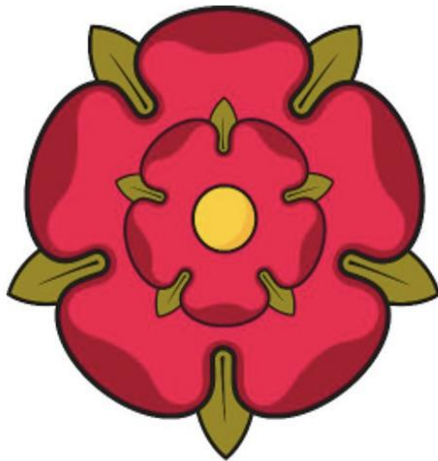


Lancaster Girls' Grammar School



**Teacher of English
(maternity cover)**

RECRUITMENT PACK

Welcome from the Headteacher

Thank you for your interest in applying for the position of Teacher of English. This is an exciting opportunity to join our excellent school. This is a part-time position at approximately 0.8FTE, paid on the STPC Main – Upper Pay Range. It is a temporary position to cover a maternity leave, initially anticipated to run from 01/01/2024 – 31/08/2024.

The Department is made up of three full-time and three 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—in previous years—the school magazine, The Chronicle, which recently celebrated its centenary edition.

Lancaster Girls' Grammar School is a selective, single sex, single academy trust with over 1,000 students, including some 280 in the Sixth Form. The school is heavily oversubscribed.

Please get in touch if you would like to discuss the role or would like to visit. I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to be 'C. Beard', written in a cursive style.

Mr Christopher Beard
Headteacher

Our vision and values

Care

At LGGS, we value pastoral care highly and our emphasis on health and well-being is often seen as a strength of the school by students and parents. Caring for others and for our community and environment are important features of LGGS life for both staff and students. Our family ethos is combined with an outward looking approach and strong international links.

Contribute

We believe in the importance of everyone contributing to the school community. In lessons this means working collaboratively. Contributing to school life is an important part of the LGGS ethos, whether this be musical, sporting, artistic or through any of the other opportunities. On a larger scale, we aim to contribute positively to our local community as well as encouraging fundraising and projects on global issues.

Challenge

As an academic school, we expect staff to challenge students in their learning and for students to be open to this challenge. This means developing skills of resilience and accepting that success may not always come easily. It is also about rewarding effort as much as success. As a school, we want to be challenged and continuously improve so that we continue to provide a very high standard of education. Lancaster Girls' Grammar School is a forward- looking, selective state school with academy status and an outstanding record of promoting high achievement. The school was founded in 1907 at the Storey Institute on Meeting House Lane with only 73 girls on roll. From these humble beginnings the School quickly grew, and moved into the current Regent Street site in 1914. LGGS enjoys a city centre location. The main site includes a range of different buildings from the original Edwardian building to our purpose built modern Sixth Form Centre. Playing fields are a short walk away and some Science accommodation is in a building which sites one of our key primary schools, Dallas Road Primary.



About the School

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In 2011, LGGGS became an Academy. There are currently just over 1,000 students on roll with five-form entry into Year 7. The Admission policy prioritises girls from the Lancaster District, but students do travel to the school from a wider area, including Preston. A high proportion of students continue into the Sixth Form after Year 11 and the school welcomes a number of external students into Year 12. The Sixth Form curriculum is broad, with enrichment and wellbeing options alongside a wide range of A levels, Maths, Biology and Chemistry are the most popular subjects at A level.

The school is known nationally for its academic excellence. In 2022, LGGGS was ranked 39th most successful state school nationally in the Sunday Times Parent Power table. This year 80% of grades at A level were A*-B and at GCSE 76% at grades 7 and 9, placing LGGGS the highest attaining school in Lancashire.



About the School

We are very proud of our inclusive community. Valuing diversity and promoting equality are important aspects of LGGGS life. This can be seen through the work of the school's Equality groups. LGGGS has an outward looking approach and strong international links. We work with the Ripley ITT Partnership. The school has links with EducAid, a Sierra Leone education focused charity. International Week includes numerous workshops run by students, an International Fashion Show and a hugely popular International Food Fair.

In our recent staff survey 100% of staff responded that they were proud to work at LGGs and 99% enjoyed working at the school. Last year saw a number of retirements with the result that new staff have joined the school, bringing with them a range of experiences and ideas. We are extremely fortunate in that we can recruit high calibre teachers with the result that all subjects are taught by specialist teachers. Staff are keen to enhance their professional knowledge and we currently have seven teachers undertaking NPQ qualifications. Staff also appreciate the positive behaviour and high attendance of students at LGGs. Our students are articulate, keen to participate and ambitious for themselves.

Living and working in Lancaster

Lancaster is one of England's heritage cities. It is a vibrant, independent city with a great deal to offer. It is the base for two universities, which contribute significantly to the city's lively and inclusive ethos. The universities, the hospital, the RLI, and major players in the food production industry, such as Warburtons, provide a range of employment opportunities in Lancaster. Lancaster has an established arts scene which constantly provides a range of cultural activities throughout the year; Lancaster hosts a number of lively festivals including Lancaster Music Festival, Highest Point and the Jazz Festival. Other events such as the annual Literature Festival, Light up Lancaster light festival, and Lancaster Chinese New Year Festival make the city a fun and vibrant place to live. Lancaster is easily reached from all over the UK. Just over two hours from London and Edinburgh on the West Coast Line, Lancaster is well served by main line rail. The M6 motorway provides quick and convenient car travel to the length of the country.



Person Specification

A = Application, I = Interview, R = References, E = Essential, D = Desirable

Requirements for the advertised position	Evidence
Qualifications	
Good Honours degree in English	A
Teaching qualification with QTS in Secondary English	A
Professional Experience	
Evidence of taking responsibility for own continued professional development	A
Successful teaching record at KS 3 and 4 (as experienced teacher or on place-ment for trainee teachers)	A R
Knowledge, Skills and Abilities	
Knowledge of best practice in assessment	A I
Show a commitment to providing a fair, equitable and mutually supportive learning and working environment for our students and staff	A I
Willingness to contribute fully to wider initiatives/developments within school	A I
Knowledge and interest in supporting SEN students	A I
Excellent ICT skills and ability to use a range of software packages to support learning	A I
Willingness to participate in the school's broad extra-curricular programme	A I
Ability to prioritise, plan, organise well and work with others to achieve objectives	A R
Willingness to teach A level English Language and/or Literature.	A I
High professional standards in dress, attendance and punctuality	I R
Suitability to work with children and satisfactory Enhanced Disclosure with the DBS	R / DBS check

JOB DESCRIPTION

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 re-late 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.

Curriculum :

- 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 curriculum 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

Other:

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

The application process

The closing date for applications is on **Tuesday 10th October at 12noon.**

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form.

Shortlisting will take place on or around the 11th October and shortlisted candidates will be informed on the same day.

The selection process and interviews for shortlisted candidates will provisionally take place at the school on week commencing 16th October.

Visits and general discussions

Further information about Lancaster Girls' Grammar School can be found on the school website www.lggs.org.uk .

In addition, candidates are warmly encouraged to take an informal opportunity to visit the school or arrange for an informal discussion with the Headteacher prior to applying. Please contact the Head's PA, Diana Burns on d.burns@lggs.lancs.sch.uk or by telephone on 01524 581661 to arrange a visit or call.

How to apply

Please ensure you complete the application form and provide a covering letter which clearly explains your reasons for applying to work at Lancaster Girls' Grammar School and addresses the person specification.

Applications must be submitted on the provided application form – for safeguarding reasons we cannot accept CVs.

Your completed application, including your letter, should be sent electronically to applications@lggs.lancs.sch.uk . All applications will be acknowledged on receipt.

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check and other statutory Safer Recruitment checks.

We do not hold a sponsorship licence and can only consider applications from candidates who are legally entitled to work in the UK. If you do not have the right to work in the UK, your application will not progress.

An information and application pack and further details can be obtained on the school website <https://www.lggs.org.uk/515/recruitment-information>, or from Mrs Diana Burns, by e-mail to applications@lggs.lancs.sch.uk.

