Chilton Trinity School

AMBITION | ENGAGEMENT | RESILIENCE

Application Pack for the position of

Assistant Team Leader of English

Required: January 2022







Proud to be part of the Clevedon Learning Trust

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Letter from Mr Tom Newell, Headteacher

Thank you for showing an interest in joining us at Chilton Trinity School. A truly remarkable school on an exciting upwards trajectory at the centre of our community.

It is with great pride that I offer you this introduction.

We are an 11-16 comprehensive school offering an inspiring learning environment for our students and staff. We are a proud member of the Clevedon Learning Trust and are committed to the academic development and wellbeing of all students in our care. We have a great team of teaching and support staff, each of whom are fully committed to creating a school that truly makes a difference to our students, their families and the wider community.

Chilton Trinity School puts students at the centre of everything we do. We provide excellent teaching and learning, day in and day out, coupled with a care and guidance system that supports each student to achieve their personal best. We recognise and celebrate the unique gifts every student brings, and we create an environment for them to become the best possible versions of themselves.

When you join Chilton Trinity School you will see that we put professional development front and centre. We have in place a programme that celebrates a personal approach to professional development, this is exemplified by our 'Professional Growth' model of appraisal where we develop our own goals to research, implement and evaluate over the academic year. We believe that great professional development, that is intellectually challenging and stimulating, improves teaching and learning and the overall experience for staff, students, and the wider community.

Our school is based on the traditional values of work hard and be kind. Every member of our community is reminded of this daily, helping to create a sense of belonging and high expectation that matches our ambitions for all our students. If you are interested in joining our school, you need to exemplify these values every day.

Leadership at all levels is encouraged to challenge and support in equal measure. We have high expectations of ourselves and the students in our care. Students get one opportunity, and we cannot accept second best.

We have a student and staff body who are proud of their school and I urge you to browse our website to learn more about what we have to offer. If you have any queries, please have no hesitation to get in touch, details are on the website and in this pack.

I look forward to meeting you soon.

Your sincerely,



Tom Newell
Headteacher



INFORMATION FOR APPLICANTS

Context

We have 947 students currently on roll, but numbers are expected to rise over the next few years due to expansion in the local area. Our current PAN is 200 in each year group.

Premises

We moved into a purpose built, state-of-the-art building in November 2012 which is funded through the Private Funding Initiative (PFI) and run by BAM. We have sufficient space for 1050 students. Our site team, cleaners and school lunch providers are all employed by BAM.

Our school grounds include playing fields, a flood lit all-weather sports pitch and tennis/netball courts. A swimming pool is located in adjoining premises and run by the District Council in conjunction with 1610 who also take over our sports facilities in the evenings and weekends.

Our Students

Our students join us from 5 main feeder schools across the town. Puriton, Woolavington, Eastover, Westover Green and Wembdon St George's. Northgate primary school opened in September 2017 and we will see students transfer from there in the future. We also have significant numbers of students transferring from other local primary schools, particularly, Willowdown.

We are a truly comprehensive school in terms of ability, social, additional and educational needs and over 13% of our students are EAL. Many of our students come from families that have low aspirations and it is therefore essential for us to raise expectations. Historically students have entered Chilton Trinity School with well below average attainment.

In general:

15.95% of children are SEND
31.68% of children have PP
Number of High Needs (Inc Band 1) = 5
Number of EHCP = 26
Number of SEND Support = 125

We have a minority of students with challenging behaviour so it is essential for staff to adopt consistent routines and practices across the school. Some of our students find change difficult so it takes time for them to build trust with new staff, however once this has happened, they are extremely loyal and supportive.

Students are proud of their school and many continue to keep in contact long after they have left. Indeed, some of our parents and teachers are themselves past students.

Student Voice is a key feature of our school and we encourage our students to take responsibilities in school. We have a vibrant House Council and a very strong group of year 11s who work as the Student Leadership Team.

We want all of our students to 'Work Hard and Be Kind'. We want every child to fulfill their ambition, have engagement in their learning and have resilience when challenges come their way. Students are reminded that there are no limits to what they can achieve if they have the right mindset.

The House system supports our aims by creating a family atmosphere that supports each child. Our House system divides the school into four smaller families. We call them Jupiter, Mars, Neptune and Venus and each are led by a Head of House who focuses on academic monitoring and pastoral care. We ensure no student is invisible. The House System encourages a highly competitive atmosphere, inter-house competitions throughout the year, promoting success, resilience and team spirit. Smaller Tutor Groups also help to establish strong links with tutors.

Students take part in a variety of activities in Music, Drama and Sport. We hold student productions, concerts, assemblies and sports days. Many students represent the school at both local and County level in sport. Individual students have also represented County and the South West in hockey, basketball, swimming, rugby and football.

There are various opportunities for students across all year groups to participate in trips abroad, including a trip to Berlin, the Africa Expedition, Ski Trip and the Language Study visits to either France or Spain.

Year 7 students also have the opportunity to go camping for the week in Porlock and participate in a variety of outdoor activities. For many students, camp is a highlight during their time here.

Our Community

The strong, positive relationships between students and staff, colleagues, governing body, parents and the local community are crucial to our success.

On the whole, parents and carers are supportive of the school and the vast majority are fully involved in their son/daughter's education. Attendance at Parents Evenings is on average between 75 and 85%.

Our Staff

We have a highly committed body of staff: 63 teachers and 46 support staff.

This includes a dedicated Safeguarding/Pastoral team and a team of Teaching Assistants who work extremely closely with teachers to ensure the best possible outcomes for our students.

We also have our R3 (Reflect, Repair, Reset) Centre which provides support for students who have been removed from class due to poor behaviour. Specialist Behaviour Leads unpick student behaviour and provide strategies for support. With tailored interventions students are provided the opportunity to return to class.

Staff are actively encouraged to contribute ideas to inform whole school planning and to participate in new initiatives. All colleagues have an opportunity to contribute to whole school improvement planning.

Continuing Professional Development lies at the heart of everything we do. We are very proud of our CPSD Programme.

Support staff play a key role in the success of the school fulfilling vital functions including exams, administration, financial, technical, clerical and learning support.

Site maintenance, cleaning and school lunches are all run by BAM, our PFI provider.

Leadership Team

Headteacher	Mr T Newell
Deputy Head	Miss N King
Assistant Head:	Mr R Suik
	Mr R Payne
	Ms K Wood (SENDCO/DSL)
	Mrs E Blunsum
Associate Assistant Head:	Mr R Hopes
	Mrs R Walker

Results

Headline Measure	2017	2018	2019	2020 (Centre Assessed Grades)	2021 (Teacher Assessed Grades)
% 5 9-4 including English and Maths	44.9	51	46.4	52	65.5
% 9-4 in English and Maths	46.5	58.1	50.5	55	72.1
% 9-5 in English and Maths	18.9	26.5	27	31	42.4
% Entering EBACC	10.3	21.3	6.8	7.6	11.5
% Achieving EBACC	3.8	14.2	2.1	4.6	7.3
Attainment 8	40.18	43.8	40	43.4	48.4
Progress 8	-0.4	-0.33	-0.4	-0.07	0.42
% of students staying in education or employment			100	100	100

OFSTED

Ofsted visited us in September 2014 and we were delighted to be judged good across every category.

- "Achievement has improved rapidly since the previous inspection and is now good - Current students are making increasingly good progress".

- "Students concentrate well, showing positive attitudes and a readiness to learn – They show courtesy to each other, to staff and to visitors. Students' strong moral and social development enables them to respect others and understand the consequences of their actions".

- "All students benefit from good teaching, including disadvantaged students, the most able and students with special educational needs. Lessons are imaginatively planned. Teachers show good subject knowledge, have high expectations of their students and show enthusiasm to promote learning".

- "Students feel safe in school and they are provided with many opportunities to develop their leadership skills and make meaningful contributions to the school".

- "The school's senior leaders, well supported by governors, have improved students' achievement and the quality of teaching. They are taking strong actions to bring about further improvement".

Ofsted also carried out a 'short' inspection in September 2019 where we retained a Good judgment.

Ofsted reports can be found on the school website www.chilton-trinity.co.uk.

Guidance for Applicants

Applications should be typewritten or completed legibly in black ink to allow for photocopying. **Please do not send in your C.V.** In the interests of fairness, all applications must be made on the Clevedon Learning Trust's application form.

We want to try and ensure that everyone applying for a job with us has a fair chance and the application form is the first stage in the recruitment process which may lead to a possible job offer. It is therefore very important that you complete all sections of the application as clearly and fully as possible. If you have any difficulty in completing this application form or if there is something on the form that you do not understand please contact the School who will be happy to help you. We will also provide the form in alternative formats upon request.

Make sure you return your application form so that we receive it before the closing date and time. This will be stated on the advertisement.

Equality of opportunity for people with disabilities
Clevedon Learning Trust is committed to the employment of people from all areas of the community. We will make any reasonable adjustments for disabled people to enable equal access to the recruitment process and ongoing employment.

Rehabilitation of Offenders Act
Under the Rehabilitation of Offenders Act 1974, an individual who has a conviction for a criminal offence is, after a specified time, allowed to treat the conviction as if it never occurred i.e. spent. However, under this Act, some occupations and employments are exempt and applicants for these posts are not protected by the Act. This would include all paid roles within school that will involve working regularly in school when children are on site. All such positions within Schools will be subject to an enhanced-level Disclosure and Barring Service (DBS) disclosure check and a DBS Barred List check. Certain spent convictions are filtered (that is, not disclosed). For further information on filtered convictions, see the GOV.UK website.

Employment of Ex-Offenders
Clevedon Learning Trust is determined to make all efforts to prevent discrimination or unfair treatment against any staff or potential staff regardless of offending background that does not create a risk to children.

People with criminal records applying for positions (paid or unpaid) with the Trust should be treated according to their merits and to the nature or special criteria of the position (e.g. access to children or responsibility for budgets).

The Trust and the Trust's Registered Body (North Somerset Council) will ensure that they observe the Disclosure and Barring Service (DBS) Code of Practice on disclosure information. For those positions requiring a DBS Disclosure, all applicants will be informed at an early stage through recruitment literature issued by the school that a Disclosure will be requested in the event of the individual being provisionally offered the position. Details of a person's criminal record will always be maintained as strictly confidential and will not be passed to persons not authorised to receive it.

It is the Trust's policy to ask applicants questions about 'unfiltered' criminal records and whether they have been barred from working with children whenever they will be undertaking 'regulated activity' or working regularly in school with access to children. When invited for interview applicants will be required to provide this information through the completion of a self-disclosure of criminal record. Where a conditional offer is made the applicant will be required to complete a DBS Disclosure Application. Where the applicant is applying for a position involving 'regulated activity' they will also be required to declare whether they have been listed on any Disclosure and Barring Service list of people considered unsuitable to work with children. In addition, where the applicant is applying to work with children under the age of 8 years old they may also be required to disclose whether they are subject to a Disqualification Order prohibiting them from undertaking such work (*please refer to the Trust's Self Disclosure form).*

Having an 'unfiltered' criminal record in itself will not necessarily prevent a person from being appointed unless the offence statutorily debars the person or renders the person unsuitable to work with children. If an applicant reveals an 'unfiltered' criminal record and/or other information which could render the applicant potentially unsuitable then the Deputy Headteacher will arrange to discuss the disclosure with the applicant in the first instance and before any final decision is made regarding the suitability of the applicant.

Failure to disclose relevant information could lead to the withdrawal of an offer of employment or other non-employment arrangement e.g. voluntary work or, if subsequently discovered once confirmed in position, could lead to the termination of the employment/non–employment arrangement.

Employment history

All experience is valued and we recognise that many people have worked in a variety of situations even if it has not been full time paid employment. Please list any work experience you have which you think would help you in the job for which you are applying, including voluntary work, temporary jobs, part-time or vacation work.

Education and training

Please use this section to provide details of any qualifications or training that you have completed or are currently undertaking. Include any special skills training, day release, or evening classes. You may be asked to provide proof of qualifications and training either at interview, or if you are offered the job.

Relevant experience

This is where you tell us how you meet the selection criteria for the job. Your application will be assessed against the criteria detailed in the person specification. Do not repeat your job history but look at the specific requirements

of the job and provide evidence that you have the skills, abilities and experience to meet those requirements. Give specific examples if possible. The evidence you provide does not necessarily have be work based - it may be experience you have gained at home raising a family, doing voluntary work or from activities that you do in your spare time.

References

References will be required for all jobs within Schools. One referee must be your current or most recent employer for which you worked with children.

It is school policy to approach current employers, regardless of whether candidates give them as referees. If you request that a referee is not approached before interview, this will be considered.

Other references should include previous / most recent employers. If you have not been employed before, you should give the names of teachers or lecturers who know you sufficiently well to comment on your ability to do the job. You can also give the names of professional people who know you well, and who are not friends or relatives. It is helpful if your referees are aware that you have used their name before we contact them.

Finally, **do not forget** to sign and date your application form! If you send your application form to us electronically, you will be asked to sign it if you are invited to interview.

Chilton Trinity School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check.

Candidates are asked to bring to interview some type of photographic identification, this could be either a valid passport or driving licence.

The school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disablement. We have a smart dress code for all staff. The site is non-smoking.



Job Description & Person Specification

ASSISTANT TEAM LEADER OF ENGLISH

Grade: Main Scale/UPS + TLR 2.2

Line Manager: **Team Leader of English**

Other Stakeholders:

- Headteacher/Head of School
- Students
- Parents/Carers
- Governors/Trust Board
- School Staff
- School Site Team
- School ICT Team

Responsible for: N/A

CONTEXT

It is expected that all staff agree with, abide by and promote the aims and objectives of the School within which they work and the Clevedon Learning Trust (CLT).

The Trust's vision statement is: Children, Choice, Collaboration
Chilton Trinity School's vision statement is: Work Hard and Be Kind

Staff are expected to interact on a professional level with all stakeholders and to abide with the CLT's Code of Conduct.

ROLE OVERVIEW

- To lead on and provide consistently excellent Teaching and Learning of English to ensure high attainment and progress for students at KS3.
- To ensure the KS3 curriculum is fully implemented and evaluated for impact. This includes leadership of assessment in KS3 English.
- To ensure enrichment provision in English is in place and leads to increased engagement at KS3 including extra-curricular.
- To assist the Team Leader of English in leading and managing the delivery of English across the whole school.
- To ensure Pupil Premium provision in English is effective leading to accelerated progress for disadvantaged students.

MAIN DUTIES

- To provide a stimulating classroom environment that helps students to develop a passion for English.
- To teach English to both Key Stages across the ability range
- To deliver consistently excellent lessons and outcomes for students
- To liaise with the Team Leader to monitor and track the progress of all students, taking sole responsibility for specific cohorts of students, as agreed with the Team Leader.
- To provide intervention sessions for targeted students (including after school and during any holiday sessions).
- To assist the Team leader in leading and managing the department
- To assist in the development of resources that support all staff in delivering the Team Schemes of Learning
- To take joint responsibility for the induction of new members of staff, particularly NQTs.

- To assist the Team Leader in raising and further developing the profile of English across the school
- To assume responsibility for leading the English team in the absence of the Team Leader.
- To comply with the school's Health & Safety policy.
- To safeguard and promote the welfare of students at all times, acting at all times within the school's Safeguarding procedures.
- To achieve any performance criteria or targets related to the TLR post, measured through the School's annual Professional Growth cycle.
- To liaise with Feeder Primary Schools in connection with English transition from KS2.
- Plan and deliver challenging, well organised lessons which promote progression and lead to raised attainment.

Professional Attributes

- Maintain an up to date knowledge and understanding of the professional duties of teachers.
- Contribute to the development, implementation and evaluation of school policies and practice.
- Hold positive values and attributes, especially high expectations of students.
- Adopt high standards of professional behaviour.
- Communicate effectively with students, parents/carers, and colleagues.
- Recognise the contribution that colleagues, parents/carers can make to the development and wellbeing of students.
- Have a commitment to collaboration and cooperative working.
- Evaluate their own performance and be committed to improving their practice, especially through coaching/mentoring.

Professional skills

- Plan and deliver challenging, well organised lessons which promote progression and lead to raised attainment.
- Establish a purposeful and safe learning environment.
- Manage learners' behaviour by establishing a clear and positive framework in line with school policy
- Plan opportunities for students to develop literacy/ numeracy/ ICT skills.
- Make effective use of assessment approaches to set challenging learning objectives and monitor progress.
- Provide feedback on students' attainment, progress and areas for development.
- Support students to reflect on their learning, identifying progress and areas for improvement.
- Plan, set and mark appropriate homework tasks, including those in out of school contexts.
- Work as a team member, and with other colleagues, to share the development of best practice within the school.

HEALTH AND SAFETY

- All staff are responsible for Health and Safety within the school. Any concerns or incidents must be reported immediately to the appropriate person and followed up.
- Comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- Engage in relevant continuous professional development opportunities and performance management/reviews arrangements.
- Offer support to staff through a variety of situations, to maintain confidentiality and be diplomatic with the handling of situations.

DATA PROTECTION AND SAFEGUARDING

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

GENERAL

- The post-holder will be expected to undertake any appropriate training provided by the CLT to assist them in carrying out any of the above duties
- The post holder will have access to highly confidential and sensitive information in the course of their duties and must maintain the confidentiality and security of such information at all times
- The post-holder will be expected to contribute to the protection of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. https://www.gov.uk/government/collections/dbs-filtering-guidance '

NOTES

This job description only contains the main accountabilities relating to the post and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

The CLT will endeavour to make any reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



PERSON SPECIFICATION –Assistant Team Leader of English

AREA	ESSENTIAL	DESIRABLE
Education/ Qualifications	• Degree (or equivalent) in English or a related subject • QTS • Enhanced DBS	
Experience & Knowledge	• Evidence of successful teaching in current post • Several years teaching experience • An ability to use assessment information to enable students to make progress	• Understanding needs and strategies for effective differentiation • Experience of a range of teaching and learning styles • Experience of planning and designing a curriculum in English
Skills and Abilities	• A proven track record of record of improving Teaching & Learning • Experience of raising attainment in a challenging classroom environment • To be a proven outstanding practitioner • To have completed at least 3 years as an English teacher • To have evidence of Continual Professional Development leading to improvements in the quality of Teaching and Learning • To have evidence of effective and systematic behaviour management with clear boundaries, sanctions, praise and rewards • A thorough knowledge and understanding of all aspects of the National Curriculum in relation to this post • Understanding of whole school curriculum issues • Evidence of taking an active role in the provision of high quality CPD for staff eg mentoring	
Behaviours	• Able to work closely with the Team Leader and other members of the team to implement the Department's agenda for learning and teaching • Self-motivated and enthusiastic • A good team player with resilience and a desire to be part of a lively school community • Adaptable, flexible and creative • Proven ability to share outstanding practice with colleagues • Good use of data to track and monitor progress of students • Evidence of successful intervention work leading to improved outcomes • Good communication, planning and organisational skills. • Demonstrates resilience, motivation and commitment. • Acts as a role model to staff and students	

	• Ability to be pro-active and show initiative • A passion for English and a desire to promote learning. • Strong interpersonal skills and proven positive relationships with students, staff and parents, and other members of the school community. • The ability to lead and manage staff effectively. • A desire to apply for Team Leader of English posts in approximately 3 years	
Other	• Able to display an awareness, understanding and commitment to the protection and safeguarding of children • Commitment to maintaining confidentiality at all times.	

Employee Benefits

In addition to offering a rewarding career at an improving school, we provide the following benefits to staff:

Pension Scheme
All staff are automatically enrolled onto their relevant occupational pension scheme, with the Teacher's Pension Scheme or the Local Government Pension Scheme.

Car Parking
We are fortunate to have car parking available on site for all staff.

Employee Assistant Programme
All staff have access to an Employee Assistance Programme to help with work, personal or family issues. The service is accessible by phone or email and is completely confidential.

Cycling Scheme
The Clevedon Learning Trust are signed up to the Cyclescheme. Save up to 39% on a new bike and accessories to cycle to work.

Electric Vehicle Salary Sacrifice Scheme

Clevedon Learning Trust Salary Sacrifice Scheme Octopus Electric Vehicles is live. This scheme enables employees to pay for their 100% electric car lease from their salary before tax is deducted.

Sick Pay

Staff who have worked for the School/Trust for more than two years are entitled to 6 months full pay, followed by 6 months half pay.

Dates for your Diary

Closing date for applications:	Monday 20th September 2021 at 9.00am
Interviews:	**Friday 24th September 2021**

COVID-19

Interviews will be held in person.

Our COVID-19 Risk Assessment is available to view on our website www.chilton-trinity.co.uk

Further details will be provided for shortlisted candidates.

Contact Information

School Website:	www.chilton-trinity.co.uk
School Email:	office@chilton-trinity.sch.uk
Telephone Number:	01278 425222
Address:	Chilton Trinity School, Chilton Street, Bridgwater, Somerset, TA6 3JA



Local Area

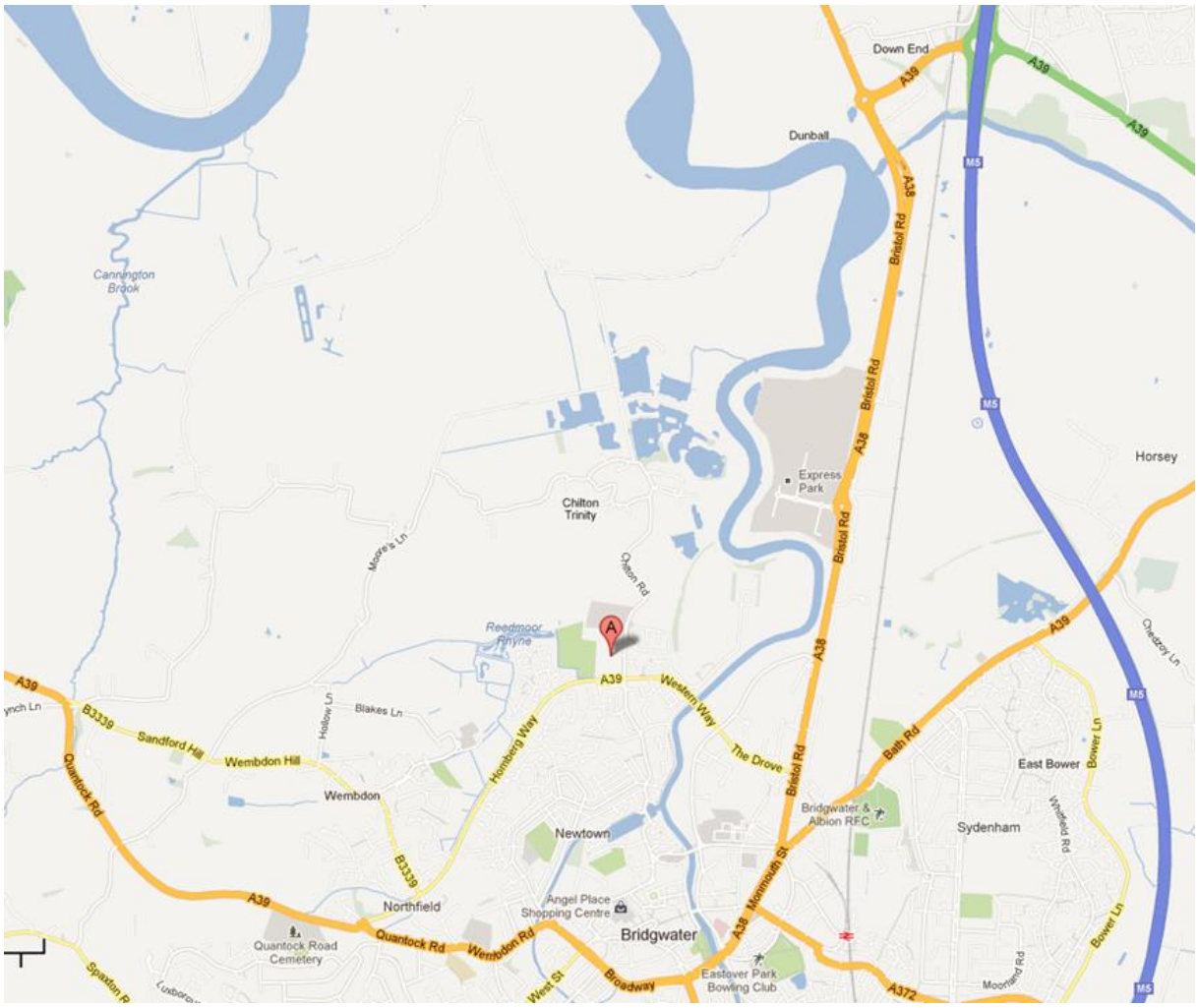
Somerset is a stunning county, full of varied landscape and thriving market towns, there are also some amazing places of natural beauty including Exmoor, the Blackdown Hills, the Quantocks and the Somerset Levels.

Bridgwater is in easy distance of Exeter, Taunton and Bristol, ideal for shopping and entertainment.

If you are looking for a place to bring up your family, pursue a more active lifestyle, or both, Bridgwater and the surrounding area is situated perfectly.
An unmissable event every November is the Bridgwater Carnival, which regularly attracts more than 130,000 visitors. Bridgwater also provides an attractive location for businesses, with two motorway junctions within three miles of the town centre, this is reflected in the growing number of industrial parks around the town.

You can visit the town website on: www.bridgwater.net

You can visit the Somerset tourism website on: www.visitsomerset.co.uk



Gallery



















