

Teacher of English

MPS/UPS (£23,720 - £34,664) (£36,646 - £39,406)

THE DUSTON SCHOOL 4-19

Knowledge itself is power

INFORMATION FOR CANDIDATES



THE ROLE

- Do you want to work in a school that is undergoing rapid cultural and transformational change?
- Do you want to work in a school where we value the teacher as the expert?
- Do you want to work in a school that has a very clear and systematic approach to addressing student behaviour?
- Do you want to work in a school that takes workload seriously, has a rational approach to marking and restricts email use at weekends and during holidays?
- Do you want to work in a school that values its staff and has a strong approach to CPD?
- Do you want to work in a school that prioritises a 'Knowledge Rich' curricular approach?

If your answer to the above questions is a yes then please carry on reading this advert.

The Duston School is looking to appoint a dynamic and inspiring Teacher of English to strengthen the English department. This role offers an excellent opportunity for an imaginative, creative and inspiring leader to work in a supportive and energetic school where students are making significant and sustained progress.

We welcome applications from qualified teachers and NQT's, who can demonstrate the highest standards of delivery in order to raise attainment and are committed to motivation young people.

Applying:

Please complete an application form (we do not accept a CV alone) along with a letter of application to the Principal. Please email the application form and letter to: jobs@thedustonschool.org

If you have not heard from us within two weeks of the closing date, please assume that you have been unsuccessful on this occasion.

The Duston School is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. We follow safer recruitment practice and all appointments are subject to satisfactory DBS checks, and Disqualification by Association clearance. In addition references will be requested for short listed applicants prior to interview and will form part of the interview process.

Closing Date: Tuesday 23rd April

Interview Date: W/c 23rd April or 29th April

Start Date: September 2019



THE DUSTON SCHOOL

Thank you for your interest in working at The Duston School which is part of The Duston Education Trust (TDET).

As Principal I take great pride in leading the school and supporting the students in their educational journey. The school mantra, 'Knowledge itself is power,' sits at the core of my own educational philosophy and influences all that we do as a school. As a staffing body we really do seek to get to know our students. I also firmly believe, as a parent myself, that if something is not good enough for my children then it certainly is not good enough for our students.

Our core aim is to help students climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.' All students are inspired to Dream – Believe – Achieve.

TDS is a unique 4-19 mixed school. It is a high performing, successful and oversubscribed school of some 1500+ students with a secondary phase, thriving Sixth Form, and a recently opened primary phase. Our facilities are truly outstanding, including extensive sports grounds, a swimming pool and state of the art purpose built curriculum suites including a designated Sixth Form area. Learning here has never been more exciting.

We believe that TDS should provide our young people with both the currency and character to succeed. We work relentlessly to nurture our students to unlock and achieve their potential.

Our students are actively encouraged to make a valuable contribution to society and thrive in a mutually supportive environment. All of our students are educated to enter the adult world with a strong moral compass, a real sense of resilience and to be armed with the key transferable skills that will allow them to succeed in an ever changing and fast paced globalised labour market. Our innovative curriculum enables them to gain the highest qualifications, acquire flexible life-long learning skills, and be ready to act responsibly as global citizens. We also promote the social, moral, spiritual and cultural development of our pupils, including a recognition and understanding of Fundamental British Values.

If you share our vision and know you want to make it a reality for The Duston School, we very much hope you will apply for this post. We look forward to hearing from you.

Mr Sam Strickland
Principal



TDS ETHOS & VALUES

At The Duston School a heavy emphasis is placed on the role of the tutor, who students meet twice a day every day. The tutor acts as the primary advocate for their tutees and, in many respects, acts as their Duston School parent. This is the person that parents/guardians will primarily have contact with to discuss their son/daughter's education.

The Duston School is built upon three core values, Resilience, Respect and Aspiration. We expect all of our students to exhibit and display these core traits in their daily life at The Duston School, within the wider community and as they move into the next phase of their life once they leave our educational setting.

The Duston School community was canvassed to help create a new school mantra, 'Knowledge itself is power'. This echoes the words of Kofi Annan, "Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family." Knowledge provides us with the power to help others, in a variety of ways. It is also something that is good for our own self esteem. In addition, knowledge imbues us with authority and enables us to act and interact with others in a more moral way. As a school, we feel knowledge is power because:

Knowledge liberates us
Knowledge sets us free, and makes us less dependent on others. Freedom is essential to any democracy. Being truly free means that we do not use our power to control other people against their will.

Knowledge commands positive respect
True knowledge commands more respect that mere empty authority within a hierarchy ever could. If we have knowledge, we can direct others' decisions and help them to enhance their lives. Having knowledge about a relevant subject imbues us with authority. No matter who we are, or how old we are, if we have knowledge that is useful to other people, then those people will respect us.

Knowledge boosts our self-esteem
Possessing knowledge can really give us a feeling of self-fulfilment and confidence. Knowledge is something that we can always fall back on. In addition, if we find ourselves facing a trial in life, knowledge can enable us to find a solution to the issue that boosts our self-esteem even further.

Knowledge creates positivity
The process of seeking and finding knowledge teaches us to have a positive attitude about life. It teaches us to be motivated, determined, engaged with the world and self-reliant. It also fills us with enthusiasm and joy.

Knowledge allows us to make moral decisions
When we have knowledge, we can act more morally. Possessed of all the facts and the relevant skills, we can put our desire to help others into practice much better than we could do if we had less knowledge. For example, if we have some money that we wish to donate to charity, knowing facts about how that money could best be used will enable us to help the greatest number of people with it.



STUDENT CARE & HOUSE SYSTEM

Detentions and reporting home
At TDS we don't want to sanction anyone, we believe that students should aim to control themselves and their behaviour. If anyone doesn't want a detention they simply stick to the rules (they don't answer back, complete homework, remain on task in lesson, and arrive on time with correct uniform).

If a student misbehaves a SIMs log/entry is placed against the student's name and students sit the detention that day after school.
0 logs = Tutor Recognition.
1 log = Tutor Warning.
2 logs = DOY Detention that day for 20 minutes.
3/4 logs = DOY Detention that day for 40 minutes.
Late to school = DOY Detention for 20 minutes.

Upon receiving a 4th log regarding misbehaviour a discussion will take place with the tutor / DOY as to the student beginning formal student care support. Several stages are associated within the student care model, all of which are to help support students in improving their behaviour.

Stage 1:
Tutor – Calls home, 10 day report, notifies DOY of student concern, letter home.

Stage 2:
DOY – Face-to-face with parent (DOY and Tutor), 10 day report, notifies SLT lead, student can be placed in after-school DOY detention (one session per week) or DOY isolation, letter home.

Stage 3:
Assistant Principal – Face-to-face with parent (Tutor, DOY and AP), 10 day report, notify Principal of issues, student can be placed in SLT isolation or SLT detention (one session per week), letter home.

Stage 4:
Principal – Notifies EIPT, meeting with parent (DOY, AP and Principal), 10 day Principal report, student can be placed in isolation with Principal, SLT detention, exclusion or managed move.

House Captains and Vice-Captains
There is one Captain and one Vice-Captain per House, these are Sixth Form students.

House Councils
These are run by the House Captain teams and the Heads of House. They meet once every term to discuss issues to do with the Houses and suggest improvements to school life for each house. There is representation from each year group in each House and each person has been elected by their peers. It is a good opportunity for students to have a voice.

House Recognition
Each student in EYFS-KS4 has an 'iron on' badge. KS5 students and staff have lanyards which are the same colour as the badges below.





INFORMATION ABOUT TDS

In September 2007 the school moved into a new £28m building which has state of the art facilities to make learning really come alive. Our spacious, well-lit buildings and extensive sports facilities offer high quality state of the art facilities for sports and both vocational and academic learning and teaching. The design of the buildings aims to reflect the school's successful ethos, and it's our pledge to ensure that all students are given the opportunity to achieve their potential whether their talents lie in the arts, literature, sport, science, technologies or more traditional subjects. We want The Duston School always to be a positive learning environment where we offer the best for all students. Our curriculum is designed to be personalised to the individual student therefore allowing them to achieve rapid progress to enable them to be successful in their future.

The Duston School is governed by The Duston Education Trust (TDET). TDET is a trust that cares, builds possibilities and potential, and nurtures what learners are and what they can become. The trust recognise the transformative power of self-belief, and that children are happy, confident, resilient and self-critical. There are no short cuts and no excuses.

The trust values hard work, determination and ambition, acknowledging and celebrating the variety of ways in which learners can be excellent. TDET ensure that all work is undertaken with professionalism, honesty and integrity. Staff well-being is also of prime importance to the trust.

TDS provide a health benefit package for our staff and our on-site Consultant Senior HR Advisor offers high quality personal support. Sound, financial business management enables us to undertake change to innovative projects both large and small. Over the past four years, major school funded developments have included the opening of our Primary school. Smaller projects include the installation of smart boards and sets of tablets and iPads in classrooms. The school is fully networked so that computer-aided learning on PCs, tablets and laptop computers can take place throughout the site.





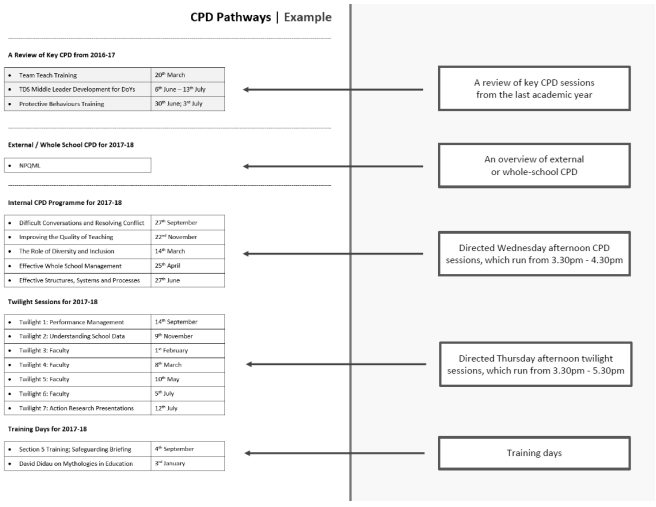
CPD AT TDS

We recognise that high quality CPD is vital for the future of any school, and that CPD should be reflective in nature and help people to improve their knowledge, understanding and skills. To this end, there are a comprehensive range of CPD opportunities on offer at The Duston School.

Each member of staff has a bespoke CPD pathway to follow each academic year, based on career stage expectations. This means that all teaching staff will secure the support they need to develop professionally and as practitioners. Please see right two documents that show an overview of the pathways, and an example of a pathway being pursued this year by one of our pastoral leaders. The two documents are also available on the vacancies section of our website. There are also a range of other CPD opportunities that staff can choose to be involved in. For example, we run an action-research team, through which there is full access to resources from the Chartered College of Teaching and the Teacher Development Trust. We also work closely with neighbouring schools to provide high-quality training courses that aim to help teachers secure outstanding learning. Beyond this, we routinely encourage members of staff to go through NPQML and NPQSL

If you would like further information about CPD opportunities at The Duston School, please contact Mr D Wise (Assistant Principal for Research and Development).

	UQTs, NQTs, MPS, UPS and TLRs	LTs, HoDs and ADoLs	DoYs and DoLs	Action Research Group
27th September	• Behaviour Management (SJB) • Differentiation (SAC) • Assessment (BBO) • EAL and SEN/D (CWA; AMU; RGO) • Literacy (ETA)	Promoting Effective Teaching and Learning (TWI)	Handling Difficult Conversations and Resolving Team Conflict (NWH)	Research and Development (MJO; DWI)
22nd November	• Behaviour Management (SJB) • Differentiation (SAC) • Assessment (BBO) • EAL and SEN/D (CWA; AMU; RGO) • Literacy (ETA)	Analysing and Acting Upon School Data (NLE)	Improving the Quality of Teaching (TWI)	Research and Development (MJO; DWI)
14th March	• Behaviour Management (SJB) • Differentiation (SAC) • Assessment (BBO) • EAL and SEN/D (CWA; AMU; RGO) • Literacy (ETA)	Strategies for Promoting High Standards of Behaviour (HJO)	The Role of Diversity and Inclusion in a High Performing Team (NWH)	Research and Development (MJO; DWI)
25th April	• Behaviour Management (SJB) • Differentiation (SAC) • Assessment (BBO) • EAL and SEN/D (CWA; AMU; RGO) • Literacy (ETA)	Leading an Effective Team (NHW)	Effective Whole-School Management (NAD)	Research and Development (MJO; DWI)
27th June	• Behaviour Management (SJB) • Differentiation (SAC) • Assessment (BBO) • EAL and SEN/D (CWA; AMU; RGO) • Literacy (ETA)	Financial Management (SCO)	Effective Management Structures, Systems and Processes (SST)	Research and Development (MJO; DWI)





COMMUNICATIONS FACULTY

The Communications Faculty has gone through a period of rapid change over the last few years, and has emerged as one of the strongest teams in the school. We are a friendly group of dedicated professionals that are passionate about our subject and the students we teach.

In 2017, we achieved 49.1% of students achieving a Grade 4+ and 30% of students achieving a Grade 5+ at GCSE English Language. We are rightly pleased with our GCSE English Literature results (69.9% 4+, 48.4% 5+), and recognise that there is some way to go with English Language and some key groups.

Our work with the students is underpinned by a set of core values that establish our strategic actions and future steps. In brief, these are:

That every student has a right to be inspired and interested in the fantastic literature available to them. Literature is a reflection of a society's development of thought and expression, and is a fundamental part of who we are as a culture.

That every student has the right to develop their skills of self-expression, both in terms of accuracy and creativity. Self-expression is a basic human right, and is enshrined in our laws and culture.

That every student can become a critical reader, understanding a variety of texts, and able to read between the lines. Language is a key part of a society's culture and again part of who we are.

That every student has the right to excellent focused study that means they can achieve to beyond their full potential. Education and qualifications are key to ensuring pupils have choices and access to the next level of their personal development.

Key Stage 3
We teach all students in mixed ability groups at KS3. The course is based on great pieces of literature and is intended to improve students' cultural capital and understanding of the wider world. We aim to inspire our pupils and instil a love of reading and the classics before they reach GCSE. Students are assessed to an internally established mark scheme that dovetails with GCSE, ensuring that they are "GCSE ready" by the time they reach the end of Year 9.

Key Stage 4
We follow the AQA GCSE course. We teach mainly the Literature course in Year 10 so as to engage students and to develop really important skills in reading and analysis.

GCSE Film Studies and GCSE Media Studies is also offered at KS4.

Key Stage 5
We currently offer A Level English Literature (Edexcel) and A Level English Language (OCR). We have an experienced team of A Level teachers who routinely deliver strong outcomes. Our results in 2017 were pleasing and are a testament to the work that we do.



PRIMARY PHASE AT TDS

Our Primary School opened in September 2015 with two Year R classes and one Year 1 class. Each year we intake two forms of Year R children, becoming full in September 2021. The school is a bright and modern learning environment with a caring and engaging feel. A skilful, dynamic and personalised approach to teaching has led to consistently outstanding outcomes overall for all groups of children.

A highly skilled staff works as a team to drive learning skilfully forward through specifically chosen, proven high quality teaching methods. Highly effective targeted teaching, innovative groupings of children, swift intense intervention, high expectations for challenge, progress, presentation and feedback as well as close relationships with parents ensured that all groups of children achieve exceptionally well.

Every child's day in primary is planned in a very meticulous, yet creative way, to ensure that all children are constantly learning and maximum use is made of time. Core subject teaching is not fragmented, but is instead skilfully integrated across a child's day, ensuring children are given many opportunities to apply effectively and embed skills learnt. The integrated approach to each day ensures more time for children to gain hands on experiences, have more problem solving/research tasks and therefore learn in greater depth.

Specialist teaching from primary and secondary staff in Spanish, French, music, dance, science and P.E. greatly enhances skills at a much younger age than expected. Specialist teaching will increase year on year ensuring a seamless transition into Year 7. Our organisational model means we can provide a dynamic all-through education, ensuring that there is clear continuity through all stages of learning. We look forward to developing this relationship year on year.

We are dedicated to developing fully the whole child. Children say that they feel cared for and successful in their learning. They say that they enjoy coming to school, they like learning and that they are expected to work hard. Children also feel that any behaviour that does not match the school expectations is dealt with immediately. Protective behaviours are explicitly taught across the year using the school's own innovative iSafe Programme. Children demonstrate through questioning that they know how to keep themselves safe in a variety of situations.



SIXTH FORM AT TDS

A relentless approach to student focused achievement and progress is what specifically drives in Sixth Form. The Sixth Form has increased in capacity over the last few years, with a wide range of level three academic and vocational subjects. There has been a record number of Russell Group successful applicants, with over half of our grades at A*-B, with 1/5 grades being A*/A. We are above national average for progress and have a 53% increase in A Level entries since 2014. 75% of our Year 13 attended university this year, with 22% at Russell Group institutions.

Our students believe their best interests are at the heart of all that we do, and have recently said that 'it is the best they could wish for.' We have excellent programmes for enrichment, including EPQ, and Sports Leader. We are a leading school for Core Maths and have an extensive work experience programme.

Our Sixth Form is an integral part of the whole school community and the students in all year groups benefit from our focus on role modelling and mentoring.

Our Sixth Form study centre offers opportunities for both independent and supported study, and staff is always available to offer academic support. All students undertake engaging and meaningful enrichment activities, and we encourage students to take on roles of responsibility within the school community, such as Head Student Team, Student Voice, Peer Mentoring and Curriculum Support.

We also recognise that education is not solely based on achieving those vital qualifications, but also about becoming a confident young adult. We offer high quality pastoral care, careers guidance, and Higher Education support so that our students are fully informed of the wealth of opportunities open to them in the future. We are ambitious for our students, and our expectations of conduct and commitment are high.

Our Sixth Form is a place for students who want to work hard and realise their potential, and we are proud to support them on their journey.





NORTHAMPTONSHIRE

Northamptonshire is a great place to live and work with a future, promising huge investment and growth in the area.

Northamptonshire's prime position is not only a key factor in the development of the county's economy but also a catalyst in helping it remain one of the fastest growing counties in the UK. Located halfway between London and Birmingham, with easy access to the M1 motorway, Northampton is ideally placed for getting around the country. Furthermore both the Midland and West Coast Main Lines pass through the county.

Exciting times are ahead for Northampton with 20 new projects that will shape the future of the town in a multi-million pound investment. The Northampton Alive programme of regeneration includes more than 40 projects. Initial infrastructure works have commenced which will create a confidence and contribute to Northampton's future prosperity.

The county of Northamptonshire is famously known as "The Rose of the Shires", but is also referred to as the county of "Spires and Squires". Rural Northamptonshire is renowned for its picturesque villages and is a fantastic place to live or visit. Separated by miles of rolling countryside and surrounded by hedgerows and dry stone walls, the villages are a mix of styles and periods. Lime, sand and iron-stone cottages and manors contrast with Victorian red brick houses and the area's industrial canal heritage is evident in some villages along the Grand Union Canal.

Travel and Relocation Expenses
Reasonable interview and relocation expenses will be considered on an individual basis. Notification of claim must be made within the first month of joining the school. If a member of staff resigns/leaves before the end of the first term of the claim, a payment, determined by the Chair of the Board of Governors, will be returned to the school.

If you require overnight accommodation there are many hotels in the area, below are a few suggestions:

Hopping Hare
18 Hopping Hill Gardens, Duston, NN5 6PF
www.hoppinghare.com

Premier Inn
Northampton Road, Harpole, NN7 4DD
www.premierinn.com





BENEFITS OF WORKING AT DUSTON

The school offers competitive working conditions and packages, including:

- Westfield Healthcare Plan.
- A laptop.
- Free on-site parking.
- A sensible approach to marking.
- Two faculty away days per year for departmental planning.
- A school meeting calendar that privies year team and faculty meeting time.
- A strong school culture.
- A centralised approach to student care and detentions.
- A knowledge rich curriculum.
- A sensible approach to emails, with no work emails sent at weekends and during the Christmas, Easter and Summer breaks.
- A strong stance on staff CPD, with a real focus on staff subject knowledge.

For teaching staff

- Membership of the Teachers' Pensions Scheme.

For support staff

- Membership of the LGPS pension scheme.
- Generous Holiday entitlement, including bank holidays (or pro-rata of) which increases with service.
- Non-contractual discretionary days leave for school shutdown over Christmas.



Useful Information Links

Ofsted Report
www.reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138214

Department for Education performance table
www.compare-school-performance.service.gov.uk

The Duston School
www.thedustonschool.org