



# HAYGROVE SCHOOL



## Teacher of English

Permanent, Full-time from September 2021

## Information for Applicants

# Haygrove School

Durleigh Road, Bridgwater, Somerset TA6 7HW

Tel: 01278 455531 Fax: 01278 427972

[www.haygroveschool.co.uk](http://www.haygroveschool.co.uk)



Executive Headteacher/CEO – Mrs K Canham, BA (Hons), MA  
Headteacher – Mr A Reid, BSc (Hons), MA



March 2021

*Dear Colleague*

We are seeking to appoint an influential and determined individual to the post of Teacher of English at Haygrove School from September 2021. We would especially welcome applications from NQT colleagues as well as experienced colleagues.

Haygrove is a fantastic school to be part of. Our students are motivated, hardworking and are supported by a team of staff who work with great determination and effort to provide the best possible educational opportunities for every child in our community.

Our success is down to our relentless focus on providing outstanding pastoral care, fantastic extra-curricular opportunities, quality first teaching and the tremendous support we receive from our parents and carers. We are immensely proud of our staff and that we continue to attract such high quality, committed and inspiring teachers.

We welcome applications from forward-thinking and innovative individuals who want to work at an excellent school with huge ambitions for our young people and community.

You will have gained from the website a snapshot of the culture, ethos, curriculum and support that we provide. Life at Haygrove is vibrant and dynamic.

New teachers, from the newly qualified to those who are experienced, are guaranteed a unique and personalised package of opportunities for their continuous professional development including targeted masterclasses, themed INSET sessions and one to one mentoring. For those who are showing aspiration for leadership, there are also opportunities to develop their skills and undertake projects and research relating closely to whole school development priorities, usually focusing on Teaching and Learning.

Having been approved as a sponsor by the regional schools commissioner, we established the Quantock Education Trust in 2016, which now incorporates one secondary school and two primaries. We expect another secondary school to join the trust in the coming months which will provide fantastic additional personal and professional collaborative opportunities for all staff.

As a multi-academy trust and teaching school we are well positioned to recruit and develop high quality teachers who aspire to be expert practitioners working across a trust and potentially taking on leadership responsibilities. We work closely with several higher education establishments in the South West and local teaching alliances in order to ensure top quality training opportunities and accredited courses, in addition to our annual in-house programme of personalised training.

We are now entering a very exciting phase in the history of the school as the new build for our main block was completed in October 2020 providing our students and staff with state of the art facilities that are both welcoming and purposeful.

Further information about Haygrove School can be found on our website [www.haygroveschool.co.uk](http://www.haygroveschool.co.uk). In addition, if you wish to do so, don't hesitate to contact me by letter or by telephone.

We look forward to receiving your application.

With all good wishes

*Yours faithfully*

Mr Aaron Reid  
Headteacher



*Dear Colleague,*

I am delighted that you are interested in applying for this post. This is a very exciting time to be joining the Quantock Education Trust (QET) and I want to take this opportunity to tell you briefly about the Trust, its history and culture, and how we can help you develop your career.

Established in 2016 and formerly known as the Haygrove Academy Trust, the QET is a developing collaboration with long established relations between its members, which supports the education of children and young people in this part of Somerset. It currently comprises a cross-phase group of closely located schools: Spaxton Church of England Primary, Stogursey Church of England Primary and Haygrove School. We are likely to be joined by another Somerset secondary school during this academic year.

It is essential that each school in our Trust commits to our shared and common vision and ambition to improve the life opportunities of all the children and young people in the community. What binds us all is a strong sense of collective and moral responsibility for the education of all children between the ages of 2 and 16, seeking to increase opportunities for learning and enrichment for those growing up in a rural community. All member schools must commit to protect the religious character of its schools as well as the individual ethos and diversity of each school community.

Integral to the development of the Trust is the importance of building capacity, sharing best practice and promoting excellence in teaching and learning from the very start of the academic journey through to the age of 16. We are passionate about developing the whole-child, through a high quality curriculum and programme of character education that will enable each child to develop into a well-rounded and good citizen with a lifelong passion for learning and ambition to succeed.



We believe that at the heart of school improvement there is a need for a strong culture in which relationships are key to effective and productive collaboration. We are hugely ambitious for all learners across our Trust, regardless of background or ability. We are also keen to support the sustainability of our small local schools, ensuring equity of access to opportunities, curricular and non-curricular, particularly for those children and families who live in remote areas.



As a multi-academy trust, we are committed to the development of talent and personal growth through an engaging and innovative approach to career planning through leadership pathways and an enriching offer of opportunities for Continuous Professional Development, including working in other Trust schools. Our Teaching School status is central to this aspect of our vision.

## Quantock Teaching Alliance

In 2016 Haygrove School was accredited as a Teaching School and formed the Quantock Teaching Alliance (QTA). The alliance is working collaboratively and strategically to support other schools and to provide a wide range of opportunities for professional development for teachers and support staff at all stages of their career. The alliance has become a member of the Chartered College of Teaching and is committed to the promotion and development of innovative and pioneering pedagogy which will enable high quality teaching, outstanding achievement and the development of character, growth mind-set and resilience in our learners. For more information on the Quantock Teaching Alliance please visit <https://www.quantockta.co.uk/>.

These are very exciting times for our Trust and we are keen to recruit ambitious, enthusiastic and highly committed professionals who are keen to develop their career with us.

Link to the 'Day of Kindness' video - <https://youtu.be/6dqxySPANrA>



Further information about the Quantock Education Trust (QET) can be found on our website [www.quantockedtrust.co.uk](http://www.quantockedtrust.co.uk). In addition, if you wish to do so, don't hesitate to contact me by letter or by telephone.

I look forward to receiving your application.

With all good wishes

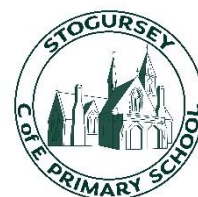
*Yours faithfully*

*K. M. Canham*

Mrs Karen Canham  
CEO/Executive Headteacher



Haygrove School



# HAYGROVE SCHOOL

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Haygrove is an extremely popular, mixed 11-16 academy situated in a pleasant residential suburb to the west of Bridgwater. Bridgwater is a rapidly growing and flourishing town, set in a beautiful part of Somerset, with views of the Mendip, Quantock and Blackdown hills, great access to the cities of Bath and Wells, and the County town of Taunton. We occupy the site of the former Dr Morgan's Grammar School, which was one of our foundation schools when education in Bridgwater was re-organised in 1973.

We attract students from over 20 primary schools throughout Bridgwater and from a wide surrounding area. Demand for places in our school is very high and we are regularly oversubscribed. There are currently 1082 students on roll.

We pride ourselves on our successful academic record across the full ability range and on our culture of care and personal development. We believe in the traditional values of courtesy and consideration. By setting clear expectations for our students and by working in close partnership with our parents, we aim to provide a purposeful environment where teachers can teach and where our students' talents can be best developed. As a result, standards of behaviour in our school are high. School uniform, which includes a blazer and tie, is worn by all students with pride.



At Haygrove we place teaching and learning at the heart of all that we do and our central purpose is to provide a first class education for all our children. To this end we believe that education should be a genuine partnership between home and school.

Our aim is to provide a happy and purposeful environment built upon mutual respect and positive relationships that encourages endeavour, an enjoyment of learning, and the pursuit of personal achievement in all aspects of school life. Each student is encouraged to be successful, active and confident in their learning. We believe passionately in the development of 'character' in educating our young people to become active and responsible citizens, equipping them for successful working lives and happy and fulfilling family experiences.

## Our Vision, Values, Aims and Strategic Objectives

To deliver a first class and outstanding education for all students in the Haygrove community.

*OPPORTUNITY*

*ENDEAVOUR*

*ACHIEVEMENT*

### Our Values

Haygrove School is an exceptional school which provides a first class educational experience for every child in a safe, happy, caring and purposeful environment.

Our ethos is characterised by traditional values, high expectation, rich opportunities, mutual respect, personal responsibility and pride. We foster a culture of endeavour, enjoyment of learning and the pursuit of individual achievement in all aspects of school and community life.



Our aim is to enable all students to flourish academically and to develop into confident, courteous and well-rounded young adults, skilled and equipped for adulthood.

### Our Strategic Objectives

- To be a 'centre of excellence' for teaching and learning in the South West.
- To ensure that all students achieve and, in most cases, increasingly exceed expected progress and that gaps between all the different groups continue to reduce.
- To establish an all-through school model which provides an inspiring learning community and environment, promoting increasingly high standards of achievement and a strong culture of continuum and progression through the primary and secondary phases.
- To grow the Multi-Academy Trust, supporting and collaborating with other schools which share a common vision and ethos, enabling rising standards and mutual benefits for the personal development and welfare of students, staff and society.
- To ensure that all staff are able to benefit from a programme of career progression, creating future leaders and a body of expert practitioners.
- To develop student voice and leadership programmes which create confident, resilient and mature thinking young adults equipped for the next stage of learning and future careers.
- To establish a sustainable curriculum model; broad, balanced, personalised and outward facing, fostering a learning culture which is consistent with the school's traditional ethos and values, but also reflecting the changing needs of young people in society and promoting British values as a critical part of each child's social, moral, cultural and physical and spiritual development.
- To increase further the profile of Haygrove School in the national and international community.
- To be the first choice school for all families in our community.

### Our Aims

At Haygrove School we believe that every person matters and it is our expectation that we all:

- aspire to be the best that we can be.
- welcome challenge and feel empowered to take risks, show initiative, creativity and enterprise in a secure environment.
- recognise, support, celebrate and promote achievement.

- respect diversity within the community and develop caring, empathetic, respectful and positive attitudes.
- promote and model mental, physical, spiritual, social and emotional well-being.
- demonstrate attitudes that are caring, empathetic and supportive of others.
- make a positive contribution to the development and maintenance of a sustainable school environment and take responsibility for our impact on the wider environment.

It is essential that all students:

- engage in a personalised curriculum which meets current needs, future aspirations and equips them to become flexible and adaptable lifelong learners.
- will become responsible citizens who make an active contribution to the school, local and wider community.
- are encouraged to enjoy active learning with and from each other.

## Curriculum Outcomes

We aim to ensure that all learners achieve a level of mastery of the following knowledge, skills, attitudes and attributes, all of which support our whole school vision and ethos, both through policy and practice.

## Knowledge

It is our aim that each student has a “personal toolkit” for learning now and in later life;

- is able to retain, recall and use the facts necessary to show high achievement in assessments and examinations and so become successful learners
- has broad background knowledge to support responsible and confident decision making
- is literate, numerate and has good ICT knowledge
- is aware of what constitutes a healthy lifestyle.

## Skills

It is our aim that each student:-

- is able to communicate effectively; orally and in writing
- can organise and use time effectively
- can listen and learn from others
- is creative and able to show initiative.
- is resilient and shows a ‘can do’ attitude.
- is ambitious and has a high level of self-expectation.
- uses information effectively; can assess, synthesise and evaluate
- is able to solve problems
- can work independently and as a team member
- is technologically literate; can select appropriate tools and use them productively
- is adaptable
- can work to deadlines





## Extra-Curricular Programme

Our extra-curricular programme is recognised by staff, students and parents as a strength of our school. We are a centre for the Duke of Edinburgh Gold Award, we have Healthy School Status, the Artsmark and Sportsmark Awards, International Schools Status, the KS3 Secondary Geography Quality Mark Award and the Excellence in Enterprise Quality Award. In July 2013, we were formally recognised as a 'Thinking School', after an evaluation by the University of Exeter's Cognitive Education Development Unit.







### **Department**

Haygrove has a highly successful and committed English Department that is proud of the outstanding standards of achievement made by all groups of students.

### **Staffing**

There are 5 full time and 5 part time members of staff supported by a dedicated English Teaching Assistant. As well as the Head of Department, there is also a second in Department. The department work very closely together with a strong support ethos to continually develop good practice.

### **Performance**

Results in English are excellent with 77% gaining grade 9-4 in 2018. The department is committed to maintaining these high levels of performance. Our focus this year is to improve the progress our students make.

### **Professional Development**

Every member of the department is encouraged and assisted in their professional development through opportunities for both individual and departmental INSET and through the school's performance management procedures. Teachers are given the opportunity to share developments with the rest of the departmental team and the whole school.

### **Curriculum**

At Key Stage Three, students study English for four 60 minute periods a week. Key Stage Three is streamlined by ability.

At Key Stage Four, English is taught in four 60 minute periods a week. Key Stage Four students are taught in ability groups across the whole year.

In Key Stage Three, students follow a broad Key Stage 3 curriculum, each term is themed and skills are mapped across the year. The department is currently reviewing its schemes of work at Key Stage 3 and the successful applicant will be expected to contribute to this. Assessment take place regularly within units of work and all students have a Crafting Book for Key assessments, and the levels awarded are entered into the whole school Sims Assessment system. From this reports are generated to support reporting to parents and the department's self-evaluation processes. Each student's performance is carefully tracked and intervention is planned where necessary. Staff are expected to monitor progress towards targets using the whole school, online, assessment package – 4 Matrix.

All students start their Key Stage 4 courses in Year 9. Key Stage Four follows AQA GCSE English Language and Literature. Year 10 will be following one of the new GCSE specifications. The department follows a common long-term plan at Key Stage 4.

All groups will take Language and Literature.

### **Accommodation/Facilities**

The English department area has been completely refurbished. This includes four classrooms and storage space. Some lessons take place in other, nearby classrooms. All classrooms have interactive SMART whiteboards and sound systems. There are nearby ICT facilities which can be booked for class use.

### **Support for Students**

All students on an Educational Health Care Plan receive support from full time Learning Support Assistants. There is in class support for many of our students with additional learning needs.

Students with Literacy difficulties may be withdrawn from English or Literacy for all or part of the year to follow an intensive Corrective Reading programme delivered by the SEN department. The Head of Department meets regularly with the SENCO and members of the department to discuss student progress and support. Active Intervention to support students is at the heart of the department's commitment to raising standards. The department is passionate about reading and runs a number of Reading groups for all abilities of students, this includes a Lads and Dads' Night and Girls' Night in each half-term. Weaker readers in Year 7 will be paired with Year 10 students as part of the Reading Challenge programme

The department also has a dedicated English and Literacy intervention LSA whose timetable is allocated between in-class support, extraction of small groups and extracurricular support sessions for small groups and individuals.

There is a programme of events for Gifted and Talented students within the department and this is an area we would like to develop more.

### **Budget**

The running costs of the department are met in full annually. In addition to this, extra funding is made available for departmental development. The Head of Department has overall responsibility for the budget.

### **Finally**

One of the main strengths of the English department is teamwork. We are a dedicated and conscientious group of teachers and LSAs and have a common sense of purpose. We look forward to having a new member of staff join our successful team.

# Job Description



**JOB TITLE:** Teacher of English

**RESPONSIBLE TO:** The Head of Department

## PURPOSE OF THE JOB:

To be responsible for the effective learning, appropriate achievement and educational, social and personal progress of all students, consistent with the aims of the school and the unique needs of each individual learner.

To be accountable for student progress and development within English.

To work as a tutor contributing to developments within the pastoral structure of the school (to be confirmed).

## MAIN RESPONSIBILITIES

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers' Pay and Conditions Document:

Upper Pay Scale teachers, are required to be highly competent in all elements of the Teacher Standards and to ensure that your achievements and contribution to the school are substantial and sustained.

## TEACHING AND LEARNING:

- Plan lessons with clear and shared objectives, which contribute to the coverage of the National Curriculum, course requirements and examination specification, and are consistent with school development priorities in accordance with Health & Safety requirements;
- Lead, manage and control course provision within the department, including effective allocation of staff and physical resources;
- Deliver lessons which engage and allow all individuals and groups of students to make good progress;
- Trial and carry out relevant practical work to engage students and enhance teaching and learning.
- Plan and evaluate an approach to homework within the department which offers students the opportunity to reinforce, extend and enhance the quality of their work;
- Use a range of assessment strategies, both formative and summative, to help students understand what they need to do to improve their work and set targets;
- Pay particular attention to how the assessment of the work of students with Additional Educational Needs relates to targets set in individual education plans
- Set high expectations for all students, and a level of challenge appropriate to students of different abilities in order to ensure that teaching is targeted at the students stage of learning, and moves them on;
- Make clear the importance of application, accuracy and good presentation, and provide opportunities for students to take increasing responsibility for their own work;
- Use methods and strategies which have careful regard to the curricular objectives being pursued, and determine whether these are best achieved by students working alone, in pairs, in small groups, or all together;
- Keep up to date with subject knowledge, including inspection reports, research findings, and undertake In-service Training as appropriate to the priorities of the school, the department, and personal professional development.



- Make effective use of time and resources, including the use of regular homework to reinforce and extend what students learn in school;
- Assess, record and report on students' work thoroughly and constructively, and using assessment and performance data to inform teaching and learning and to set targets for improvement;
- Ensure that the fabric and resources of the classroom, including displays, are well maintained and ensuring that relevant Health and Safety regulations are observed.
- Contribute to the wider development of students in your care through work as a tutor, including registration, coding of absence, guidance and support, contact with parents and other subject teachers as required.
- Contribute, as a class teacher and tutor, by planning and delivering, as appropriate, opportunities for students to be healthy; safe; enjoy and achieve; make a positive contribution; and achieve economic wellbeing.
- Take responsibility for own personal development liaising with both the senior team line manager and the person responsible for CPD if different
- Participate in the school's ITT programme as required

### **UPPER PAY SCALE ACCOUNTABILITIES**

Meet the professional standards for post threshold teachers as set out in the School Teachers' Pay and Conditions document and the Teachers' Standards.

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promote collective responsibility for their implementation.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential and maximising the use and impact of whole school development strategies in Teaching and Learning.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/curriculum areas than a MPS teacher and how to use resources and strategies to accelerate learning and progress.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice
- To make an additional positive contribution to the success of the school

### **RELATIONSHIPS:**

The Postholder:

- is responsible to the Headteacher in all matters and to the Head of Department in respect of curricular matters;
- interacts on a professional level with all colleagues and seeks to establish and maintain productive relationships with them and in particular with other members of their Department;
- fosters positive relationships with students and their parents in order to promote their understanding of their subject in the curriculum and to develop a genuine working partnership in pursuit of the aims of the school;
- attends SLT and Governors' meetings as required for monitoring and accountability purposes;

- safeguards and promotes the welfare of students and work with the designated Child Protection Person to :
  - Identify and record any child protection concerns
  - Contribute information as required for Common Assessment or Multi-Agency meetings
  - Act at all times in line with the school's Child Protection procedures.

This job description does not define in detail all duties/responsibilities of the post, which is subject to those detailed in the Statement of Conditions of Employment and will count as directed time as set out in such statement, and as defined by the Headteacher. The Job Description will be reviewed on a regular basis and may be subject to modification or amendment after consultation and agreement with the post holder.

Additional detailed guidance can be found in the Haygrove School Classroom Practice Document which is issued to all members of the teaching staff.



## Person Specification

### Teacher of English

Essential	Desirable
<p><b><i>Education and Training:</i></b></p> <ul style="list-style-type: none"> <li>• Educated to degree standard or equivalent or a related qualification.</li> <li>• Completed a relevant subject-related PGCE</li> <li>• Recognised Qualified Teacher Status</li> <li>• A commitment to continuing professional development, working to develop professional standards.</li> </ul> <p><b><i>Skills, Abilities and Knowledge:</i></b></p> <ul style="list-style-type: none"> <li>• Proven ability to teach English to GCSE standard.</li> <li>• Excellent subject knowledge in the post advertised</li> <li>• Demonstrate success in raising achievement</li> <li>• Understand the National Curriculum requirements and national strategies to raise student achievement</li> <li>• Able to demonstrate planning to achieve a purposeful and effective learning environment.</li> <li>• Able to make good use of Assessment for Learning strategies.</li> <li>• A commitment to providing stimulating and innovative lessons.</li> <li>• Excellent ICT skills for personal organisation and to raise standards of learning.</li> <li>• Confident in the use of data, able to provide analysis and measure impact of interventions</li> <li>• Appreciates the key role of the tutor in promoting the well-being and progress of each student.</li> <li>• Strong behaviour management skills</li> </ul> <p><b><i>Interpersonal Skills:</i></b></p> <ul style="list-style-type: none"> <li>• Enjoys teaching and working with young people.</li> <li>• Able to support the wider needs of children.</li> <li>• High quality communication skills with the ability to develop positive relationships with students, parents and peers</li> <li>• A team player; able to work effectively with others to develop innovative curriculum design and delivery</li> </ul> <p><b><i>Attendance and Health:</i></b></p> <ul style="list-style-type: none"> <li>• A good attendance and punctuality record.</li> </ul> <p><b><i>Additional Requirements</i></b></p> <ul style="list-style-type: none"> <li>• Clearance through the Disclosure and Barring Service (DBS).</li> <li>• Two supportive work related references (references from friends or relatives will not be accepted).</li> <li>• Suitable to work alongside children and young people and committed to safeguarding and promoting the welfare of children and young people</li> <li>• Be committed to the Quantock Education Trust's ethos</li> <li>• Be committed to continuous improvement and development of the Trust</li> <li>• UPS Teachers must be able to provide evidence of their contribution to wider school life</li> </ul>	<p><b><i>Education and Training:</i></b></p> <ul style="list-style-type: none"> <li>• A good honours degree</li> </ul> <p><b><i>Skills, Abilities and Knowledge:</i></b></p> <ul style="list-style-type: none"> <li>• Creative user of ICT to promote e-learning across the curriculum</li> <li>• Ambition and ability to take on further responsibility or gain promotion.</li> <li>• Ability to contribute to the wider life of the school.</li> </ul>



## **WORKING AT HAYGROVE, a member of the Quantock Education Trust (QET)**

### **Conditions of Service**

This post is subject to the School Teachers' Pay and Conditions Document. Full details of conditions of employment will be set out in a Statement of Main Terms and Conditions of Employment, which will be issued to the successful candidate on appointment.

### **Fitness for Employment**

The successful candidate will be required to complete a medical questionnaire which may result in a check by the Occupational Health Physician. Satisfactory clearance with police records will also be necessary (please see Disclosure procedure).

### **Remuneration/working hours/annual leave**

Teachers' pay, working hours and annual leave are all set within the national framework of the School Teachers' Pay and Conditions Document.

### **Flexibility**

As a condition of employment, the post holder may be required to undertake such other duties as may reasonably be required, in addition to the major tasks outlined in the job description.

### **Interview Expenses**

The QET will pay second class rail travel, or mileage allowance and reasonable out-of-pocket expenses incurred by candidates attending interview.

### **Smoking Policy**

All sites within the QET is a non-smoking site and all prospective employees are expected to accept this as a condition of working within the Trust.

### **Equal Opportunities**

The Trust is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and to eliminate unfair discrimination on any basis. This means that we are striving to ensure that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

### **Criminal Record Check via the Disclosure Procedure**

The Rehabilitation of Offenders Act 1974 gives individuals the right not to disclose details of certain old offences when asked about their criminal record as they may be defined as 'spent'. There are exemptions to this if the individual is offered a post which involves contact with children or regular work at an establishment exclusively or mainly for children. The post you have applied for falls into one of these categories and, therefore, requires a criminal background check.

If a job offer is made you will be asked to apply for a Disclosure Certificate from the Criminal Records Bureau. This certificate will contain details of all convictions held on the Police National Computer including current and 'spent' convictions as well as details of any cautions, reprimands or final warnings. It will also indicate whether information is held on government department lists held by the Department for Education and Skills (List 99) and the Department of Health, or those individuals who are barred from working with children. The information provided on the certificate will be considered by the local authority to ensure that children remain adequately protected. A criminal record is not necessarily a bar to obtaining a position. Further information about Disclosure can be found at [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

### **Safe Recruitment**

The Trust committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Professional Development**

The Trust values professional development highly. All members of the department are encouraged to take an active role in planning their own CPD through the school's performance management procedures. The team meet regularly to discuss teaching and learning strategies and some very exciting and creative work takes place.

### **Shortlisting**

Only those candidates meeting the right criteria will be taken forward from application.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates and where necessary, employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students.

### **Working Within the Quantock Education Trust**

This job needs to be considered in the context of a changing and evolving Multi Academy Trust and therefore the duties detailed here will need to be adjusted to meet the needs of the Trust. Whilst this post is based at Haygrove School this is a Trust wide post and you could be required to work across the Trust Schools.



## APPLICATION

To apply, please download an application from our website <https://www.haygroveschool.co.uk/about-us/vacancies.htm>

Completed application forms should be sent, together with a supporting letter, by email or post to:

 [recruitment506@educ.somerset.gov.uk](mailto:recruitment506@educ.somerset.gov.uk)

 Miss M Collins  
HR Administrator  
Haygrove School  
Durleigh Road  
Bridgwater  
Somerset  
TA6 7HW

Your supporting letter should be no more than two sides of A4 and should include:

- **Your views on what constitutes effective teaching and learning and how you deliver effective lessons in English.**

Please ensure your application form has your email address and also the e-mail addresses of your referees.

**Closing Date: noon on 18 April 2021**

**Interview date: w/c 26 April 2021**

*Early applications are encouraged.*

*We reserve the right to close the advert should we feel able to appoint an appropriate candidate before this date.*

