



Deputy Head of English

Candidate Information Pack



December 2023

Dear Candidate,

King Solomon Academy has consistently been one of the highest performing non-selective schools in the country. We are redefining what is possible and we are seeking an exceptional teacher and leader in English, ready to join English department in our high-performing school and to contribute to the achieving of our mission. This is a unique opportunity to be part of showing what education can achieve.

KSA aims to transform the lives of its pupils. Our mission is to provide a rigorous education that prepares our pupils for success at university and beyond, irrespective of their starting point. Our teachers and leaders do whatever it takes to make this a reality.

We seek an enthusiastic and talented leader and teacher, ready to support the Head of Department in guiding the curriculum and teaching in the English department and by doing so, to have a huge impact on the futures of our pupils. The precise remit of this role would depend on the knowledge, experiences and appetite of the future postholder. We are looking for an exceptional teacher who takes pride in challenging and inspiring young people and who can be a role model for other teachers in the school. The successful candidate will have experience of improving outcomes in their own classroom. Experience of having developed or coached others is desirable, but we would be willing to nurture and coach a Deputy Head of Department who shows clear potential to be successful.

Our approach to English is exceptionally successful. We prioritise fostering a love of reading in Primary and early Secondary so that pupils arrive to the study of literature with a genuine passion for reading and learning. We devote time and capacity to ensuring mastery of all aspects of language so that pupils are confident expressing themselves in any context. Our methodology has led to consistently impressive KS4 outcomes. Every year for the last six years our English progress has been in the top 1% of all schools. Our English Literature A-level course is passionately studied by a group of committed sixth form students. We seek a teacher who can inspire pupils to study English at a high level, including applying to study English at university.

This is an exciting role in an exceptional school working alongside an inspirational team. We seek a teacher who can inspire pupils to study English at a high level, including applying to study English at university.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **11am on Monday 22nd January 2024**. Applications will be reviewed as they are received. To discuss the role, please feel free to email our HR Officer, Salma Ali on ksa.hr@Kingsolomonacademy.org or phone on 020 7563 6900.

We wish you the very best with your application,

Max Haimendorf

Principal

Beth Humphreys

Principal Designate

Principal: Max Haimendorf



Max Haimendorf graduated from Oxford and joined the first cohort of the Teach First programme, teaching Science in West London. Following work at Teach First central office he joined the consultants Oliver Wyman where he worked in finance strategy. Whilst there he wrote about the importance of small schools in Teach First's first Policy Paper, Lessons from the Front. In 2008 he was appointed as Secondary Headteacher of King Solomon Academy, starting the Secondary part of the school in September 2009. He has now led KSA through two outstanding Ofsted inspections and to achieve the highest GCSE results in the country for a non-selective school in 2015. He became all-through Principal of KSA and Executive Principal of Ark Paddington Green Primary Academy in September 2016. He was awarded an OBE for services to education in the Queen's Birthday Honours of 2020.

“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”

Principal Designate: Beth Humphreys

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has been appointed to lead King Solomon Academy all-through from September 2024. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.





Head of English: Amelia Pickering

Amelia Pickering graduated from the University of Warwick with a BA in English Literature and Philosophy, and wrote her thesis on 17th Century Women's Poetry. She joined KSA in 2017, training on the Ark Teacher Training programme. She became Deputy Head of English in 2020, before becoming Head of English in 2023. For her, English must lie at the heart of a successful school, and she takes pride in using English to help build critical readers, eloquent writers and empathetic citizens.



Job Description: Deputy Head of English

Start date: April 2024 or September 2024 (Flexible for the right candidate)

Salary: Ark Main Scale / UPS Inner London (£37,667 - £59,242) and TLR 2a, £3,213 in addition to basic salary

The Role

To support the Head of English to lead a ground-breaking English department which is nationally recognised for its impact, excellence and innovation. To inspire pupils to study English related degrees at university and to lead English provision in a designated part of the school.

Outcomes and Activities

Leadership of subject

- Role model excellent teaching in English
- Develop innovative schemes of work which are inspiring for learners and teachers alike and feed into standards-based assessments in relevant key stages.
- Support the Head of Department to ensure assessments are moderated internally and externally
- Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
- Work in collaboration with classroom teachers and SENDCO to ensure pupils receive high quality interventions
- When appropriate, through regular observation and feedback, mentor identified subject teachers to ensure excellent teaching and learning in all lessons.
- Support the Head of Department in planning and delivering departmental professional development
- Create and sustain a positive department culture, where teammates feel collectively supported and developed

Teaching and Learning

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life

- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework
- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and where necessary deliver high quality pupil interventions with direction from SENDCO and relevant Senior Leaders
- Ensure that all pupils achieve or exceed academy targets
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required
- Organise and participate in exciting and motivating trips and events
- Answer emails/messages from pupils

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, supervising silent sustained reading (DEAR), break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal

If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.

Martin Luther King



Person Specification: Deputy Head of English

Experience

- Experience of raising attainment in a leadership role in a challenging school
- Evidence of continually improving the teaching and learning of their subject through CPD and coaching staff

Skills and attributes

We are looking for alignment to our KSA values or at the very least, a candidate's clear, demonstrable capacity to develop them:

“Aiming high”

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative

- Feels passionate about creating a better future.

Other

This post is subject to an enhanced DBS check.



Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs a number of additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCOs
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offer teachers and support staff a comprehensive range of school-based first class professional development opportunities.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

