MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Sir Thomas Wharton Academy

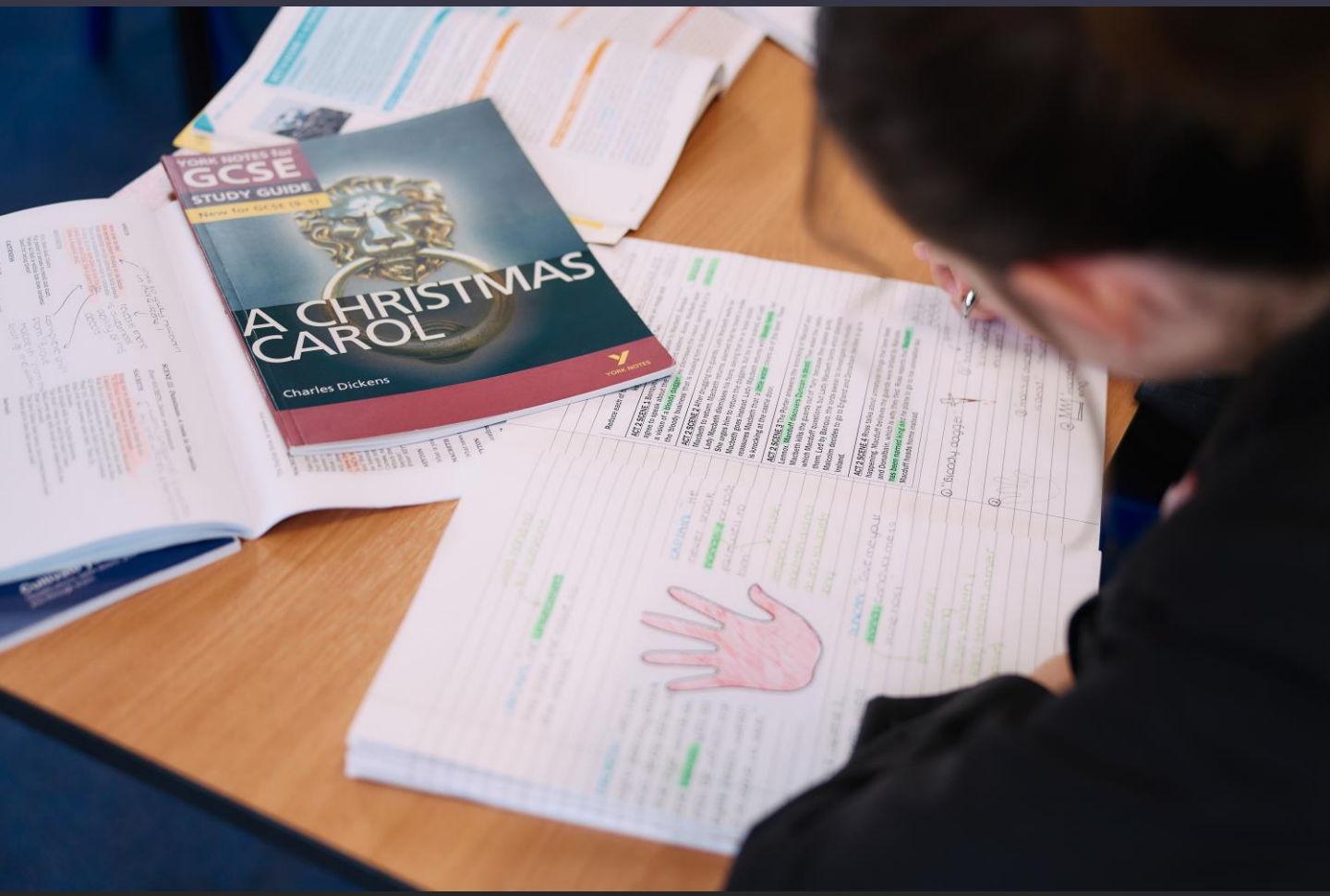
Director of English and Literacy

Recruitment Pack

MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

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Delivering **exceptional learning experiences** which enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.**

Dear Applicant

Thank you for your interest in the post of Director of English and Literacy at Sir Thomas Wharton Academy.

This is an exciting time to join Sir Thomas Wharton Academy. You will be joining a highly inspirational and ambitious organisation which strives for excellence in all it does, delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Sir Thomas Wharton Academy is a good secondary school of over 1000 students with a thriving and growing collaborative Post 16 provision. We are now significantly oversubscribed in Year 7 for the fourth year running and we are very fortunate to be housed in a new building with state-of-the-art facilities. We are proud to be graded as Good by Ofsted in September 2021.

Our Academy vision is extremely important to us so that we 'deliver exceptional learning experiences that enable all students to strive in a competitive world and lead successful and fulfilling lives'. We are passionate about delivering excellence every hour of every day and in providing support that challenges our young people to achieve. We support all our students in their pursuit of success and happiness.

We firmly believe that young people and staff should demonstrate a relentless commitment to our six key drivers: It is the daily demonstration of these key drivers through everything we do that lays the foundation for future success.

We are dedicated to educating our students and developing the whole child by cultivating character. We believe this is incredibly important to enable them to have a choice of future progression pathways so they can be the very best they can be, and to enable them to positively contribute to society. Therefore, we place an emphasis on Character Education, including regular participation in extra-curricular activities and attendance at events and trips which broaden students' horizons.

We are looking to appoint a Director of English and Literature with the vision, drive and dynamism to provide the very best educational opportunities for all young people and inspire new and existing staff to develop as professionals. The successful candidate must share our passion for improving social mobility and be relentless in the drive to break down potential barriers to learning and improving the life chances of the young people in our communities. We want a leader who is uncompromising with regards to the high standards they set for themselves and others around them. In addition, we want someone who is aligned to our core values and guiding principles, and who is able to work positively within a collaborative framework for school improvement.

We pride ourselves on the aspirational, supportive and caring community we have here at Sir Thomas Wharton Academy and are looking for a Director of English and Literacy to join us in our pursuit of excellence.

Yours sincerely

Mr M McDonald

Seven Schools
One Trust

Ofsted Good Provider

Delivering **exceptional learning experiences** that enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.**





Sir Thomas Wharton Academy

About Sir Thomas Wharton Academy

Sir Thomas Wharton Academy is a rapidly improving secondary school of over 1000 students with a thriving and growing collaborative Post 16 provision. The Academy joined Maltby Learning Trust on 1st April 2017 and secured an OFSTED Good judgement in September 2021. We are now oversubscribed in Year 7 for the fourth year running and we are very fortunate to be housed in a new building with state-of-the-art facilities.

We pride ourselves on the aspirational, supportive and caring community we have at Sir Thomas Wharton Academy. Our team of dedicated staff ensure that students feel safe and receive the best pastoral and academic support and challenge throughout their time in the school. We further develop the cultural capital of students through a comprehensive programme of extra-curricular activities and broader enrichment opportunities.

We take an inclusive approach that maintains a focus on the wellbeing and progress of every child; we provide a safe place for learning through the application of our positive behaviour system and attention to individual student circumstances and needs. We firmly believe that students will ultimately achieve better results by establishing a positive and supportive partnership between parents and teachers.

Sir Thomas Wharton Academy

Our Key Drivers and Curriculum Intent

At Sir Thomas Wharton Academy, we are passionate about supporting all students in their pursuit of success and happiness; we firmly believe that this is achieved through a relentless commitment to demonstrating our six Key Drivers.

Members of staff at Sir Thomas Wharton Academy and within the Trust are dedicated to ensuring that all students in our care receive a first-class education and achieve their goals in life, whatever they might be.

Our staff value each of our students as individuals and work tirelessly to ensure that they achieve excellent GCSE and A-Level examination outcomes and develop into positive members of society.



Sir Thomas Wharton Academy

OUR VISION

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

OUR KEY DRIVERS



THE HIGHEST STANDARDS

Always set and deliver the highest standards: never settle for less.



INVEST TO ACHIEVE

Care about the now; create the very best for your future.



EVERYONE IS VALUED

We are unique individuals; we work together to achieve success.



NO EXCUSES

Create solutions, not excuses.



NEVER GIVE UP

Resilience is essential; self belief drives improvement.



CULTIVATE YOUR CHARACTER

Qualifications open doors; your character gets you through them.

OUR **CURRICULUM INTENT**

The Sir Thomas Wharton Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational, deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment.

OUR CURRICULUM INTENT IS TO:

Inspire imagination and develop interests, specialisms and key skills.

Provide appropriate challenge through access to complex material and concepts.

Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

Facilitate positive progression routes through the student's educational journey into sustainable further and higher education, training and employment.

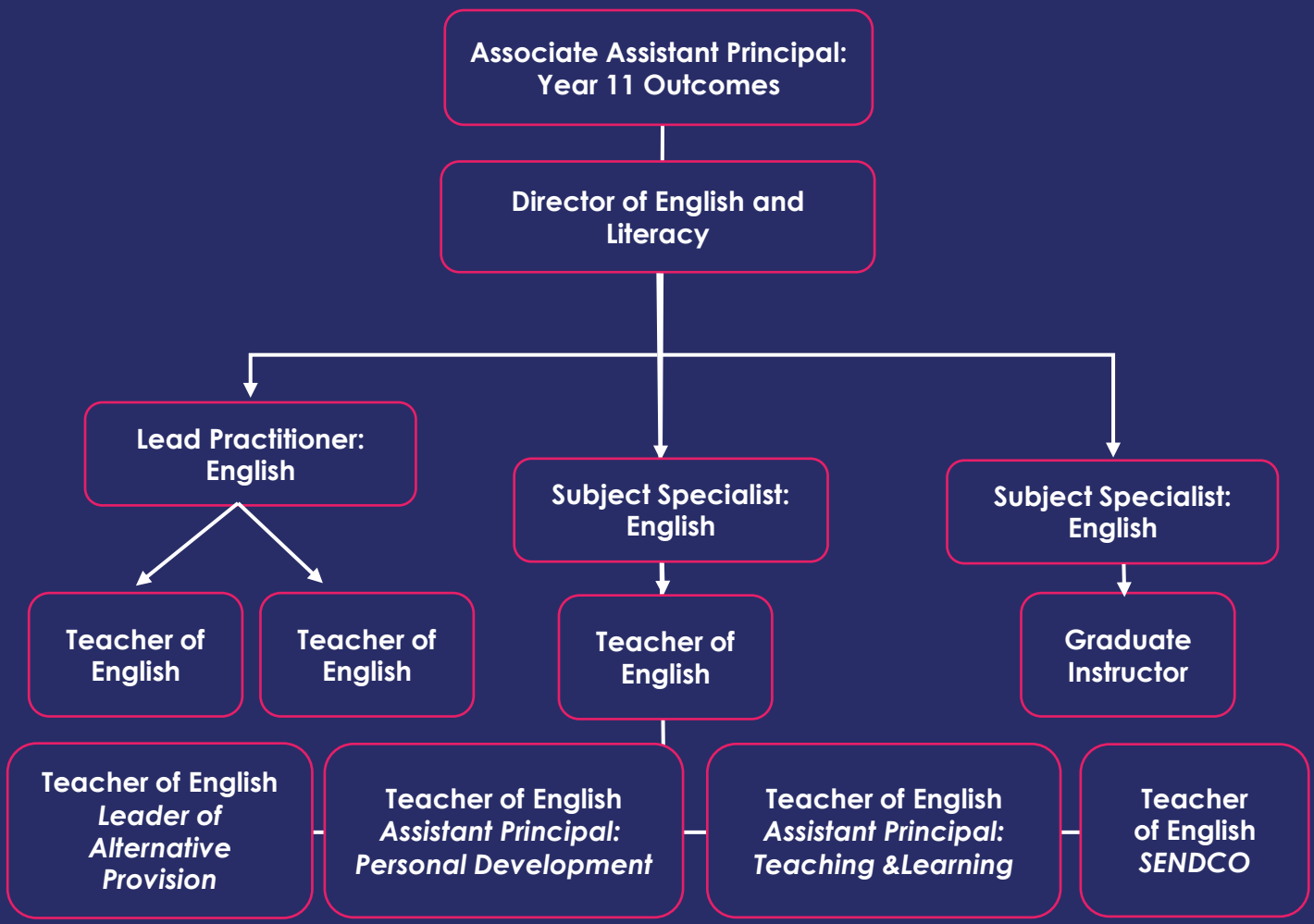
Provide relevance to context and community to enable social and economic mobility.

Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.

Sir Thomas Wharton Academy

Our English Department

At Sir Thomas Wharton Academy, we are proud to have a fully staffed English department of exceptional teachers, including leaders at all levels.



Over the last five years, our English outcomes have improved significantly, now placing us amongst the highest performing schools in Doncaster.

Best English	2019	2022	2023
4+	77%	72%	78%
5+	58%	58%	67%
7+	11%	20%	28%

OUR **ENGLISH KEY DRIVERS**

Sir Thomas Wharton Academy

INVEST
in the power of the written word.

EXPERIENCE
a range of cultures, histories and beliefs.

EXPLORE
the shared values of civilisation.

SHAPE
society and our place within it.

GROW
as instinctive readers, writers and orators.

PURSUE
English beyond the classroom.

MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

Sir Thomas Wharton Academy

OUR CURRICULUM INTENT

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OUR ENGLISH CURRICULUM

Our curriculum is built on the understanding that **student investment** in their **learning is fundamental** to their future **success and development** - as people - and that skills are **domain-specific.**

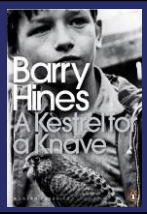
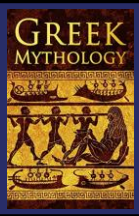
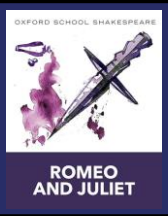
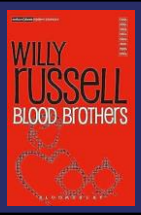
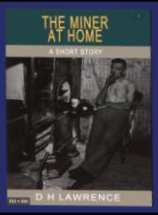
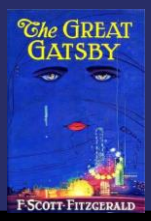
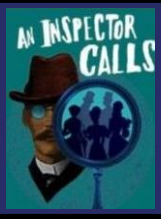
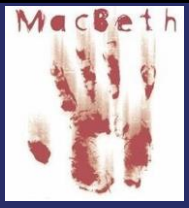
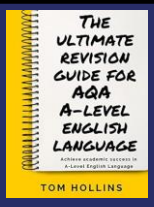
Students' study of English is **grounded in English Literature** because we believe that it is through the **development of literary knowledge** and experience that students develop the skills and contexts in which to become **successful, instinctive and invested readers, writers and orators.**

Across all key stages, students experience **high-quality texts**, including: full novels, short stories, non-fiction writing, poetry, modern drama and Shakespeare. Our curriculum is curated to **give students experience** of a range of **cultures**, including opportunities to recognise the shared values of civilisation, including histories, beliefs and contexts. By sharing with students a multitude of writers and genres, we are not only **exposing them to the cultural capital they are entitled to**, but are giving them the **opportunity to respond to, understand and critique** what they read as human beings.

By grounding skills in **enriching knowledge**, students will develop **excellence and confidence**, in reading, writing and talk. As such, students will not only become **critical thinkers**, but will develop a voice to articulate, and justify, these thoughts. Our curriculum intends to **secure students' investment** in our subject area; it is driven by a desire to ensure **students invest in themselves**, and the **role they play** in the wider world.

Sir Thomas Wharton Academy

Our English Curriculum

Year 7					
Term 1: Facing Adversity – *A Kestrel for a Knave*		Term 2: Myths and Legends – Epic Poetry		Term 3: Exploring Love and Relationships – *Romeo and Juliet*	
Year 8					
Term 1: Social and Political Issues – *Blood Brothers*		Term 2: Looking to the Past – Short Stories Across the Ages		Term 3: An Age of Disillusionment – *The Great Gatsby*	
Year 9					
Term 1: Investigating the British Empire – *The Sign of the Four*		Term 2: Navigating Shakespeare – *Hamlet*		Term 3: Telling Tales – *Concrete Rose*	
Year 10: Eduqas GCSE English Language and GCSE English Literature					
Term 1: A Social Criticism – *A Christmas Carol*		Term 2: Detecting Inequality – *An Inspector Calls*		Term 3: The Pursuit of Power - *Macbeth*	
Year 11: Eduqas GCSE English Language and GCSE English Literature					
Half Term 1: The Price of Ambition		Half Terms 2-3: Exploring War, Conflict, People, Places & Time		Half Terms 4-5: Exploring Love and Relationships, and Nature	
Years 12-13: AQA English A-levels					
English Language		English Literature (Specification A, Option B)		English Language and Literature	

Application Process

CLOSING DATE: MONDAY 16TH OCTOBER 2023, 9.00AM

To find out more information, please see visit both the Trust website at Maltby Learning Trust - Home and the Academy website at Sir Thomas Wharton Academy - Home (stwacademy.com)

Informal discussions about the role and a visit to the academy are warmly encouraged. Please contact Mrs N Winder, PA to the Principal, directly by email n.winder@stwacademy.com to arrange a phone call or visit, to discuss the post and the next stage of your career.

The 'Application Form' can be accessed from this link:
https://www.maltbylearningtrust.com/vacancies

Closing date: MONDAY 16TH OCTOBER 2023, 9.00AM

An email will be sent to shortlisted candidates with details of the interview process.

Interviews are scheduled to take place on THURSDAY 19TH OCTOBER 2023.

We are committed to safeguarding and promoting the welfare of children and young people, and expect that all staff and volunteers share this commitment. Any offer of employment will be subject to a satisfactory DBS check and other employment checks deemed relevant.



Director of English and Literacy

CORE PURPOSE

Deliver an exceptional, all-encompassing curriculum allowing all people to live successful and fulfilling lives which positively impact on local and global communities.

We exist to unlock the potential of every single young person that attends the academy. We will break down barriers of social deprivation so that all young people have exactly the same opportunities and choices when they leave. We will be a high profile, force for good in the community - championing the power of education, unlocking social mobility and transforming the community as a whole.

Our staff are inspired, motivated, empowered and feel valued; they know that the contribution they make each and every day is making a difference and they strive to deliver the highest standards.

VISION, CULTURE AND ETHOS

- Live the Trust Vision, Values, Professional Behaviours and Academy Key Drivers every day and inspire others to do the same.
- Be a role model of highly effective teaching, learning and assessment and promote professional standards and expectations to young people, staff and broader community.
- Engage and inspire young people and professionals to develop a love of learning through strong subject specialist knowledge and broader experiences.
- Develop ambitious, confident, resilient young people and adults.
- Equip all our young people to acknowledge and celebrate their skills, qualities and achievements, securing positive progression routes in a global market.
- Share and support the Trust's responsibility to provide and monitor opportunities for the personal, emotional and academic growth of students.
- Lead the provision and strategic improvement planning and implementation, monitoring and evaluation of: Assessment, Curriculum, Pedagogy across the department/area of learning.
- Be a role model for the professional development of staff, recognising and encouraging talented teaching and non-teaching professionals to excel.

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

SPECIFIC INFORMATION

- Strategically lead and provide the operational management of English, whole school reading and Catch Up strategies/provision at the Academy.
- Secure the highest levels of student achievement through the development of provision (assessment, curriculum and pedagogy).
- Secure the professional development of teachers and related Associate Professionals.
- Effectively implement systems and processes of quality assurance, data analysis, self-evaluation and improvement procedures.
- Implement, monitor, evaluate an inspirational and progressive curriculum Years 7-13, inspirational enrichment offer and robust assessment which ensures progression and meets the needs of all learners.
- Regularly assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and that no student is left behind.
- Remain the curriculum expert, keeping abreast of national developments, new methodological approaches in English and respond to change.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues, an up-to-date knowledge, including an understanding of the latest developments with the Ofsted framework.
- Liaise with the Assessment and Examinations Office, relevant exam boards and support networks, to maintain relevant accreditation.
- Lead on the use of MLT's data and assessment, adapt teaching and promote progress in all subjects/classes/phases/key stages.
- Secure consistently highly effective first wave teaching and learning across each key stage/phase in every classroom, every day.
- Ensure Academy leaders (including the Local Governing Body) have an appropriate strategic overview and evaluative evidence of departmental performance.

RESPONSIBILITY AS A FORM TUTOR

- Actively tutor and champion a group of young people, securing open communication between home and school.
- Regularly monitor student attendance, progress and performance in relation to targets set for individuals and ensure that follow up procedures are adhered to and implemented as necessary.
- Seek opportunities for collaborative learning within the group, committing fully to the House identity.
- Contribute to PSHE, SMSC development and model British Values according to Trust/Academy policy.
- Ensure the Behaviour Management and rewards systems are implemented so that effective learning can take place.

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

RELENTLESS FOCUS ON TEACHING, LEARNING, CURRICULUM AND ASSESSMENT

- Raise standards through the MLT's highly effective systems and processes of quality assurance, self-evaluation and improvement procedures.
- Secure an inspirational and progressive curriculum and robust assessment procedures which ensure progression and meet the needs of all learners across the key stages and professionals.
- Assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and so that no student is left behind.
- Remain the expert in the curriculum/school improvement/or specific area of learning, keeping abreast of national developments, new methodologies and changes to specifications/policy or accreditation and respond to them.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues/multi agencies and stakeholders, an up-to-date knowledge, including an understanding of the latest developments in the Ofsted/statutory and accountability frameworks.
- Liaise with statutory/awarding bodies/examination boards and support networks, to maintain relevant accreditation.
- Lead on the application and interpretation of MLT's data and assessment processes, to adapt teaching/provision, to promote progress.
- Secure consistently highly effective first wave teaching and learning across each key stage/phase/pathway in every classroom, every day.
- Lead on the production, update and evaluation of development plans and provide leaders with a strategic overview and evidence of performance.
- Represent the MLT/Academy as a highly competent professional, broker links with outside agencies/other providers/multiagency and educational networks.
- Provide coaching and mentoring to other middle leaders, share expertise in departmental improvement

RESPONSIBILITY TO SUPPORT THE SCHOOL IMPROVEMENT AGENDA

- In liaison with the senior leadership team, contribute to the school improvement agenda through effective coaching and mentoring of other middle leaders, thereby improving the quality of teaching, learning and assessment and reducing in school variation.

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

LEADING AND MANAGING BEHAVIOUR, WELFARE AND STANDARDS

- Actively promote and model the collective responsibility for managing the personal development, behaviour and welfare of all young people and promote opportunities to link achievement, engagement in learning and pastoral care.
- Promote and model the commitment that every student is supported through high standards of behaviour and safety – ensuring teaching is effectively differentiated to support students' social, emotional needs, mental health and wellbeing .
- Develop institutional resilience and capacity across the curriculum teams/areas of learning, to enable staff to fully engage all students in effective learning.
- Role model positive interaction with young people – using praise, encouragement and recognition as the norm.
- Contribute to the development of policies and practice which promote inclusion, equality and the extended services that the school offers.

POLICIES AND PRACTICE

- Promote the Trust's positive identify, 'Can Do' ethos, commitment to developing employability skills and commitment to lifelong learning.
- Scope, allocate and account for departmental/area capitation to ensure the curriculum/provision/school improvement work provides value for money and delivers excellent outcomes.
- Maintain discipline in accordance with Academy procedures and encourage good punctuality, attendance, behaviour, standards of work and homework/prep learning
- Recognise, reward and celebrate the success of students and staff.
- Contribute to PSHE, SMSC development and model British Values according to Trust/ Academy policy.
- Ensure the Behaviour Management and rewards systems are implemented so that effective learning can take place.
- Implement statutory national guidelines, Trust and specific Academy policies and procedures which:
  - promote and safeguard the welfare of young people (as in 'Keeping Children Safe in Education' and Child Protection policy)
  - ensure Health and Safety practices, including Risk Assessments are in line with national and Trust requirements
  - promote working practice (MLT Code of Conduct).
- Meet the Leadership Standard – competency framework.
- Meet the Teachers' Standards (Part 1 & 2) at a level appropriate to stage of career.
- Be highly competent in all elements of the Teachers' Standards. (Upper Pay Range teachers.)
- Sustain substantial achievement and contribution to the department and more broadly. (Upper Pay Range teachers.)

INVESTING IN THE RIGHT PEOPLE

LEADING AND MANAGING STAFF

- Be responsible for the day to day line management of other professionals, secure the safeguarding of young people and adults and ensure the area/provision/school improvement focus fully reflects the Trust's distinctive vision and ethos.
- Lead and model for colleagues working as members of a designated team and contribute positively to effective working practices.
- Participate in and facilitate the engagement of the department in relevant Professional Learning and Development (PLD) opportunities to secure highly effective practice/teaching and learning/provision.
- Contribute to and lead on the Professional Learning and Development of other professionals.
- Actively seek opportunities for networking with other centres and PLD opportunities to enhance department provision/school improvement/area focus.
- Provide the professional support and challenge when managing the performance of others.
- Engage actively in the Appraisal Review Process as Appraiser and Appraised
- Collaborate effectively, sustaining partnerships with parents, stakeholders, business, educational and broader community.

HIGH EXPECTATIONS

- Cultivate a positive academy culture and climate that promotes high autonomy, high challenge and high accountability.
- Maintain a common culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure a consistent and continuous academy-wide focus on students' achievement where all teachers take responsibility for using data and benchmarks to monitor progress in every child's learning.
- Challenge underperformance at all levels with effective corrective action.

PROFESSIONAL DEVELOPMENT

- Ensure staff have access to high-quality, sustained professional development, aligned to balance whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Director of English and Literacy

	ESSENTIAL	DESIRABLE
Qualifications and training	• Graduate (with a good honours degree) • Ability to teach English to A Level • Qualified Teacher Status • A highly effective teacher • Demonstrate commitment to continued professional and personal development	• Middle leadership professional development programme
Experience	• Knowledge of the English curriculum reform • Evidence of wide reading and a genuine interest in research in both English, pedagogy and leadership. • Experience of leading curriculum area(s)/projects or whole school area of responsibility which impacted positively on student progress • Evidence of leading, supporting and managing others, both individuals and teams and ensuring high quality performance • Experience of managing and implementing change successfully at department or whole school level • Commitment to extra–curricular learning activities • An awareness of good practice in identifying individual needs and providing appropriate curriculum provision and intervention • Confidence to try a range of teaching strategies and approaches • Exercise firm and fair discipline and develop positive relationships with students, parents, staff and school leaders	• Evidence of effective experience in supporting other school leaders and/or teachers at middle or senior level • Experience of exam board marking and moderation (GCSE: Eduqas, A-level: AQA). • Awareness of the Key Stage 2 English curriculum
Knowledge and skills	• Well-developed ICT skills, knowledge and experience of how technologies can be used to transform learning and raise achievement • Coach, mentor, support and challenge others to develop as inspiring professionals • Monitor, evaluate and review provision and performance data that can be used to improve the quality of teaching, learning, assessment and outcomes • Inspire young people by providing, through English a relevance and context to the wider world/innovative and engaging learning experiences which challenge and motivate students	• Budget management and deployment of resources

Person Specification

	ESSENTIAL	DESIRABLE
Knowledge and Skills	• Proven ability to identify and implement strategies to raise standards of teaching and learning and student outcomes through line management • Lead and manage own work effectively and take responsibility for own professional development • Enhance performance by motivating and developing staff, helping them to acquire the skills to prepare for more senior roles • A student-centred professional	
Personal qualities and attributes	• Successful working relationships with colleagues/other stakeholders • Innovative, able to contribute new ideas and help establish them • Energy and flexibility • A professional approach borne out of confidence and effectiveness in role • Role model of best practice • Maintain a positive attitude and keeps calm under pressure • Communicate effectively and concisely both in verbal and written form to a variety of audiences • A high degree of personal and professional integrity, confidence and loyalty. • Emotional and social resilience and intelligence in the face of challenge • Enthusiasm for and commitment to the achievement of the vision for success at all levels	
Commitment to	• Raising standards of student achievement • Continued Professional Development • Community liaison including parental involvement • Links with HE and industry/business • Commitment to diversity and equality of opportunity in all working practices • Enhancing the SMSC awareness of young people and modelling British Values	
Attendance	• A good attendance record in current employment, (not including absences due to disability)	
Written application	• A well-constructed and concise application showing evidence of knowledge, planning and enthusiasm for the role	

Sir Thomas Wharton Academy

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