



JACK HUNT SCHOOL (TRUST)

A Specialist Language and Sports College

Bradwell Road, Peterborough, PE3 9PY Tel: (01733) 263526 Fax: (01733) 330364 web: www.jackhunt.net email: info@jackhunt.net
CEO Peterborough Keys Academies Trust and Headteacher: Ms P J Kilbey, BEd (Hons) PG Dip Ed NPQH
Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH Deputy Headteacher: Ms A M Ford, MA (Hons) Cantab Med PGCE AST

Welcome Letter from the Headteachers

September 2021

Dear Applicant

Application for post of Deputy CAL English

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Thank you very much for your interest in the above vacancy. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

Our priorities as a school are to continue the laser sharp focus on raising attainment and improving progress whilst providing a caring and aspirational environment for our students where they are given a range of opportunities to experience and excel in. We are an inclusive, truly comprehensive school committed to achieving the best outcomes for all our students. We want them to achieve more than they themselves thought possible.

We have won a number of Awards for our work, especially the exceptional progress our students make from their starting points; our students attend Russell Group Universities; represent England and Great Britain in a range of Sports; and contribute positively to the school and wider community. The successes we have had and the excellent reputation we have in the City has been as a result of the relentless hard work of the entire staff body.

In this post we are seeking someone who is keen to develop professionally and who is prepared to work in a collaborative way with colleagues. Individual contribution to teamwork and a positive 'can do' outlook is essential.

Our selection criteria for the post are clearly outlined in the documents on the school website for applicants. If you do truly want to make a difference to the lives and aspirations of our students and if you aspire to work in a supportive, professional environment with a learning and reflective culture, we would be very pleased to receive an application from you.

Yours sincerely

Ms P J Kilbey
Headteacher
CEO for Peterborough Keys Academies Trust

Ms K Simpson-Holley
Headteacher





Jack Hunt School (Trust)

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Bradwell Road, Peterborough, PE3 9PY
Tel. 01733 263526 Fax 01733 330364
email info@jhs.pkat.co.uk
website ~ www.jackhunt.net

CEO & Headteacher: Ms P J Kilbey, BEd (Hons), PG Dip Ed, NPQH
Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH
Group 8 (11-18), Roll 1766 (206 in Sixth Form)

“A securely good school” – Ofsted January 2017

DEPUTY CURRICULUM AREA LEADER ENGLISH (TLR 2b - £4,657)

Required for January 2022 a well-qualified and enthusiastic Teacher of English to join a successful and well-resourced curriculum area.

If appointed, you will be helping lead a department which plays a significant role in the combined figure for the School; has an excellent uptake for its A level courses; is forward thinking and innovative; and is committed to collaborative working.

We are seeking to appoint an experienced teacher with an excellent track record of improving results who will help lead our English Curriculum Area into its next phase of development.

We welcome applications from experienced teachers, especially professionals aspiring to becoming a Curriculum Area Leader. The successful applicant will play a key role in the continuing development of learning and teaching in English.

Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational, comprehensive school with outstanding community cohesion.

The school provides an exceptional in-house CPD programme to enhance career development. If you want to truly make a difference to the lives and aspirations of our students we look forward to hearing from you.

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Further details and how to apply are available on the Jack Hunt School website: www.jackhunt.net/careers

Closing date: Monday 27 September 2021 at 9.00 am



A founder member of the Peterborough Keys Academies Trust registered in England and Wales as Company Number 1108321



THE ENGLISH CURRICULUM AREA

English is taught by a dedicated team of teachers who strive to best prepare our students for the future by developing awareness of the world around us, aspiration for the future and excellence in English.

The curriculum area works collaboratively as a team and supports each other so we can get the best from ourselves and our students. We constantly seek opportunities to improve in order to enhance the progress our students can make. As a team, we share our views for all to have a voice and find solutions to any barriers to learning and progress. To ensure there is recognition within the team, we regularly celebrate our successes, no matter how small.

We deliver a knowledge-engaged and challenging curriculum that aims to build student confidence, progress and attainment, and will lead our students on a journey to success, both academically and through personal growth. To support this, we are conscious of cognition and apply our understanding of cognitive science in our curriculum. We also believe that our students should be exposed to a wide range of voices, particularly at KS3, and have the opportunity to experience as many narratives as possible by using Adichie's message in *The Danger of a Single Story*.

For KS3, students learn in mainly mixed ability classes with the underlying belief that readers are writers and writers are readers; therefore, we do not separate reading and writing skills, but see them as a combination to enhance each other. To enhance the knowledge and skills of our students, we take them on a journey through the history of English before focusing on critical moments in greater depth.

For KS4, students study AQA GCSE English Language and Edexcel English Literature, again in mainly mixed ability classes. Our study of the GCSE content commences at the beginning of year 10 by developing the knowledge students need to be successful in their GCSEs, from the literature texts to the knowledge that underpins the skills required to be successful.

We also offer A levels in both English Literature and English Language and Literature and actively promote these throughout our curriculum. Offering English beyond KS4, and supporting university applications to English based subjects, is very important to us and will continue to be part of our provision.

In terms of the leadership structure for English, we currently have the following:

- ✦ Curriculum Area Leader
- ✦ Deputy Curriculum Area Leader
- ✦ Responsibilities in English x 2.

Other allowances are held by other teachers in the curriculum area for responsibilities which are not English specific.

The curriculum area has its own suite of classrooms in a new block and its own office space. As part of our school's innovative approach, we have introduced iPads into our classrooms

this year with all of KS4 and 5 utilising these within lessons by the end of the year and plans for KS3 in the future. We use Bedrock learning, myON and the full suite of Apple and Microsoft programs to enhance the learning experience of our students.

The curriculum area works closely with the Learning Support Team and also runs successful intervention programmes with the support of a full time HLTA. Where possible this intervention programme supports students in their class but we also provide small group and one to one support as required.

English are committed to delivering an exciting and challenging curriculum that enthuses our students and promotes lifelong learning and a love for literature. We are keen for students to experience our subject beyond the classroom and look forward to the time where we can enjoy trips and visits to widen cultural capital and enhance the bond between our students and our subject.

JACK HUNT SCHOOL

JOB DESCRIPTION

Post:	Deputy Curriculum Area Leader - English
Allowance:	TLR 2b
Accountable to:	Curriculum Area Leader - English
Date reviewed:	March 2017

The following job description refers to the main duties and accountabilities of a Deputy Curriculum Area Leader in English. In respect of these duties the Deputy Curriculum Area Leader in English is accountable to and supported by the Curriculum Area Leader of English.

Purpose of the job

The role of the Deputy Curriculum Area Leader in English is to assist the English Curriculum Area Leader in ensuring that high quality teaching and learning are promoted and supported within the Curriculum Area, to ensure all students can achieve their potential.

1. **Teaching, Learning and Standards**

The main accountabilities are to:

- ◆ use attainment data provided by the school (SATs, NFER, YELLIS, ALIS, ALPS, SIMS) to assist the English Curriculum Area Leader in monitoring the progress of students taught in English. Ensure that effective use is made of the data to set targets for achievement in the department.
- ◆ to assist in monitoring the progress of students and identify underachievement ensuring programmes of support are in place to maximise the potential of all students
- ◆ to ensure that individual learning targets are set for all students across the Key Stages of responsibility.
- ◆ to support the English Curriculum Area Leader in ensuring that classroom expectations are enforced across English and that the Positive Behaviour Policy and Rewards Policy to support learning are implemented
- ◆ to support the English Curriculum Area Leader in monitoring and sampling the quality of reports to parents written for the department
- ◆ to support the English Curriculum Area Leader in monitoring and evaluating teaching and learning in accordance with the school policy, including classroom observation and sampling of student work
- ◆ ensure that suitably differentiated work for HPA students is incorporated into schemes of work and work with the HPA Co-ordinator to co-ordinate events and extra-curricular initiatives.
- ◆ co-ordinate links with the Learning Support Department to meet individual student needs within the Key Stages of responsibility.

2. Improvement Planning, Monitoring and Evaluation

The main accountabilities are:

- ◆ to be responsible for all aspects of the Key Stages of responsibility in the English curriculum for planning, organisation, implementation and evaluation, and to liaise with examination boards.
- ◆ to ensure that all course work is completed, marked, moderated and forwarded to the examination board.
- ◆ to set and implement all internal examinations across all the Key Stages of responsibility and report analysis of the results to the English Curriculum Area Leader.
- ◆ to organise and monitor the effectiveness of all Progress and Booster classes for English students across all the Key Stages of responsibility.
- ◆ to maintain up to date spreadsheets/databases of tests and examination scores; to analyse them and give immediate feedback on underperforming students, across all the Key Stages of responsibility.
- ◆ to keep informed of current issues relevant across all the Key Stages of responsibility (English) curriculum and provide information for colleagues during department meetings as appropriate.
- ◆ to liaise with previous key stage teachers to promote continuity and progression in English, particularly the transition from Year 9-10.
- ◆ to plan, monitor and evaluate student feedback in English across students across all the Key Stages of responsibility.
- ◆ to help organise, develop and review the most appropriate 'A' Level course for English.
- ◆ to assist in preparing an annual improvement plan and staff development plan for English in accordance with the school planning cycle and taking into account the school's Strategic Plan and School Improvement Plan

3. Leading and Managing Staff

The main accountabilities are to:

- ◆ to be responsible for deputising for the English Curriculum Area Leader in his/her absence
- ◆ to lead, manage and co-ordinate the work of the team for Key Stages English; encourage the process of team building and provide training and development where necessary.
- ◆ to keep up to date with relevant new developments, liaise with colleagues and provide INSET as required.
- ◆ to assist the English Curriculum Area Leader in allocating teachers to teaching groups and manage staff in the Curriculum Area.

- ◆ to assist the English Curriculum Area Leader in setting students at the end of Year 9 for the GCSE English and Literature courses.
- ◆ to support the English Curriculum Area Leader in overseeing and supporting the professional conduct of English staff. To monitor and advise staff on appropriate professional conduct.
- ◆ to help in the induction of new staff to the department including newly qualified teachers in accordance with school policy and to oversee the work of initial teacher trainees as appropriate.
- ◆ to represent department views through attendance when at appropriate meetings and provide appropriate feedback.
- ◆ to ensure that cover work is provided for classes when staff are absent for the Key Stages English and support the work of Class Supervisors / cover teachers within English.
- ◆ to assist colleagues in managing the behaviour and discipline of students.
- ◆ to assist the Curriculum Area Leader in ensuring the school's Performance Management policy is implemented for all English staff.

4. **Efficient and Effective Deployment of Resources**

The main accountabilities are:

- ◆ to ensure the school's Health and Safety Policy is implemented and monitored in English including appropriate risk assessments when necessary.
- ◆ to ensure that all classrooms and corridors in English have displays of material including students' work that are regularly updated.
- ◆ to oversee the ordering, maintenance and accountability for the teaching and learning resources across all the Key Stages of responsibility (English).
- ◆ to maintain and regularly update the inventory of equipment across all the Key Stages of responsibility (English) and audit on an annual basis.

Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the 'Conditions of Employment of School Teacher' schedule 3 of the Teachers Pay and Conditions Act 1996, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

JACK HUNT SCHOOL

GENERIC JOB DESCRIPTION – PERSONAL TUTOR

Accountable to: Head of House

Date reviewed: July 2008

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The following job description refers to the main duties and accountabilities of a Personal Tutor.

The Purpose of the Job:-

To ensure students' well-being and personal development and learning by collaborating/liasing with other staff and parents and assisting where appropriate in work with external agencies.

The Personal Tutor will receive support from the Head of House and Student Support Officer and the wider pastoral team attached to the House team, to enable these duties to be fulfilled effectively.

The Main Accountabilities are:-

Registration Duties

- To be responsible for the good order and safety of the Form during Lesson 5.
- To complete registers according to agreed school procedure.
- To monitor absences and positively encourage attendance and punctuality and where necessary take follow-up action as per agreed procedures.
- To check uniform, encourage pride in uniform and issue uniform cards where necessary. Persistent refusal to adhere to the uniform policy must be referred to the Head of House.
- To check and sign student planners once each week for parent signature and any relevant communication.
- To communicate information provided from staff briefings and other sources.
- To carry out the planned activity for the day including the 'Thought for the Day' as directed by the Head of House.
- To report promptly to the classroom teacher/Head of House damage to furniture and fittings in the Form room.
- To attend relevant assemblies and monitor behaviour of students during this time.

Monitoring, Support and Assessment

- To have an oversight of the general welfare of students whilst at school and endeavour to follow up any individual personal needs.
- To use student attainment data to track student progress, assist students in setting their personal targets across the curriculum and endeavour to provide support for all students.

- To write reports to parents and ensure they are collated for despatch at the agreed times and the returns are checked where necessary.
- To attend House team meetings.
- To assist in consultation regarding the students, including Individual Educational Plans (IEPs), Special Educational Needs (SENs) review meetings and liaison with outside agencies.

Rewards and Sanctions

- To implement the school policy on positive behaviour.
- To monitor and record rewards and sanctions and report to Head of House.

Liaising with Others

- To liaise closely with Subject Teachers, Head of House, Student Support Officer, Learning Support Department and parents regarding the educational progress, welfare and behaviour of students.

Performance Management/Professional Development

- To liaise with the Head of House about pastoral professional development needs and Performance Management objectives, if appropriate.
- To undertake Professional Development concerned with the role of the Personal Tutor.

Staff Attached to a House

All staff attached to and supporting the Head of House should implement this job description. They should check with the Head of House if they are unsure of their duties.

Note

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APPOINTMENT OF DEPUTY CURRICULUM AREA LEADER FOR ENGLISH (TLR 2b £4,657)

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Post

We are seeking to appoint an enthusiastic, innovative and dynamic teacher to play a leading role in the English Department. We welcome applications from professionals aspiring to becoming a Curriculum Area Leader. We are seeking to appoint an experienced Teacher with an excellent track record of improving results. The successful applicant will play a key role in leading our English Curriculum Area into the next phase of development.

If appointed you will, besides teaching English, join a House team in the school and have responsibility for a Tutor Group. A generic job description for a Deputy Curriculum Area Leader is on the website.

Pay and Conditions of Service

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the 'School Teachers Pay and Conditions Document 2020'. The Trustees have their own pay policy in line with this document.

The successful applicant will be registered with the Teaching Regulation Agency (TRA) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Trustees of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo an Enhanced DBS check and if necessary, a medical examination.

Application Procedure

To apply you will need to go to the Careers Page on our school website www.jackhunt.net/careers and click on the relevant post and then click on the apply now button. As part of the application, you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed in the table below and commenting on:

- Why the position of Deputy Curriculum Area Leader English attracts you and indicate what experience and skills you could bring to the role.

Closing date is Monday 27 September 2021 at 9.00 am.

Thank you in advance for your application. If you have had no response by Friday 8 October 2021 please assume that on this occasion your application has not been successful. We are unable to reply to all candidates who apply for positions in the school to inform them that they have not been shortlisted. However, I hope you will obtain a suitable appointment in the very near future.



Person Specification

Attributes	Essential	✓ Desirable	✓ How Assessed
1. Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Graduate • Evidence of preparation for a management post 		<ul style="list-style-type: none"> • Application form • Letter of application • References
2. Experience	<ul style="list-style-type: none"> • Evidence of successful and effective teaching to the secondary age group • Experience and understanding of teaching a wide range of ability including SEN and Gifted and Talented • Experience of teaching GCSE and AS/A2 Level or equivalent • Experience of implementing systems and processes to monitor and evaluate learning and teaching • Experience of successful strategies for the raising of student achievement/attainment over time • Experience of strategies for the effective management of students • Experience of working successfully with partners in the local community • Experience working with parents and external agencies 	<ul style="list-style-type: none"> • Post-16 experience and understanding of lifelong learning principles • Experience of a multi-cultural school • Experience of a large 11-18 school • Experience of leading policy development and implementation • Experience of Performance Management • Awareness and commitment to achieving key targets within the 14-19 local and national agenda • Experience of evaluating the quality of learning/teaching using Ofsted criteria 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview • Teaching task
3. Knowledge and Understanding	<ul style="list-style-type: none"> • Ability to lead and work in a team • Secure subject knowledge • Ability to motivate staff and students and to convey enthusiasm for learning and teaching • Keep abreast of subject developments • Understanding of equal opportunities issues in schools • Knowledge and understanding of how to enhance literacy, numeracy and ICT in teaching 	<ul style="list-style-type: none"> • Awareness of the importance of Specialist School ethos • Sound knowledge of national policies and developments in education 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview • Teaching task



Attributes	Essential	✓ Desirable	✓ How Assessed
4. Skills and Personal Qualities	<ul style="list-style-type: none">• Enthusiasm, ambition and vision• Commitment to raising achievement, attainment and aspirations of students• Personal and professional commitment to the philosophies of the school• Able to communicate effectively orally and in writing• Ability to form good relationships with students, adults and parents• Proven classroom management skills• Ability to work collaboratively within a team• Ability to be well organised and efficient including completing agreed tasks within set timescales• High level of interpersonal skills• Sound ability to use ICT packages and systems		<ul style="list-style-type: none">• Application form• Letter of application• References• Interview