



**Information & Application Pack
Teacher of English**



Brookvale Groby Learning Campus



Welcome from the Headteacher

Thank you for expressing an interest in the role of Teacher of English at Brookvale Groby Learning Campus. This is an exciting time to join our campus and we look forward to working with a new member of staff who will share our ambitious vision, “Valuing Everyone, Achieving Excellence”.

The campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to a single academy trust from September 2019. Our founding schools were Brookvale High School, an ‘outstanding’ 11-14 high school, and Groby Community College, a 14-19 upper school graded as ‘good with outstanding features’. Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provisions.

We have a strong ethos of valuing everyone and achieving excellence for all. We set very high standards for our students and ourselves, we work hard, we look after each other, and we are committed to professional learning for all staff. As a consequence, the motto we use on a daily basis with our young people is to work hard, be kind which we feel symbolises the culture we aim to create on campus.

We have a spacious semi-rural campus location and most of our students live in the surrounding villages with some travelling from Leicester and its western suburbs.

We hope the documents provided help you to gain a feel for the school, but if you’d like to find out more, then please contact Tracey Malsbury - tmalsbury@brookvalegroby.com or telephone 0116 2879921, in the first instance.

All of the documents to support this application process are available on our website, www.brookvalegroby.com.

We would like to thank you again for your interest in the post and we look forward to receiving your application. Please do note however that, to adhere to our Child Protection and Safeguarding procedures, CVs are not accepted as a form of application and are not put forward to the shortlisting panel. If you have not heard from us within 2 weeks of the closing date, then please take it that on this occasion your application has not been successful. If this is the case, then we thank you for your interest, and for the time spent applying.

Yours sincerely

A handwritten signature in black ink, appearing to read 'W. Teece'.

Will Teece
Headteacher



Visions, Values and Ethos

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.

Our Vision

Valuing Everyone, Achieving Excellence

Our Motto

Work Hard, Be Kind

Our Core Values

Community, Aspiration, Resilience, Excellence





Testimonials

Emails from parent during Covid pandemic:

I just wanted to acknowledge and thank you for all the ongoing engagement with students and communication with us as parents during this very difficult time. I can only imagine how much additional work this has generated for all the staff at BGLC, and it is greatly appreciated - we have felt very well informed throughout. As parents who both work full time we are not able to very closely supervise our sons during their home schooling, but we have seen how much engagement there has already been from their teachers, and I think/hope this will keep them on the right track! Many thanks again to all of the staff at BGLC.

I just wanted to send a quick "well done" and "thank you" to all your staff. I have 2 children at BGLC and I am very impressed with the lockdown learning that they have received this week. Thank you to your teaching staff for keeping them engaged in learning. In these challenging times, keep up the good work all.

Extract taken from email correspondence, following a tour of the school by a prospective parent:

I would just like to say thank you for the time spent with me today on my tour of the campus, and state how impressed I was with the school. There seems to be a very calm, relaxed and organised approach to how the school operates, and I believe that obviously shows in the way your students behave.

Written comments from parents following Open Evening:

I just wanted to write to say what a credit the students were to your campus last night. They were very helpful, polite and informative. I was in awe of the two students who spoke so confidently in front of a hall full of parents – what a talent to have at such a young age. The staff were all lovely too! We definitely left with a very positive view of the campus.

Written comments from parents following Year 11 Progress Evening:

'All the teachers I have met tonight know my son very well. I think all of them are interested and care about his progress.'

'All 3 of our children have thrived through the support that the school has given them, so happy with their education.'

'The school is excellent, helping my child progress and I would recommend it.'

Year 10 student:

In my opinion, the teachers that teach me are very patient in the sense that if I don't understand something, they will try their best to ensure that I grasp that piece of knowledge whether it be by a diagram or an acronym etc. Another great thing about the school is that we have so many facilities so that we can excel in whatever we may want to do.

Year 7 student:

'At our school we have amazing facilities and most importantly, very supportive staff!'

'Students feel safe at BGLC'.

'We are rewarded for hard work'.

'We are listened to and supported by the teachers and staff'.

Extract of letter from staff member:

'I have had the most positive experience and have enjoyed every day of it. I have worked in schools for the last 10 years and have never worked anywhere like this. From day 1, I have felt part of something amazing and special... the school has such a positive atmosphere and nothing has been too much trouble for anyone. I am sad to leave, but now have a great basis for my career ...although I think it will be hard to find a school as good! I wish you continued success and maybe one day we'll meet again!'



Why work at BGLC?

✓	✗
<ul style="list-style-type: none">● Fully resourced curriculum for KS3-5● Clear / Evidence informed approach to teaching through our “Model of Expert Teaching”● Clear CPD pathways to support every career aspiration● Simple QA process through our Developmental Drop Ins● Simple approach to home learning - 20/20/20● Centralised behaviour system with● Friendly supportive community● A commitment to staff wellbeing - evidenced by our workload charter● Professional learning community - looking at the most impactful pedagogy● Strong SLT presence● Amazing campus	<ul style="list-style-type: none">● No disruption to lessons permitted● No fads - We have a plan and we stick to it● No individual lessons plans● No high stakes observations● No gimmicks● No unnecessary marking of students’ classwork - simple and effective whole class feedback prioritised● No excess data analysis or data inputs● No lengthy written reports● No stagnancy or complacency● No excessive after school meetings





Faculty Information

'Progress in English is Outstanding' – Ofsted

Teamwork is one of our key strengths and we believe that this lays the foundations for successful learning within all of our subjects, both pre and post 16.

The team within the English Faculty works enthusiastically and energetically in a continual effort to get the best out of all students regardless of their abilities. Our focus is on challenging and stretching all students: we continually reappraise practice, thinking creatively about new approaches. Most recently we have focused on how to use retrieval practices to ensure that students see learning as a continual journey. One of our strengths in the faculty is the ability to question in a supportive and challenging way; we also encourage greater independence, and develop critical thinking. All approaches and resources are shared with each other through a team Google Drive, and we have regular faculty meetings to share ideas and discuss teaching and learning strategies. Meeting with students outside of class is a natural extension of our work with them.

The team currently comprises thirteen English specialists and three dedicated teaching assistants. At GCSE we teach (AQA) Language and Literature as two separate qualifications to all students, offering GCSE Media as an option. At P16 we offer Language, Literature and the OCR Certificate in Digital Communications. There is a broad range of teaching experience and expertise in the faculty; training and personal development of each teacher is of central importance to us. We work closely with graduate teacher and student teacher programmes. We are particularly proud of our Campus Library which also falls under the management of the faculty, working closely with the library team to promote reading and literacy.

The Faculty has a long history of academic success at both GCSE and A level. We set ambitious targets for ourselves. Our students consistently achieve exam results which reflect their hard work and our dedication to ensuring that no child knowingly under-achieves.

The team teaches the majority of its classes in an English suite of 11 rooms over 2 drops either side of the library. There are three English offices, two of which are shared between TAs and teachers. All rooms within the Faculty have data projectors, whiteboards, and visualisers.



Teacher of English 11-19 Full time from August 2022

Required for an August 2022 start, we are seeking to appoint an enthusiastic, committed, inspiring and well qualified teacher of English across the 11-19 age range. A willingness to teach Media Studies will also be welcome.

The Brookvale Groby Learning Campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to an 11-19 school from September 2019. Our founding schools were Brookvale High School, an 'outstanding' 11-14 high school, and Groby Community College, a 14-19 upper school graded as 'good with outstanding features'. Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provisions.

Our Vision is "Valuing Everyone, Achieving Excellence", and we are committed to supporting the professional learning of all our staff. All members of the teaching team are expected to engage in deliberate practice to develop their teaching skills throughout the time they are employed on this campus.

The English, Media and Literacy faculty forms a central place on our campus. All students study (AQA) Language and Literature as two separate qualifications with GCSE Media also being offered as an option. The faculty also offers popular A Levels in English Language, Literature and the OCR Certificate in Digital Communications.

Both newly qualified and experienced teachers are encouraged to apply.

Visits to the campus are very welcome. For further details or to arrange a visit to the campus please contact Tracey Malsbury on 0116 2879921 or email tmalsbury@brookvalegroby.com.

Closing date: Friday 13 May at 9.00am

Interviews to be held within one week of the closing date

The Brookvale Groby Learning Campus are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Applicants must be willing to undergo appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service.



How to apply

Completed applications should be returned to tmalsbury@brookvalegroby.com.

Or by post to

**F.A.O. Tracey Malsbury
PA to Headteacher/SLT
Brookvale Groby Learning Campus
Ratby Road
Groby
Leicester LE6 0FP**

Queries

If you have any queries on any aspect of the application or need additional information please contact Tracey Malsbury, PA to Headteacher, on the above email address.

Thank you.





JOB DESCRIPTION

Post title	Teacher of English 11-19
Job purpose	<ul style="list-style-type: none"> ● To provide the highest quality teaching and learning in order to raise standards of attainment and progress to meet campus targets. ● To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. ● To facilitate learning experiences which provides pupils with the opportunity to achieve their individual potential. ● To enable each student to develop personally in line with the campus aims of <i>Valuing Everyone, Achieving Excellence.</i>
To whom the post holder reports	<p>The post holder is accountable to:</p> <ul style="list-style-type: none"> ● Headteacher <p>Responsible to:</p> <ul style="list-style-type: none"> ● Faculty Leader for all subject teacher matters
Duties and responsibilities specific to the post	<p>Responsibilities: Teacher</p> <ul style="list-style-type: none"> ● To undertake teaching commitments in accordance with curriculum and timetable requirements across the campus. ● To teach other subjects as and when required by the needs of the timetable and as directed by the Headteacher. This will be negotiated in accordance with the skills of the teacher. ● Prepare students effectively for qualifications and external examinations. ● To fulfil the roles and responsibilities of tutor to a vertical group of students and support students on an individual basis through academic or personal difficulties. To act as a mentor to specific members of the tutor group in order to raise achievement. ● To take responsibility for personal CPD and to participate in campus and external CPD activities by negotiation. ● To undertake all of the requirements laid down by the campus Growth Management Policy. ● To participate in faculty/department and campus meetings. ● To participate in parental consultation/student progress afternoons and evenings ● To participate in the duty rota as instructed. ● To fulfil the “Professional Standards 2012” as laid down by the DfE: <ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge students – safe and stimulating environment. Set goals and challenge students of all abilities and backgrounds. Demonstrate positive attitudes, values and behaviours. 2. Promote progress and outcomes by students - accountable for attainment, progress and outcomes. 3. Demonstrate good subject and curriculum knowledge – including literacy and numeracy. 4. Plan and teach well-structured and engaging lessons – including setting regular homework as per the campus policy. Selecting and using a range of different learning resources and equipment, including ICT and where possible the use of interactive whiteboards. 5. Adapt teaching to respond to the strengths and needs of all students – including differentiation / needs of SEND students. 6. Make accurate and productive use of assessment – using data/markings accurately/ giving feedback to students on how to improve/maintaining records of students' progress and development 7. Manage behaviour effectively – establish rules/routines. Promote positive behaviour. Have high expectations. 8. Fulfil wider professional responsibilities – make a positive contribution to the ethos of the campus. Take responsibility for own professional learning.



UPS/Expert Professional Responsibilities (if applicable)	<ul style="list-style-type: none">● Ensure own standards of teaching and learning are at least good or outstanding in order to be a leading professional in the campus.● Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.● Other responsibilities to be determined by the Headteacher and Line Manager or as part of TLR responsibilities.
Generic duties and responsibilities	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none">● School policies and guidelines on the curriculum and school organisation● LA policies adopted by the campus● The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment● Common core of skills and knowledge for the children’s workforce.● All teachers have a responsibility for safeguarding the welfare of children and young people he/she is responsible for or comes into contact with. <p>The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.</p>



PERSON SPECIFICATION

ESSENTIAL	DESIRABLE	CRITERIA Assessed By
<p><u>Qualifications</u> Degree in relevant subject Post Graduate Certificate of Education</p>		Application Form/CV Application Form/CV
<p><u>Training & Experience</u> Recent successful classroom experience at KS3 and KS4. For NQTs this includes teaching practice Proven commitment to own professional development</p>	Classroom experience at KS5	Application Form/Letter/Reference Application Form/Letter/Reference
<p><u>Knowledge</u> Knowledge of subjects applicable to KS3, GCSE and AS and A2 specifications Understanding the role of assessment within the subject area</p>	Knowledge of teaching pedagogies	Interview/Reference Letter/Interview
<p><u>Skills</u> Ability to work with students and staff in a supportive and challenging way Ability to motivate and enthuse students, including disaffected and reluctant learners Ability and enthusiasm to work with students in mixed ability groups Effective interpersonal skills Good written and oral communication skills Effective organisational and administrative skills Ability to contribute to the strategic management of relevant teams through discussion and debate</p>	Ability to use ICT both in the curriculum and as an administrative aid	Reference/Letter (<i>Observation of teaching at interview</i>). Letter/Interview (<i>Observation of teaching at interview.</i>) Letter/Interview (<i>Teaching observation at interview</i>) Interview/Reference Letter/Interview Reference Interview/Reference
<p><u>Attitudes and attributes</u> Open-mindedness and commitment to co-operate with both students and staff Willing to work in an inclusive way to support all students to achieve their potential Able to create a positive working environment through display of students'</p>		Reference/Interview Letter/Interview Reference



<p>work and celebration of students' achievements</p> <p>Able and willing to work with leaders and all colleagues in relevant teams in a co-operative, supportive and enthusiastic way</p> <p>Flexible, resilient and reliable</p> <p>Resourceful and innovative thinker</p> <p>Must contribute to the shared resource system</p>		<p>Letter</p> <p>Reference/Letter</p> <p>Reference</p> <p>Interview/Reference</p>
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