

Swanwick Hall School



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Headteacher: Jonathan Fawcett
Associate Headteacher: Rebecca Green

Lead Practitioner English

Full time, permanent

(L7-10)

Required for September 2016

Please return a completed application form together with a full letter of application

by midday on Thursday 19th May

with interviews to be held w/c 23rd May

Swanwick Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Swanwick Hall School is committed to innovation in the area of teaching and learning and provides a wide range of CPD opportunities for all staff. We offer a high quality induction programme and a well established professional support and development programme.



Lead Practitioner English (L7-10)

Dear Applicant

Thank you for your interest in the above post. The role of Lead Practitioner is a new one within our school, and will provide an excellent opportunity for an excellent teacher who has the energy, enthusiasm and ambition to contribute to the ongoing development of this successful subject, within an ethos where challenge and support are appropriately balanced. We are flexible and open-minded about the career path of the successful candidate, keen to see evidence of the ability to fulfil the expectations of the role and deliver the outcomes expected from it. The key is that you will be an excellent teacher with evidence of your students achieving high standards and the ability to model this to coach and mentor colleagues.

In summary, we are looking to appoint someone who:

- is an excellent teacher, committed to becoming even better, and who will model for and coach other teachers to deliver consistently high quality teaching of their subject
- has a track record of securing excellent progress and outcomes for students across key stages 3-5
- is highly qualified in and passionate about English and believes that all children can succeed
- has an instinctive understanding of learning processes and teaching and learning strategies
- is committed to teamwork and accountability, within a supportive framework
- is committed to the ethos of our school

Attainment in English has been very good for many years and has been sustained within the increasingly challenging national context. The popularity of the subject post-16 is testament to this strong level of attainment and progress at KS4, and evidence of the positive experience that students have in their English lessons in Years 7 to 11.

Engagement within English lessons across the school is very high, as is the quality of teaching and learning. Students are taught in mixed ability groups throughout the school and class sizes are well below national averages. All students study for GCSEs in both English Language and English Literature and we currently follow the OCR exam board specification. English post-16 is a thriving and successful subject at both AS and A2 level, and we would be keen for the successful candidate to contribute to the teaching of both of these courses.

As changes and challenges to the English curriculum and assessment framework continue, we are determined to ensure that the progress of students in English continues to be strong. We are determined to further increase our overall levels of progress and attainment, whilst also looking to accelerate the progress of key groups of students: notably middle ability boys and disadvantaged students. In order to do this, we are looking to further strengthen our already highly-skilled, experienced and innovative team of staff in order to enable them to meet the challenges of the new curriculum and specifications with the same level of success as they have done previously.

This post offers an excellent opportunity for the successful candidate to make a real impact on a successful subject area, to challenge him/herself to become the very best practitioner possible and to secure further improvements in results. We are looking to appoint someone who has the passion and commitment to acquire the necessary skills, expertise and record of success to go on to lead their



own English team within the next few years. In the first instance, we will want the individual appointed to take a lead responsibility for the day-to-day running of a key stage, including developing further schemes of work to focus on accelerated progress.

The staffing within the English faculty from September 2016 is:

Sharon McCammon	SPL Faculty/Assistant Headteacher
Ashleigh Bell	ASPL Faculty TLR 2b
<i>Vacancy</i>	<i>ASPL Faculty TLR 2b</i>
Lauren McCoy	Teacher of English/TLR 2a (0.6) (maternity leave)
Zoe Skermer	Teacher of English/TLR 2a
Laura Lynch	Teacher of English (0.6)
Laura Wagg	Teacher of English (maternity leave)
Simon Collins	Teacher of English
Steph White	Teacher of English
Steve Clamp	Teacher of English/ Year 10 Progress & Achievement Leader
Jody Watson	Teacher of English (0.4) (maternity leave)
Ben Thornhill	Teacher of English (NQT)
Andrew Covell	Teacher of English
Deborah Banks	Teacher of English / Assistant Headteacher
Rebecca Green	Teacher of English/ Associate Headteacher
<i>Vacancy</i>	<i>Teacher of English</i>
<i>Vacancy</i>	<i>Lead Practitioner (L7-10)</i>

If you like the sound of the school, the faculty and the exciting challenge presented by this role in ensuring its further improvement, then we would like to hear from you and look forward to receiving your application. We are more than happy for you to visit the school or to discuss the post by telephone conversation before application.

Please apply by completing the application form and also supply a letter of application. This should be word-processed, of no more than two sides of A4 in length, and should outline why you are interested in this post and why you feel that your skills and experiences to date will allow you to contribute to the further successes of English and consistently high standards of attainment over the next few years. On the application form, please state very clearly the type of degree you have (BA Hons, BSc Hons etc), its title and the class you were awarded (First, 2:1 etc), as well as the A Levels that you studied and the grades that you achieved.

Thank you for expressing an interest in this post. We look forward to receiving your application by midday on Thursday 19th May. In the meantime, if you have any queries or if you would like to visit, please contact the PA to the Headteacher, Andrea Hollingsworth, on extension 1032 or email aho@swanwickhall.derbyshire.sch.uk

Yours sincerely



Jonathan Fawcett (Headteacher)

Rebecca Green (Associate Headteacher)



Job Description

Job Title:	Lead Practitioner	Job Holder	
Faculty:	English	Reporting to:	SPL Faculty
Liaising with:	LT, SPLs, Student Support Services and relevant staff with cross-school responsibilities, relevant non-teaching support staff, parents. Colleagues from other schools within the Trust	Line Managing:	Act as appraiser to teachers within the faculty
Post Type:	Permanent	Salary/Grade:	L7 to L10
Safer Recruitment Statement			
Swanwick Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
All teachers at Swanwick Hall School are required to:			
<ul style="list-style-type: none"> To carry out the duties of the Teacher in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions. Recognise that the Teachers' Standards (2012) define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS and that their performance will be assessed against them as part of the performance management process. Carry out a share of supervisory duties in accordance with published rosters Participate in appropriate meetings with staff and parents as defined by the school calendar 			
Main Objectives of Role:			
<p>Teachers at Swanwick Hall School make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents in the best interests of their students.</p> <p>They will:</p> <ul style="list-style-type: none"> Set high expectations which inspire, motivate and challenge students Promote good progress and outcomes by students Demonstrate good subject and curriculum knowledge Plan and teach well-structured lessons Adapt teaching to respond to the strengths and needs of all students Make accurate and productive use of assessment Manage behaviour effectively to ensure a good and safe learning environment Fulfil wider professional responsibilities <p>The Lead Practitioner will:</p> <ul style="list-style-type: none"> Model for and coach other teachers to become outstanding in the teaching of their subject Deliver high quality professional learning which draws on the most robust research Offer high level mentoring to ITT students and NQT staff within the faculty Support, guide and motivate teachers and other staff within the faculty, promoting a positive staff culture, good practice and continuing professional development Develop opportunities to share ideas and strategies that impact on classroom learning 			



- Play a lead role in developing strategies across all year groups to prepare students for the demands of the new GCSE and AS/A level examinations
- Deliver training sessions as part of the whole school INSET programme
- Engage in and disseminate evidence-based teaching and learning research
- Work alongside other core subject Lead Practitioners to develop a subject-based lesson study programme
- Have the opportunity to work with colleagues to share best practice and develop teaching and learning within the Trust
- Through the strategies outlined above, secure measurable and clearly defined improvements in the quality of teaching and student outcomes within the subject area

All Staff at Swanwick Hall School will:

- Demonstrate consistently high standards of personal and professional conduct within and outside the school
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries as appropriate to their professional role within a school
- Act as role models by demonstrating a professional level of dress and appearance.
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Have a proper and professional regard for the ethos, policies and practices of our school and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Continue personal development as agreed
- Engage actively in the performance review process
- Be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment

Postholder:		Date:	
Headteacher:		Date:	
Last Updated:	May 2016		



Person Specification

	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • Good degree in relevant subject and Qualified Teacher Status or successful completion of training programme 	<ul style="list-style-type: none"> • Evidence of continuing professional development 	Application
Relevant Experience	<ul style="list-style-type: none"> • Proven track record of consistently good/outstanding teaching • Proven track record of raising standards at Key Stage 3 and 4 • Experience of leading staff training • Experience of mentoring and coaching colleagues • Evidence of intervention work with students to raise achievement 	<ul style="list-style-type: none"> • Experience of using student performance data to inform planning and target setting • Taking part in whole school initiatives or working parties 	Application Interview Reference
Skills and Knowledge	<ul style="list-style-type: none"> • A clear understanding of successful strategies for raising achievement • Understanding of a range of teaching and learning strategies • Awareness of the latest developments and initiatives in education • Understanding and commitment to social inclusion 	<ul style="list-style-type: none"> • Well-developed ICT skills 	Application Interview Reference
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to the aims and ethos of the school • Positive and constructive outlook • Resilient and determined • A strong and supportive “team player” • An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance • The ability to value and motivate both staff and students to maintain and deliver high standards • Enthusiastic • Flexible, imaginative and having the ability to solve problems creatively • Ability to work well under pressure • Sense of humour 		Interview Reference



	Essential	Desirable	How Identified
	<ul style="list-style-type: none"> • Excellent communication skills • Self-aware and reflective • Humility 		
Equalities	<ul style="list-style-type: none"> • An understanding of managing diversity and a commitment to Equal Opportunities 		Application Interview
Other Requirements	<ul style="list-style-type: none"> • A commitment to raise standards and to school improvement • A willingness to work cooperatively with all teaching and support staff across the school 		Application Interview Reference



General Information For Applicants

Swanwick Hall School is an 11-18 school situated in South East Derbyshire, close to the border with Nottinghamshire. The school serves a diverse semi-rural area which stretches from Heage in the north, through Swanwick and down to Somercotes, Riddings and Ironville in the south. We have seven schools in our cluster, three primaries, two infants and two juniors. The area is demographically, socially and financially mixed. There are areas of affluent, privately-owned housing as well as areas of significant social deprivation; indeed much of our catchment is in the bottom 10% of social deprivation indices. This diversity helps to create the rich character of the school which works hard to ensure a high quality education for all students and also to meet the diverse needs and interests of the whole community. The area has been characterised by significant socio-economic change in recent decades. Initially an area of strong coal mining influence it changed through to textiles and other light industries in the 1980's and 90's and has undergone further changes in recent years. A lot of local employment is relatively low-skilled and low-paid. The ethnic make-up of the school population is 98% white British, with the majority from working class backgrounds.

The current headteacher has been in post since April 2006. The school was inspected in February 2008 and November 2010, with both reports deeming the school to be good with outstanding features. A recent inspection in October 2013 graded all areas as good, which we viewed as a significant achievement in the context of the very challenging new framework. The inspections were positive, affirming experiences and all commented on similar strengths: the faster than national average rates of progress; the quality of self-evaluation and how well leaders know the school; the breadth and diversity of the curriculum; the strongly inclusive practices; the high levels of engagement and positive behaviour of students; the strong progression routes for students of all abilities.

We are at a very exciting point in our school improvement journey. Our strategically focused governing body are keen to play a lead role in shaping the evolving local educational landscape over the next few years. We are keen to develop strong collaborative partnerships for the benefit of all students and local communities in order to ensure that Swanwick Hall School continues to improve and build on the record that has seen us year on year improve the progress that students make in their time with us, be consistently oversubscribed despite falling rolls locally and be identified as an outstanding school for SEN and inclusion by NASEN. Rather than seek to consolidate these achievements, we are viewing this as an opportunity to continue to examine all aspects of our practice and provision and to accelerate our progress as we seek to achieve the governors' main strategic aim of being deemed outstanding within the next 2-3 years.

We have always been keen to work proactively and in the best interests of our students, to form positive working partnerships with local schools serving similar contexts and with whom we can share good practice to raise standards further. To this end, on 1st April this year we formed a multi academy trust, The Two Counties Trust, with two other 'Good' local secondary schools: Selston High School and Ashfield School. We are very excited about this next phase in the school's continuous journey of self-improvement and look forward to the enhanced opportunities it will provide for our students, our staff and the community we serve.

There are currently 1207 students aged 11-18 on roll at Swanwick Hall, 131 of these post-16. At a time of falling rolls, both nationally and locally, the school has been consistently oversubscribed for Year 7 intakes and post-16 numbers are set to rise over the next two years.



Performance at Key Stage 4 has improved significantly and continuously in recent years, achieving best ever GCSE outcomes across a range of indicators that measure success with all students, in addition to the nationally reported headline figures. In 2015, Year 11 students achieved the best ever value-added for progress from KS2 to KS4. Post-16, Average Point Score and pass rates have been very strong for a number of years and, similarly to KS4 performance, Post-16 students have frequently achieved the school's best ever A Level results for each of the past five years. This is achieved against the background of a very inclusive Sixth Form and this principle remains as important as a high APS. One telling measure of the success of the Sixth Form is that all but one of the students wanting to go to University in the last five years has secured a place, with the overwhelming majority of them successfully gaining places at their first choice destination. A very high percentage of these are first generation entrants to higher education. In the last four years, four students have secured Oxbridge places, significantly above the statistical expectation for the school.

In order to meet the needs and aspirations of the very diverse catchment area where students have a very wide range of aptitudes, interests and abilities, the curriculum is broad and balanced to reflect this context. The improvements in results at all levels have been achieved not by any 'quick-fix' curriculum changes, but by ensuring that the curriculum and the courses offered suit the needs, interests and aspirations of all students, ensuring that all subject areas perform to similar standards and setting clearly achievable but very aspirational targets.

All students at KS4 follow a core curriculum of English, Maths and Science. This core curriculum is complemented by a range of traditional GCSE option subject, as well as applied and vocational courses. We have worked hard to retain the broadest possible offer following the introduction of Progress 8 and EBacc performance measures and in the face of much tighter budgets.

The school is situated on a beautiful site of some 22 acres of parkland. The main school building is a 1770s Grade 2 listed building which was a former private family home. Having been purchased by Derbyshire County Council and opened as a grammar school for 300 children in 1922, it expanded and those first parts of the new school are also listed buildings. Since then many new blocks have been built, which gives a diverse standard of accommodation in terms of age and state. 2006 saw the opening of new ICT/Library Music blocks, there is a relatively new Dining Hall and several recent, single storey individual buildings housing different subject areas. Despite the varying nature and ages of many of the buildings, hard work by the site team and significant financial investment have ensured that all areas of the site are up to the required standard and fit for purpose. The latest project was a £2.5m sports hall, incorporating some inclusion facilities, which was completed in March 2013.

The school's strong reputation for teaching and learning and for providing induction and professional development for staff, ensures strong recruitment. There is a wide range of excellent teaching at Swanwick Hall School, encouraged by a 'risk-taking' ethos of innovation and experimentation, and the best of this is clearly outstanding. Plans to ensure that there are 'great teachers' across the school are in place, and the quality of teaching within the school means that there is no 'lottery by timetable' for students in terms of the quality of provision that they receive.

Student behaviour and engagement in learning are very good. The students are proud of and feel a sense of belonging to their school. This is reflected by the improvements in attendance to around 95% and persistent absence rate below the DfE's target. Exclusions are relatively rare and only one student has been permanently excluded in the past five years. Internal behaviour data shows continued reductions in the number of sanctions, whilst the bar is constantly raised in terms of expectations. Students are encouraged to play an active part in their personal development and to



engage in mature citizenship activities. There is a very wide range of extra-curricular activities provided both on site and through visits. Several trips run overseas, as well as residential and day visits within the UK. In October 2015, students took part in visits to Japan and Cambodia.

Each student is in a tutor group overseen by two tutors, with many support staff being involved as tutors. Each Year group is managed on a daily basis by a non-teaching Pastoral Manager, overseen by a Progress and Achievement Leader who works proactively and strategically to create a positive ethos of achievement within the year group and to set and monitor progress towards targets within a wide range of areas, and implement intervention strategies when required.

The school has a positive and ever-evolving ethos. Considerable time is invested in ensuring that relationships are right. This has involved a shared vision for the school and understanding of 'where we are at' for all staff; strong presence of LT around school; effective line management structure for middle leaders (Student Progress Leaders), balancing challenge and support; a collegiate approach between pastoral and curriculum leaders; clearly communicated expectations to students about behaviour, punctuality, uniform and work ethic to which they respond very well; an encouragement of all students to be involved in active citizenship; a belief that all students can and will achieve; regular communication with parents, in particular working hard to involve parents early where there are concerns; staff working hard to build positive relationships and to engage students in learning. Most visitors describe the school as a calm but purposeful environment, with a very open and friendly approach to visitors. This does not happen by accident, but is the result of a lot of hard work from an extremely talented and committed staff.

The core commitment to ensuring that all students achieve their full academic potential whilst at Swanwick Hall School is underpinned by a strong belief in and commitment to the development of the whole child. The school is also a centre for the community to use and it is widely available in evenings, weekends and during holidays. The governing body question intelligently and strategically the vision and direction of the school. They are all fully committed to what the school stands for, understand well strengths and areas in which the school needs to improve and are clearly focused on ensuring that standards and outcomes continue to improve rapidly.

Whilst there is much to be very proud of in the school, its students and their achievements, there is no arrogance or complacency. Rather, there is a recognition of the need to continue to work hard and be clear in strategic planning, be highly self-evaluative and self-critical, analysing strengths and areas in need of improvement in detail, in order to achieve these aims. The School Improvement Plan has as its central strand the continual improvement of the quality of teaching in order to maximise its impact on students' learning and progress.

The school's three most recent Ofsted reports (February 2008, November 2010 and October 2013) recognised these features, and all three inspections were positive, affirming experiences for the school and confirmed the accuracy of its own self-evaluation: that Swanwick Hall School is a school to be proud of, that it has many strengths, several outstanding features and a clear capacity to raise standards further.

Jonathan Fawcett
May 2016



The Location of Swanwick Hall School

