



CJT/DP

27th March 2018

Dear Applicant

Head of English Faculty

Thank you for your enquiry about the post of Head of English Faculty at The Netherhall School and Sixth Form Centre. I hope that this pack gives you all the information that you need at this stage and that we can look forward to your application.

The closing date for all applications is 12 noon, Monday 16th April 2018

Please send your completed application form, together with a letter of application to Ms Debbie Pickering, PA to the Principal, dpickering@netherhallschool.org

Yours sincerely

Chris Tooley
Principal

Principal Chris Tooley
Deputy Principal Richard Wilson, Daniel Berry
Assistant Principals Steve Lewis, Nikky Parker

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Information for applicants

Netherhall School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

An Anglian Learning School



About Us

The Netherhall School and Sixth Form Centre has been offering high quality education in Cambridge for over 145 years and boasts a strong recent track record of exceeding national performance targets and expectations.



Netherhall School has developed and grown since it welcomed its first student on the 9 January 1871 and has adapted constantly to the needs of the community and the changing demands and ethos of the educational sector. The history of the school encompasses being a grammar school, a comprehensive school in 1974, a Foundation school and now an Academy. For many years it was the only school in Cambridge that offered a 6th Form.

In February 2016, Netherhall School became an Academy and joined with Bottisham Village College, to become part of the Bottisham Multi Academy Trust. Bottisham Village College has an Ofsted rating of Outstanding in all areas and the alliance allows the sharing of good and outstanding practices and to share experiences and strengths which are only gained with time. On the 1st September 2016 the trust grew to four schools with the addition of Sawston Village College and Bassingbourn Village College, two high performing schools around Cambridge. At the same time the name changed to 'Anglian Learning'. We are really excited at the increased opportunities for collaboration and career development that this new development will bring.

Our examination results from the summer of 2016 were excellent with the best A level results on record at Netherhall Sixth Form in addition to strong GCSE results, well above national benchmarks. The Ofsted Inspection in December 2015 commented that "Disadvantaged pupils achieved particularly well based on the same measure and attained significantly higher than similar pupils nationally."



Our Students

Netherhall School is set on the outskirts of Cambridge and serves both the City and the surrounding rural villages. As a result, student admissions are from a diverse range of backgrounds

We want all of our students to feel happy and secure. We have a well-developed pastoral care system and staff genuinely care about the students as individuals. We encourage students to assume and enjoy responsibility as Duty Students and through our Student Ambassador and Leadership schemes. Our highly skilled staff work closely with students, monitoring their progress to ensure they achieve their potential. There is an excellent student volunteer peer-counsellor scheme and students are encouraged to play an active part in the running of the school through the School Councils. We

understand that students need a range of skills and opportunities to fulfil their potential and therefore encourage students to undertake a full range of extra curriculum activities in addition to the educational requirements.

This is reflected in the Ofsted report June 2014 which gave a rating of Good for student behaviour: "The behaviour of students is good. Most parents that responded to the on-line questionnaire and took part in school surveys indicate that the school manages behaviour well."

Many of our students choose to stay at Netherhall for seven years, progressing from Year 7 through to our highly successful Sixth Form Centre. The centre has an excellent reputation in the City of Cambridge and beyond and many students join us from other schools for their post-16 studies. We have an impressive track record in placing students in Higher Education, including Oxbridge and in employment.

In 2016 the A levels qualifications gained by students were impressive with 43% of grades at A* - B; 80% A* - C and 100% A* - E.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. To this end, we have a vibrant and varied Continual Professional Development programme, which is personalised each year to support both our main school priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues as well as drawing on external expertise. Cross collaboration between other local schools and schools in the Trust is also encouraged so that best practice is formulated.

Our staff-room is a vibrant, sociable and supportive atmosphere. We enjoy school events such as concerts or staff socials and there is very little 'standing on ceremony'.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.



Leadership Team

Mr Chris Tooley	Principal
Mr Richard Wilson	Deputy Principal
Mr Daniel Berry	Deputy Principal
Mr Steve Lewis	Assistant Principal
Mrs Nikky Parker	Assistant Principal
Mr Dan Carlson	Raising Standards Leader
Mr Tom Hunter	Raising Standards Leader
Mr Karim Marsaoui	Director of Sixth Form
Mrs Sue Griggs	Pastoral Manager
Miss Helen Perfect	Director of Learning

Cross Site Roles

One of the benefits of being a member of a larger Trust is that certain staff with particular skills can be utilised by all the schools within the Trust. The Trust has and is developing a structure which ensures that all schools within the Trust are fully supported in key areas:

Mrs Rebecca Walsh – Chief Operations Officer

Mr Richard Mayer – ICT Director

Mrs Claudine Bateman – Head of Operations

Ms Kathryn Oliver – Director of HR

Partnership with Parents

We are a warm and welcoming community which places a high importance on working with families and getting to know each of our students as individuals. We engage with parents through a variety of mediums; parental internet, regular newsletters, Parents' Evenings, written progress reports as well as individual responses to queries. We are keen to engage parents from all backgrounds and to adopt strategies which will enable us to communicate better with all parents regarding their child's progress and development.

Equal Opportunities

Netherhall School is an Equal Opportunities employer.

The Netherhall School English Department

The Netherhall School English Department has a long and consistent record of success across all key stages. All members of the department teach across the full age and ability range, and all are English specialists.

In the Sixth Form we offer three courses: English Literature and English Language and Literature (both Eduqas) and Creative Writing (AQA). Our numbers in the sixth form have remained buoyant for some time, and we have a strong track record of achieving excellent value added scores for students.

At GCSE, we follow the Eduqas courses for English Language and English Literature. We are proud of our record as the only school in Cambridge to have entered all students for both subjects for many years.

Schemes of work are in place for years 7, 8 and 9, ensuring that all students cover broadly the same areas in each year, but within this structure the department actively encourages a creative and dynamic approach to teaching the subject. For example, teachers within the team use stop-motion animation to teach 'Macbeth', use a wordless graphic novel to teach creative writing skills, and regularly employ drama strategies in the English classroom. We all encourage students to read widely and independently and have regular timetabled lessons in the library so as to support this.

Ofsted has praised the department for its wide range of enrichment activities which include: Carnegie Medal Shadowing Group; Sixth Form Reading Group; Book Club; visits from professional writers; and trips out of school to the theatre, cinema and local museums.

All members of the department have their own classrooms in a new teaching block which was first opened in January 2010. All the rooms are equipped with data projectors and interactive whiteboards.

The English Department at Netherhall has a very strong team ethos: we enjoy a culture in which staff readily share resources and actively seek opportunities to learn from each other. We have a high profile in the school and play a leading role in shaping and developing good practice both beyond the department and in the local area.

We are seeking to appoint an excellent classroom practitioner who will inspire young people and contribute fully to the life of the department.

The English Department Team

Sean Dooley:	Head of English
Alison Binney:	2 nd in department shared with
Caroline Powell:	2 nd in department covering maternity leave
Kate Barker:	Lead teacher for intervention (on maternity leave)
Helen Parfect:	Professional Tutor
Emma Hayward:	English Teacher (and Deputy Head of 6 th Form)
Lisa Morrison:	School Achievement Leader and English Teacher
Helen Wyatt:	English teacher
Catriona Sherrit:	English Teacher
Darhen Sing:	English Teacher
Rebecca Aylett:	English Trainee teacher
Jo Clifford:	Literacy TA

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HEAD OF FACULTY JOB DESCRIPTION

Title of post Head of Faculty: _____ TLR

Responsible to Senior Leadership Line Manager

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. The job description may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Core Purpose

- To provide leadership and direction for the faculty and, where relevant, all the individual subjects contained within the faculty, and to ensure that it is managed and organised to meet the aims and objectives of each subject and those of the school as a whole.
- To be responsible for securing high standards of teaching and learning as well as playing a major role in the development of school policy and practice.
- To be accountable for student progress, standards and development within the subject areas of the faculty

A Strategic Direction and Development of the Faculty

1. To contribute to the development of whole school policies and practices and to develop your professional voice as a reflective and pro-active member of the school's leadership teams.
2. To be actively involved in decision making and policy development across the school, leading and managing necessary change within your team.
3. To lead a faculty team within the framework of the teachers' standards and the professional expectations of the school.
4. To lead and manage the processes of curriculum development in a period of national change affecting Key Stages 3, 4 and 5.
5. To contribute to regular line management meetings in keeping with school priorities, policies and procedures.
6. To be responsible for the strategic direction and development of the faculty, including budgets, curriculum change, improvement planning and self-evaluation.
7. To implement whole school appraisal policies undertaking performance management reviews for members of your team.
8. To participate in the whole school initial teacher training programme.
9. To work with faculty link governors to report on the work of the faculty team.

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10. To establish and maintain clear lines of communication with parents/carers, governors and other stakeholders at a level appropriate to this role.
11. To liaise with colleagues in partner schools, further/higher education, employers and awarding bodies on matters relating to student performance.

B Responsibility for leadership and management in the following areas

1. Student achievement and progress

1. To maximise achievement by ensuring that the curriculum offer is both accessible and challenging for all students.
2. To lead and manage the scrutiny of student performance data relating to
 - a. Individuals
 - b. Classes
 - c. Subjects
3. To lead and manage the interventions and support required for students to be achieving their target levels/grades or better
 - a. Identifying students who are falling behind
 - b. Devising action plans for vulnerable and target individuals or groups
 - c. Implementing and evaluating appropriate interventions
4. To lead the faculty in closing gaps in progress and attainment for disadvantaged students including
 - a. Pupil Premium students
 - b. Students with Special Educational Needs and/or Disabilities
 - c. Other vulnerable individuals or groups
5. To develop and implement clear faculty guidelines on
 - a. Evidencing student progress at regular intervals
 - b. Using a variety of assessment methods
 - c. Work sampling and focus group interviews
6. To manage arrangements for preparing students for all public examinations.
7. To liaise with parents / carers on matters relating to progress, work and behaviour, to lead the quality assurance of reports issued to parents / carers and to ensure that communications with home are in accordance with school policy.

2. Teaching and learning

1. To contribute, alongside Senior Leaders and other Heads of Faculty, to the whole school understanding of “deep learning”, to develop excellent practice and to liaise with other colleagues on matters relating to improving standards.
2. To ensure that the principles and policies relating to both *Assessment for Learning* and *Behaviour for Learning* are applied across the faculty.

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3. To lead the planning, implementation and monitoring of schemes of learning in line with whole school policies and priorities, ensuring
 - a. Challenging and relevant learning objectives and outcomes
 - b. Suitable resources and materials
 - c. Guidance on teaching methodology
4. To ensure the development and delivery of new examination specifications at both Key Stages 4 and 5.
5. To create a stimulating learning environment which
 - a. Encourages positive attitudes and a sense of discovery
 - b. Ensures a strong staff presence in the corridors and other shared spaces within the school
 - c. Maintains high expectations and clear targets for both staff and students
6. To monitor and assess the quality of teaching within the faculty including the development of robust observation practices.
7. To monitor, assess and develop the role of subject teachers including the coaching and mentoring of trainees, and newly or recently qualified teachers.
8. To ensure the implementation of clear policies for assessing, recording and reporting in line with whole school policies and procedures.
9. To provide, where appropriate, information and guidance to students and parents / carers regarding the KS4 curriculum, Year 9 option choices, and progression at 16+ and 18+.
10. To ensure that appropriate arrangements are put in place for classes when staff are absent, liaising as necessary with the cover manager.

3. Efficient and effective deployment of staff and resources

1. To manage resources efficiently and effectively, maintaining a close scrutiny of budgets, paying close attention to value for money and ensuring a balanced faculty budget.
2. To develop short, medium and long term plans for the development and resourcing of the faculty.
3. With the support and guidance of senior colleagues, lead and manage the deployment of staff, contribute to timetabling decisions and arrange student groupings to maximise the effective use of resources and expertise.
4. To manage all essential routines to ensure the efficient day to day delivery of teaching and learning within the faculty and to manage resources efficiently.
5. To ensure that staff development and training needs are identified and addressed and that new teachers are appropriately inducted, supported and assessed.

In addition, to perform any other duties which are consistent with the requirements of the post.

C Additional Specific Responsibilities

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1. To be Tutor of an assigned Tutor Group and carry out related duties in accordance with the general job description of Form Tutors.
2. To maintain a high profile for the subjects within the faculty across the school through activities beyond the classroom such as fixtures, competitions, productions, trips and visits.
3. To play a full part in the life of the school community, to support its ethos and to encourage staff and pupils to follow this example.
4. To ensure the faculty website is up to date and relevant.

D General Duties

1. All teachers are responsible for safeguarding and promoting the welfare of children.
2. To maintain good order and discipline among students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
3. To carry out a share of supervisory duties in accordance with published schedules.
4. To contribute to the supervision and, so far as practicable, teaching of any pupils whose teacher is not available to teach them subject to the conditions of employment.
5. To participate in appropriate meetings with colleagues and parents / carers relative to the above duties.

NETHERHALL PERSON SPECIFICATION POST: Head of Faculty

This specification is informed by the TDA Professional Standards for Teachers

Attribute	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Degree in related subject • QTS 	<ul style="list-style-type: none"> • Further qualification &/evidence of continuing professional development
Experience	<ul style="list-style-type: none"> • Successful teaching experience during ITT placements &/as a fully qualified teacher • Outstanding track record of attainment and progress with students • Effective middle-management curriculum leadership 	<p>Experience in a fully comprehensive school across the spectrum of age and ability</p>
Skills, Knowledge and Aptitudes	<ul style="list-style-type: none"> • Able to work collaboratively with others • Able to form good relationships with students. • Able to motivate students • Energy and enthusiasm • Flexibility • Excellent organisational and classroom management skills • Excellent communication and interpersonal skills • Expertise in the teaching of the relevant subject including evidence of excellence in own work as a practitioner • Outstanding knowledge about the curriculum and the imminent changes • A reflective practitioner • Track record of high-impact teaching and leadership • An interest in leading and managing targeted intervention for students of all abilities 	<ul style="list-style-type: none"> • Ability to teach A-Level • ICT competency • Willingness to get involved in the broader life of the college through extra-curricular activities • Excellent time-management
Other requirements	<ul style="list-style-type: none"> • High standards of behaviour in the professional role • Commitment to form and maintain appropriate relationships and personal boundaries with young people • Commitment to safeguarding and promoting the welfare of young people • Satisfactory DBS check, Medical Clearance and References. 	

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