HOLMFIRTH
HIGH SCHOOL

Information Booklet

Teacher of English



A Warm Welcome from Holmfirth High…..

Thank you for considering applying for this key post at Holmfirth High School.

We genuinely believe our school is a wonderful place to work and develop your career. We work hard to ensure our students get the very best quality of learning experience, thus supporting them to achieve the very best outcomes. We are a school community where relationships are positive, respectful and friendly.

We strive to do the best we can for all our students so that they leave here as well-rounded, decent young people who have achieved as highly as possible and have experienced a wide range of opportunities in and out of the classroom.

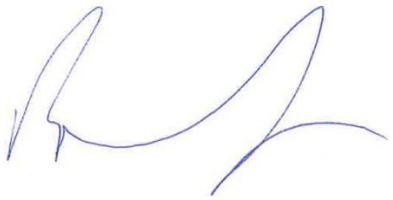
We strive to provide interesting and valuable developmental opportunities for our staff too so that they know their personal and professional skills are valued and that they are both supported and challenged in their careers.

We are vibrant and busy school community with lots going on all year round. We are fortunate in having an exceptional staff team who enthusiastically provide a wealth of extra-curricular activities and experiences for our students to enjoy.

We have a well-established passion for collaboration; working in partnership with a range of other schools, colleges and universities to: share best practice; support and train entrants into the profession, and to provide exciting professional development for all our staff.

Should you choose to apply, you will be sure of a warm welcome and will be joining a highly committed, professional and friendly staff group.

Yours sincerely



Mr B A Stitchman
Headteacher

Holmfirth High School

This highly successful school has 1320 students, a teaching staff of 80 and a support staff of 70.





Originally built in 1959, the school has undergone extensive refurbishment in recent years. Its facilities now include a Modern Foreign Language suite, 6 ICT rooms, a Drama studio, 8 Science laboratories, a Music suite with practice rooms and a brand new SEN department and RE/PSCHE block. The specialist school initiative brought the building of a new Maths block.

Our catchment area comprises Holmfirth and surrounding villages. These provide an intake which is well balanced socially and academically. The school is conveniently situated about seven miles from Huddersfield. The surrounding countryside is beautiful, set as we are in the Pennine Hills. Holmfirth is within 30-45 minutes of the centres of Leeds, Manchester and Sheffield and is easily accessible from the M1 and M62 motorways.

Our school takes its community responsibilities seriously. It adopts an open policy towards parents, and students are encouraged to participate in the life of the school and locality in a positive and helpful manner. The school also manages the sports centre accommodation which is used by local individuals and community groups in the evenings.

As a school, we aim to be sympathetic and understanding while being purposeful and demanding. We encourage all students to strive to achieve their personal best in all areas of endeavour.

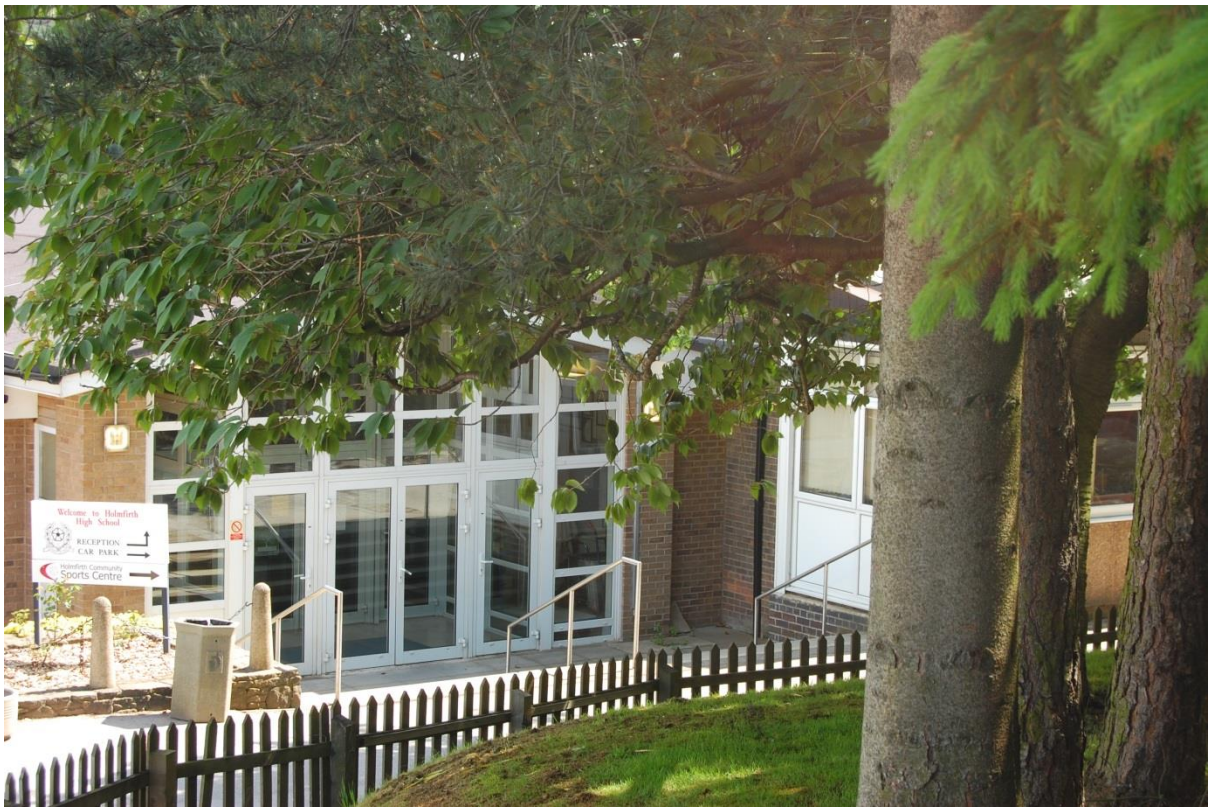
Our students' high personal standards are also fundamental to our calm and purposeful ethos. We are aware of the difficulties that students may experience as they pass through a large school during adolescence, and we also recognise the special requirements of a small number of boys and girls who have personal or academic problems and we provide as much support as we are able.

The school is organised on a year basis, with Heads of Years overseeing a team of Form Tutors. Students are taught in their mixed ability tutorial groups in Year 7, although setting is introduced in a number of subjects in Year 8. In Years 10 and 11, our students follow a broad and balanced curriculum, with KS4 choices made in Year 9.

The school has an excellent record in public examinations; the great majority of our students achieve high standards at education or training beyond the age of sixteen. Over 50% go on to university and less than 1% become NEET.

We attach great importance to the place of extra-curricular activities in our school programme. A wide variety of cultural, sporting, outdoor pursuits and other activities take place, with outstanding levels of success being achieved. It is hoped that applicants will give a clear indication of areas in which they are able and willing to participate.

We hope that this outline has been useful. If you have any questions please do not hesitate to telephone the school. In normal circumstances, the appointment will be made within one month from the appearance of the advertisement. Unless applicants have been invited for interview within this period, it should be assumed that the post has been filled. Unfortunately we can't respond to every application.



Local Information

Holmfirth – the Heart of the Holme Valley

Located in the heart of the beautiful Holme Valley, Holmfirth is a small town that sits just north of the Peak District in West Yorkshire. The town is better known as the location for the popular BBC TV series ‘Last of the Summer Wine’, with thousands of fans making the journey every year to visit such locations as Sid’s Café and Nora Battye’s Steps.



Whilst ‘Last of the Summer Wine’ is a major visitor attraction, it certainly is not the only reason people visit Holmfirth. With its breathtaking scenery across the Holme Valley, Holmfirth is also popular with walkers and wildlife enthusiasts alike as it is within easy reach of a number of beautiful reservoirs and picturesque surroundings, and if that isn’t enough, there are some wonderful attractions to be seen in the town itself - from the last of the Summer Wine Exhibition, to the Holmfirth Vineyard, to the Postcard Museum or pop into The Nook for a cheeky pint!

Holmfirth is also home to a wide range of eating places, including restaurants, wine bars, pubs and take-aways that cater for a wide variety of tastes. It is one of the most popular and much loved destinations in West Yorkshire, with visitors flocking to the sleepy town all year round, Holmfirth is a wonderful place to visit, with lots of things to see and do.

Holmfirth is within easy reach of the major cities of Manchester, Leeds and Sheffield being accessible from both the M1 and M62 motorways. Our nearest town is Huddersfield which is home to Huddersfield University - winner of the Sunday Times Best University of the Year Award 2014. Huddersfield also has three sixth form colleges – Greenhead College, Kirklees College and New College.

There are many estate agents and letting agents in Holmfirth and Huddersfield, together with numerous high street banks and building societies.

Partner Primary Schools

Hade Edge J & I School
Greave Road
Hade Edge
Holmfirth
HD9 2DF

Hepworth J & I School
Maingate
Hepworth
Holmfirth
HD9 1TJ

Hinchliffe Mill J & I School
Waterside Lane
Holmbridge
Holmfirth
HD9 2PF

Holme J & I School
Meal Hill Road
Holme
Holmfirth
HD9 2QQ

Holmfirth J I & N School
Cartworth Road
Holmfirth
HD9 2RG

Netherthong Primary School
School Street
Netherthong
Holmfirth
HD9 3EB

Scholes J & I School
Wadman Road
Scholes
Holmfirth
HD9 1SZ

Upperthong J & I School
Burnlee Road
Holmfirth
HD9 2LE

Wooldale Junior School
Royds Avenue
New Mill
Holmfirth
HD9 1LJ

HOLMFIRTH HIGH SCHOOL

Job Description

Location:	Holmfirth High School
Job Title:	Teacher of English
Grade:	MPS/UPS
Accountable to:	Head of Department

Purpose of job:

The postholder will

- Be committed to supporting the achievement of all our young people in English through their learning from 11-16 and beyond.
- Make an appropriate contribution to the design and delivery of a high-quality English curriculum
- Develop, in all students versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Engage wholeheartedly in a range of high quality training opportunities, which supports the development of enhanced skills, understanding and knowledge.
- Be held to account for their performance.

Please note that this job description should be read in conjunction with the Teacher Standards/Standards for Newly Qualified Teachers (NQTs)

Developing constructive professional relationships:

- Have high expectations of our students including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, supportive and constructive relationships with them.
- Communicate promptly and effectively with parents, conveying timely and relevant information about students' achievement, attitude and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, and sharing the development of effective practice with them.
- Promote the school vision and values and an ethos in which the highest achievements are expected from all members of the school community.
- Establish and develop effective team working practices.
- Be able to prioritise, self-evaluate, be efficient and meet deadlines.

Working within the law and frameworks:

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

Developing practice:

- Evaluate own professional performance and be committed to improving practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of own teaching and its impact on student progress, attainment and well-being, refining their approaches where necessary.
- Work closely with the other schools and academies, to gain access to best practice in the teaching of Science.

Professional skills:

- Promote and model effective practice in teaching, learning and assessment relevant to the Science curriculum.
- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for students to develop their literacy, numeracy and thinking and learning skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
    - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
    - Build on the prior knowledge and starting points of those they teach in order that students meet learning objectives and make sustained progress
    - Develop concepts and processes which enable students to apply new knowledge, understanding and skills.
    - Adapt their language to suit the students they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide students, their parents and colleagues with timely, accurate and constructive feedback on students' progress and areas of development.
- Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose students' learning needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the School.
- Manage student behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the school's behaviour policy.
- Promote students' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Equal Opportunities:

- To promote equal opportunities in education so that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

Generic Staff Requirements:

- Uphold the professional standards expected of every member of school staff in all dealings with colleagues, students, parents and the wider community.
- Adhere to the principles expressed in the aims of the school and its mission statement.
- Actively contribute to the continued development of the school by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply school policies in all aspects of the role.
- Keep up–to-date with all aspects of the Safeguarding and Child Protection Policy as it applies to the post.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

All postholders are accountable through the school's Performance Management Policy. The Governors and Headteacher of Holmfirth High School are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

Holmfirth High School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and a DBS check.

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

HOLMFIRTH HIGH SCHOOL

Teacher of English - Person Specification

You should be able to demonstrate that you meet the following criteria:

E = Essential
D = Desirable

Measured by:

A. Application Form **B. Test/Exercise**
C. Interview **D. References**

	Qualifications	
E	• Degree in English	A D
D	• MA / further qualification relating to educational pedagogy and/or subject area	A D
E	• PGCE or equivalent	A D

	Knowledge & Skills	
E	• Ability to plan and deliver sequences of learning to students, based on information about their starting points	A C D
E	• Ability to assess students' attainment and progress	A C D
E	• Ability to identify both gaps in students' knowledge and understanding and misconceptions in their scientific thinking	A C D
E	• Ability to understand, analyse and make effective use of a wide range of data	A C D
E	• Developing into an effective classroom practitioner	A C D
E	• Developing knowledge and understanding of current educational thinking: both related to subject and pedagogy	A C D
E	• Exemplary numeracy skills and the skills to disseminate this knowledge to others	A C D

	Experience	
E	• Evidence of responding effectively to feedback on practice as a teacher	A C D
E	• Experience of planning and delivering sequences of learning for students	A C D
E	• Experience of improving the response to Science of individual students and/or groups of students	A C D
D	• Experience of responding to assessment information about student performance	A C D
D	• Experience of responding positively to training experiences	A C D

	Continuous Professional Development	
E	• Evidence of commitment to personal CPD	A
E	• Ability to support the development of others	A

	Personal Qualities	
E	• A desire to improve further	A C D
E	• A passion for education and making a difference	A C D
E	• Excellent communicator	A C D
E	• Effective team leader/member	A C D
E	• Drive and determination	A C D
E	• Ambition	A C D
E	• Energy, enthusiasm, resilience	A C D
E	• The ability to forge effective working relationships	A C D

Next steps ……..

Thank you for taking the time to read this pack. If you wish to apply for the post of English Teacher at Holmfirth High School then please complete the standard Kirklees Council application form which is found on our website, together with a letter of application – a maximum of two sides of A4.

Completed applications should be returned to:

The Headteacher
Holmfirth High School
Heys Road
Thongsbridge
HOLMFIRTH
HD9 7SE

Or via email to vacancies@holmfirthhigh.co.uk

The closing date for applications is: 11am on Monday 23rd September 2019

Interviews will take place: during the week following

If we have not contacted you by Friday 27th September you will know that on this occasion your application has been unsuccessful. Please accept this as acknowledgement of the time and interest you have shown.

Thank you.