



INFORMATION FOR  
CANDIDATES APPLYING  
FOR THE ROLE OF  
DIRECTOR OF ENGLISH AND WHOLE SCHOOL LITERACY  
AT HIGHLANDS SCHOOL

Required for September 2020  
<http://www.highlands.enfield.sch.uk>







Dear Candidate,

I am delighted that you are considering applying for the position of Director of English and whole school literacy at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. The school community is a diverse one; students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular mainstream schools in Enfield. We are an inclusive school with a successful Hearing Impaired Base with twelve students under its care.

Our stated goal is “To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.” This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

I became headteacher in September 2018 and since then there has been much change. We have changed the timings of the school day, introduced weekly CPD, lengthened Key Stage 3 and reduced the number of GCSEs our year 11s sit. We have transformed our safeguarding systems. Next September we will be

launching a brand new whole school behaviour system. We have raised expectations in terms of the quality of curriculum, teaching and school leadership at all levels and will continue to do so further.

I am committed to developing staff. Weekly CPD has allowed Highlands to offer a comprehensive professional development programme with over 50 hours of dedicated CPD time each year. As the designated Teaching School and lead school in the Pan Enfield Alliance, we offer staff places on the Outstanding Teacher Programme, NPQML and other bespoke courses. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands. The successful candidate will be ambitious and we will support them towards assistant headship.

Our English Department is one of the most successful in the school and English Literature and Language are very popular at A-level. This is a great opportunity to improve an already very successful department even further.

Vincent McInerney, Headteacher





## History, ethos and values

Highlands was opened in 2000, the first PFI school in the country. The grounds and building are under the control of the PFI contract holder and will remain so until 2025 when they return to the local authority. Mr McInerney is the third headteacher in Highland's history. The previous head, Mr Goddard, led the school on a successful journey from 'satisfactory' in 2007 to 'Outstanding' twice (2011, 2014). The school has always had excellent GCSE attainment and in 2019 achieved its best ever Progress 8 score of +0.44. Disadvantaged students do not perform as well as we would like them to and in 2019 sixth form attainment and progress were low. These are two immediate priorities for school improvement.

As you will see if you visit Highlands, the work we do at school is underpinned by the Highlands school values: determination, aspiration,

respect and equality: DARE. These are not tokenistic words, they were arrived at through extensive consultation with students, staff and the community. Our assemblies and tutor time programmes reinforce them and the words are prominently displayed around the school.

Highlands is inclusive and the school welcomes students from a range of backgrounds and abilities. We do not put students into ability streams at the start of secondary school. We allow all students to choose from all of our option subjects. We do not believe that students with low attainment should be channelled away from more challenging subjects if they enjoy them. We equally believe that high attaining students should be able to study the arts or technology if they wish to, rather than being forced into an 'academic' curriculum.



## Curriculum

The Key Stage 3 and Key Stage 4 curriculum structure has been reviewed and changed this year.

The review involved consultation with the Governors, staff and students. One outcome of the review was that the school decided it was not appropriate for all students to study as many compulsory subjects as they traditionally have. As a result more choice has been brought into the option process. For example, rather than all students taking a GCSE in a language, most will but some can choose other subjects. Similarly, not all students now have to sit a GCSE in computing, as they did before.

Another outcome of the review was that the school felt that the end of year 8 was too young an age for students to stop studying certain key subjects such

as history and geography or the performing arts. As a result of this more subjects are now studied by all students until the end of year 9.

The structure and options process is only one part of the curriculum review, though. The next phase is to look closely at how each subject's curriculum is structured. Senior leaders, subject leaders and teachers will be clear about the key knowledge that students are learning in their subjects. The focus will be on vocabulary, events, people, places, processes and concepts because research shows these are the most transferable or 'powerful' forms of knowledge.

Highlands has adopted an evidence and research based approach to curriculum development and the school expects to be at the forefront of innovative curriculum design in the coming years.





## Teaching, learning, CPD, Teaching School

Developing the quality of teaching, learning and assessment will be a priority in the academic year 2020-21. Last year the school has moved away from one hour, OFSTED graded lesson observations. Learning walks have become the main process by which staff receive feedback on the strengths of their teaching and the areas for development. The new process is still being developed and this will continue into next year. A new teaching and learning policy and teaching handbook will be ready for September 2020.

Staff have CPD every Wednesday from 2:30-4:30p.m. This is a valuable opportunity for staff to share best practice, work on curriculum development, undertake research and collaboratively plan and assess, amongst other things. Our objective is to build a community of teachers committed to professional development and excellence, and to give them the time and resources to achieve it.

As a Teaching School Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include the Olevi Outstanding Teacher Programme, and middle and senior leadership programmes. Uptake on these programmes is very high amongst our staff. For NQTs, the school offers a comprehensive induction programme.

Highlands is the Teaching School leading the Pan Enfield Alliance (PEA). The alliance trains teachers across the borough at primary and secondary, provides school to school support and delivers CPD and professional qualifications to colleagues from all over Enfield.







## Enrichment

At Highlands we think about more than exam results. The extra-curricular provision at the school is excellent. In recent years Highlands students travelled to Barcelona, Namibia and New York. Students studying physics visited Poland as part of the Erasmus programme, this year they visit Finland and France. Our students take part in the Duke of Edinburgh programme, ski trips and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. Last year the school production was Bugsy Malone, the students at school perform as cast members, perform in the orchestra and make up the crew.

Sports are another area of success at the school; girls' football at Highlands is

amongst the strongest in the region. At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

When school finishes early on Wednesdays for staff CPD, we run compulsory Ed-Extra for year 7 students. All 240 students in year 7 remain in school until 3:30pm to take part in activities run by external providers and sixth-formers. These range from rugby to cooking, from debate club to movie making. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extra curricular programme at Highlands should rival that of any other secondary school in London.





## The Sixth Form

All members of the Highlands community are enormously proud of the sixth form, which is one of the most popular in Enfield. In some subjects outcomes are excellent and students receive offers from the top universities (this year our Head Girl has been offered a place at Cambridge). However, in the last two years outcomes in some subjects have been lower than the school expects.

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave. It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work (Robert Peston and Jon Butterworth - professor of physics at UCL, are recent examples). We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We have a commitment to support each student into the career or university of their choice. Student leadership is a strength at Highlands. Mr McNerney meets regularly with the Head Boy and Head Girl. They represent the Sixth Form Committee which, in turn, represents all the sixth formers.



## School Priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.





## The Role

### Director of English and whole school literacy

#### Job Purpose

To lead, manage and develop the English Department. To secure excellence in terms of curriculum, teaching, outcomes and the development of staff. To ensure the highest possible standards of student behaviour, personal development and well being in the department. To develop and deliver a high impact whole school literacy strategy.

#### Job Details

The position is full time.

The successful candidate will report to SLT.

The salary is L10-L13 Outer London (£54,571 to £58,465).

The post starts September 2020.





# Job Description

## Key responsibilities

### Leadership and Management

- Monitor, evaluate and continually improve the quality of planning, teaching, and assessment of all members of the English team
- Participate in quality assurance to monitor and develop staff performance.
- Manage departmental budget and resources effectively and efficiently.
- Lead behaviour management in the department, securing strong routines for learning, consistent with the school's policy, and liaising with tutors and parents when necessary.
- Develop strong partnerships and ensure regular communication with parents and carers.
- Evaluate your department through the school self evaluation process.
- Contribute to the wider aims of the school improvement plan.
- Work collaboratively with colleagues as a committed team member, building successful, high performing teams

### Curriculum and Assessment

- Lead and develop a rigorous and inspirational, knowledge rich curriculum
- Pursue an evidence and research based approach to curriculum development that puts your department at the forefront of innovative curriculum design.
- To develop the curriculum to ensure that it meets the needs of all students including SEND, gifted and talented and EAL students.
- Develop and maintain curriculum maps clearly outlining intent and implementation

- Ensure that GCSE and exam courses are planned in line with exam specifications
- Be accountable for student progress across the school at all key stages, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of data to identify underperformance, plan appropriate support and achieve excellent outcomes for our students.
- Predict student outcomes as required
- Monitor student progress through formative and summative assessment and ensure assessment records are kept at a departmental level.
- Ensure a range of intervention strategies are in place to respond to underachievement and to promote best possible outcomes for all students.

### Quality of Teaching and Learning

- Model outstanding teaching and lead collaborative planning and development, including the sharing of resources and best practice within the department.
- Be responsible for tracking student progress across the department, analysing all relevant data to develop data-driven changes and intervention strategies and using the data to monitor the performance of subject staff .
- Be accountable for student progress in English across the department at all key stages, ensuring that all students achieve results in line with, or better than, value-added predictions .



## Job description, continued:

- Monitor the work of the department through rigorous and regular lesson observations, book checks and provide detailed, constructive feedback
- Monitor provision for students with individual needs, and develop differentiated learning and teaching methods and resources.
- Keep up to date with developments in pedagogy, research and teaching practice relevant to the department's subject area

## Professional Development

- Lead, develop and line manage the department's staff, through the provision of CPD, inset training days, supervising NQTs, ITT students and support staff, etc.
- Identify needs and participate in training opportunities in school and within the local authority
- Participate fully in the School's induction, CPD and appraisal process.

## Teaching Responsibilities

- Teach a timetable as allocated to the head of department.
- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, differentiated lessons that are aligned to the school and/or network curriculum and cultivate every student's intellectual curiosity.
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour effectively to create a safe, respectful and nurturing environment so that students can focus on learning .

## Other responsibilities

- To devise, deliver and monitor the impact of a whole school literacy strategy that raises the profile and quality of literacy across the school
- Actively promote the safety and welfare of our students
- Ensure compliance with the school's data protection rules and procedures
- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy
- To undertake weekly duties as directed, including the supervision of pupils at the beginning of school, during break times and at the end of the school day.
- To follow school policies and procedures as laid down in the staff handbook and guidelines as provided by line managers and the school's senior management team.
- To attend meetings, parents' evenings and other functions, as required by the Headteacher, within directed time.
- To uphold agreed standards of dress, behaviour and discipline around the school and when supervising pupils outside the school.

This job description is not an exhaustive list and you will be expected to carry out any other reasonable tasks as directed by your line manager and the Headteacher.



# Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

## Knowledge, skills and experience

- To have qualified teacher status and appropriate qualifications in English or related disciplines.
- Successful teaching experience at KS3 and 4
- The ability to motivate students and staff (teaching and non-teaching).
- Good interpersonal skills: the ability to work well with a wide range of people and also to use initiative - taking the lead when necessary.
- The ability to work flexibly and share in workloads, particularly during periods of pressure.
- Experience of working with pupils from a diverse range of backgrounds.
- Experience of improving the quality of teaching and learning through curriculum development and high quality resources.
- Experience of leading a team and /or developing others/or working collaboratively.
- A belief in and commitment to the school's equal opportunities policy and to mixed ability teaching.
- The ability to demonstrate a pro-active approach in taking responsibility for quality of own work and that of others, problem solving and using his/her own initiative as appropriate.
- Confidence use of technology to promote learning.

## Personal Qualities

- Ability to work well under pressure.
- Ability to prioritise and meet deadlines.
- Commitment to continued personal development.
- Commitment to contribute to the wider life of the school
- A sound understanding of safeguarding.
- An acceptance of the need for continuing development and training, particularly in ensuring a proactive approach to planning CPD.
- Rigour.
- Very high expectations of staff and students.
- High levels of personal integrity
- A passion for promoting and celebrating diversity.





## The Application Process

Please apply by visiting:

<http://www.highlands.enfield.sch.uk/page/?title=Vacancies&pid=21>

The deadline for receipt of applications is 9am Monday 24th February 2020.

Interviews will be held on w/c 24th February or 3rd March 2020.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an Enhanced DBS check.

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