an extensive collection of DVDs/online resources. At Key Stage 3, we identify fiction texts for each year group to avoid repetition and successfully operate the Accelerated Reader scheme in Year 7 and 8. In addition we have a very successful peer reading scheme with sixth formers and Year 11s buddying up with Year 7 students.

Hopefully this gives a flavour of the philosophy and atmosphere of our successful English team. We do genuinely welcome visitors - so if you would like to find out more, please arrange to come and have a look.

The Communications Faculty

The Communications Faculty includes six full-time teachers (one of whom is an Assistant Headteacher) and three part-time teachers. In addition to the Director of Teaching and Learning there are two Assistant Directors of Teaching and Learning, each with a management responsibility within the faculty.



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Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	DIRECTOR of TEACHING and LEARNING - COMMUNICATIONS
Reporting to	Deputy Headteacher through the school's line management structure
Job Purpose	<ul style="list-style-type: none"> a. Under the direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document. b. To raise standards of student attainment and achievement within the Communications Faculty and to lead, monitor and support student progress. c. To be accountable for student progress and development within the Communications Faculty. d. To develop and enhance the teaching practice of others. e. To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Communications Faculty, in accordance with the aims of the school and the curricular policies. f. To be accountable for leading, managing and developing the Communications Faculty. g. To effectively manage and deploy teaching/support staff, financial and physical resources within the Communications Faculty to support the designated curriculum portfolio. h. To lead and develop the quality of learning for students within the Communications Faculty. i. To lead and develop an area of whole school responsibility. j. To contribute to decision-making and policy developments across the school. k. To contribute to the development of the school by being aware of the current and future developments in areas of specific responsibility.
Key responsibilities	<p>TEACHING To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. The DTL's teaching time will be wholly within the Communications Faculty (apart from in exceptional circumstances).</p> <p>OPERATIONAL/ STRATEGIC PLANNING</p> <ul style="list-style-type: none"> a. To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Communications Faculty. b. To be responsible for the day-to-day management, control and operation of course provision with the Communications Faculty, including effective deployment of staff and physical resources. c. To actively monitor and follow up student progress. d. To implement school policies and procedures. e. To work with colleagues to formulate aims, objectives and strategic plans for the Communications Faculty which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. f. To lead and manage the business planning function of the Communications Faculty, and to ensure that the planning activities of the Communications Faculty reflect the



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needs of students within the subject area(s), School Development Plan /Departmental Development Plan and the aims and objectives of the school.

- g. To link with other post holders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- h. To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Communications Faculty are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health and Safety Manager and/or Business Manager.

CURRICULUM PROVISION

- a. To liaise with the link member of the Leadership Team to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan and School Self Evaluation Form.
- b. To be accountable for the development and delivery of the subjects/curriculum areas which are included in the Communications Faculty.

CURRICULUM DEVELOPMENT

- a. To lead curriculum development within the Communications Faculty.
- b. To keep up to date with national developments in the subjects/curriculum areas within the Communications Faculty.
- c. To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- d. To maintain accreditation with the relevant examination and validating bodies.
- e. To be responsible for the development of Key Skills in the Communications Faculty.
- f. To ensure that the development of the subject areas within the Communications Faculty are in line with national developments.

ADDITIONAL RESPONSIBILITIES

- a. To lead and manage the development and implementation of whole school/cross-curricular initiative(s) as directed by the Headteacher.
- b. To attend meetings of the Extended Leadership Team as directed by the Headteacher.
- c. To support school events and help ensure the smooth operation of the school/school systems.
- d. To lead and manage a duty team of staff on a day of the week as identified by the Headteacher.
- e. To assist in the supervision of students during lunchtime as directed by the Headteacher.
- f. To demonstrate a high profile around the school and help maintain a calm and purposeful learning environment.

STAFFING

- a. To work with colleague(s) on the Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- b. To continue own professional development as agreed with Leadership Team.
- c. To be responsible for the efficient and effective deployment of the Communications Faculty's teaching staff and technicians/support staff (if appropriate).
- d. To undertake Performance Management Review(s) as part of the school's Appraisal system and to act as reviewer for colleague(s).
- e. To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Communications Faculty, liaising with the relevant staff to secure appropriate cover within the Communications Faculty.
- f. To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- g. To promote teamwork and to motivate staff to ensure effective working relations.
- h. To participate in the school's ITT programme.
- i. To be responsible for the day-to-day management of staff within the Communications Faculty and act as a positive role model upholding all school expectations.



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QUALITY ASSURANCE

- a. To ensure the effective operation of quality assurance systems.
- b. To support the process of the setting of targets within the Communications Faculty and to work towards their achievement.
- c. To establish common standards of practice within the Communications Faculty and develop the effectiveness of teaching and learning styles in all subject areas within the Communications Faculty.
- d. To contribute to the school procedures for monitoring the quality of teaching and learning.
- e. To implement school quality procedures and to ensure adherence to those within the Communications Faculty.
- f. To monitor and evaluate the curriculum areas within the Communications Faculty in line with agreed school procedures including evaluation against quality standards and performance criteria.
- g. To seek/implement modification and improvement where required.
- h. To ensure that the Communications Faculty's quality assurance procedures meet the requirements of school's Self Evaluation Form and the School Improvement Plan.
- i. To be responsible for the production, monitoring and implementation of the Communications Faculty Self-Evaluation Form and the Communications Faculty Development Plan in line with whole school priorities. Ensuring specific needs of subjects/curriculum areas within the Communications Faculty feature within the development plans.

MANAGEMENT INFORMATION

- a. To ensure the maintenance of accurate and up-to-date information concerning the subjects/curriculum areas within the Communications Faculty on the management information system.
- b. To make effective use of available Communications which will include analysing and evaluating performance Communications provided.
- c. To identify and take appropriate action on issues arising from Communications, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- d. To lead on the production of reports within the quality assurance cycle for the Communications Faculty, and manage the level of accuracy/quality of these reports.
- e. To produce reports on examination performance, including the use of value-added Communications and other performance measures.
- f. In conjunction with Communications Manager, to manage the Communications Faculty's collection of Communications.
- g. To provide the Governing Body with relevant information relating to the Communications Faculty's performance and development.

COMMUNICATIONS & LIAISON

- a. To ensure that all members of the Communications Faculty are familiar with its aims and objectives.
- b. To ensure effective communication/consultation as appropriate with the parents/carers of students.
- c. To share best practice with others.
- d. To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- e. To represent the Communications Faculty's views and interests.
- f. To lead the development of effective subject links within the Communications Faculty with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- g. To promote actively the development of effective subject links with external agencies.
- h. To actively utilise the school website and Staff Intranet to ensure specific information linked to the Communications Faculty is relayed to a wider audience.



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MANAGEMENT OF RESOURCES

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Communications Faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To work with the appropriate member of the Leadership Team in order to ensure that the Communications Faculty's teaching commitments are effectively and efficiently time-tabled and roomed.

PASTORAL SUPPORT

- To monitor and support the overall progress and development of students within the Communications Faculty.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To contribute to PSHE and Citizenship and Religion according to school policy.
- To ensure the Behaviour Management system is implemented in the Communications Faculty so that effective learning can take place.

SCHOOL ETHOS

- To play a full part in the life of the school community including enrichment activities, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.

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

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.
- The remuneration for this role is Leadership Pay Scale L4-8

Signed: _____ Print Name: _____

Date: _____

Signed: _____ (Headteacher) Date: _____

All employees have the responsibility to:

- Be aware and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and Communications protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school's Performance Management (Appraisal) process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the school at events as appropriate
- To support and promote the school ethos
- Ensure any documentation produced is to a high standard and is in line with the brand style
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher



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Person Specification for Director of Teaching and Learning - Communications

Education and Qualifications	Essential <ul style="list-style-type: none"> • Qualified teacher status • Recent participation in a range of relevant in-service training • Ability to teach English Language and English Literature to GCSE • Ability to teach English Literature to A level Desirable <ul style="list-style-type: none"> • Ability to teach Media Studies to GCSE or A Level • A nationally recognised leadership qualification 	Assessed by (if appropriate) A, I, T, R
Experience	Essential <ul style="list-style-type: none"> • At least 3 years teaching • Leading and managing staff • A proven track record of successfully leading and managing effective strategies to raise attainment/student progress in one or more of the subject areas identified within the Communications Faculty • Experience of leading and clear evidence of enhancing the professional practice of others Desirable <ul style="list-style-type: none"> • Leading and managing enrichment activities • Contribution in a leadership capacity of leading INSET within and beyond curriculum area • Recent experience of working alongside School Improvement Partner / Leadership Team in self-evaluation • Experience of working with colleagues in other schools in order to further develop teaching/learning 	A, I, T, DT, R
Special Aptitudes	Essential <ul style="list-style-type: none"> • Committed to inclusive education • Highly skilled teacher who has facilitated excellent student progress • Thorough understanding of Child Protection procedures • Thorough understanding of Equal Opportunities issues • Thorough understanding of SEND and inclusion issues • Able to analyse and interpret Communications, use Communications systems, and demonstrate active and regular engagement with school Communications management systems • Able to lead and manage staff • Skilled at partnership working • Able to liaise effectively with parents/carers • Able to support and implement effective behaviour for learning strategies • Able to manage finance and resources • Able to meet deadlines and work under pressure • Demonstrates a positive attitude and outwardly optimistic 	A, I, T, DT, R



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	<ul style="list-style-type: none"> • Demonstrates a professional approach at all times • Demonstrates a 'can do' attitude • The ability to think critically and creatively to solve problems • Drive, energy and the capacity for hard work • Excellent time management skills <p>Desirable</p> <ul style="list-style-type: none"> • Skills in creating a personalised curriculum for students • Application of ICT to teaching, learning and management • Awareness of current local and national initiatives and legislation 	
Interpersonal Skills	<p>Essential</p> <ul style="list-style-type: none"> • Sets professional standards and displays a sense of integrity in all that is done and show commitments to continuing professional development • Excellent attendance • Excellent punctuality • Able to inspire children and young people • Team worker • Team leader • Excellent communication skills • An ability to inspire others • Self-motivated • Creative thinker • Reflective practitioner • A resilient practitioner • Integrity • Reliability • Positive attitude • Sense of humour 	A, I, T, R

These provide an indication of what may be included in the appointment process.
 Appointments may be made without all of these being included.

A = Application
I = Interview
T = Teaching
DT = Communications Task
R = References