



TOWNLEY
GRAMMAR SCHOOL



Curriculum Leader for English
Candidate Brochure



TOWNLEY GRAMMAR SCHOOL

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TOWNLEY GRAMMAR SCHOOL

Welcome from Odyssey Trust For education

Welcome to The Odyssey Trust for Education. This is an innovative and exciting development in education. We have brought together a high performing girls' grammar school with a local secondary modern school to collaborate, support and share. Between us we have over 3000 students and cater for a diverse community.

The Trust derives its name from the classical poem by Homer, referenced in the Tennyson poem "Ulysses" which describes the journey home of Odysseus after the Trojan War. He and his crew overcome many difficulties and challenges and the motto of the Trust is taken from the poem:

"one equal temper of heroic hearts"

Townley Grammar School has been successful in supporting social mobility for its students and aspires to extend this to a wider group of disadvantaged young people through providing rich learning experiences, extensive extra-curricular opportunities and aspirational goals for students of both schools.

Together we can successfully overcome the challenges that all schools face and our students' educational journeys can be the foundation for life long and life wide achievement. We are ambitious for our students and believe that ambition is best served by collaboration and mutual endeavour.

The Board of Trustees review each school's vision and establish a Trust Vision and future operating strategy. This review ensures that the strong foundation from each school is consolidated, and that going forward we create an operating platform which ensures that the Trust:

- Delivers the best possible outcomes for young people and the community we serve by raising aspirations
- Increases the opportunities for all, in particular the disadvantaged and most able
- Has strong and effective leadership and governance, and is financially resilient
- Benefits all staff, promoting high quality shared CPD, leading to outstanding teaching
- Is responsive to local, national and global changes

This is a bold new future for Townley Grammar School which has been so successful because of its desire to innovate and embrace change. This collaboration offers increased opportunities for the students of both schools and ensures we remain as one of the top performing schools in the country.

Desmond Deehan BA (Hons) MA Ed FRSA

CEO/Executive Headteacher



TOWNLEY

Welcome from the Head of Townley Grammar School

Welcome to Townley Grammar School, an academically selective and socially responsible girls' school with a co-educational Sixth Form.

Education should inspire students to value learning for its own sake: to take joy from the pursuit of ideas and the struggle to understand. Townley students learn in a stimulating environment where teachers understand how to challenge and where the range of extracurricular opportunities is vast and varied. The latest Ofsted judgement rates us as outstanding, we have been acknowledged with the London Excellence in Music Award and have been highly commended in the DfE Character Awards.

It is our responsibility to draw out our students' talents, to extend their potential and to develop their personal qualities. Our school values resonate in everything we do; our vision is of leading a learning community fostering academic, emotional and physical confidence. We aim to cultivate resilience, courage and compassion; to enhance communication skills; to embrace creativity; and to promote a progressive and outward-looking mentality so that our students are well prepared to make a real difference in their community.

Hard work and dedication are essential for success and so is the development of a work ethic. Success in education as in sport is the result of successive small failures followed by ever increasing challenges. Our students know that everything worth achieving is outside their comfort zone. This learning challenge is what we term Scholastic Endeavour; our students are encouraged to engage in academic study at all levels. It is, in short, the capacity to be inspired to become the very best you can be.

Townley students learn ambition from the original meaning of the word - the Greek root ambit which means "wingspan". Our girls are prepared to spread their wings, embracing opportunities and leading the world they enter. Outward-facing in all that we do, our focus on service, leadership and character education means that Townley students leave us fully prepared for the challenges of the 21st Century. In a world where there are no longer jobs for life and where change is faster than any of us could have imagined, we are preparing our students to navigate and shape the pathways they choose with confidence and creativity. We unashamedly put the wellbeing of our girls on an equal footing with their academic achievements and we are proud to develop intellectually curious, self-motivated and enthusiastic young women.

We run a comprehensive leadership programme for students, which sees them gain confidence, understand leadership styles and equips them to speak in public. Coupled with our focus on character education we facilitate an enviable curriculum offer. Townley promotes intellectual mobility through empowering students to think independently and apply the knowledge they gain within the classroom to the wider world. Our innovative curriculum embeds global perspectives, whilst exciting links with partner schools across the world facilitate opportunities for a wide array of international trips.

With such an education our girls have a duty to grow into young women who desire to improve the world for others; to be the change they wish to see. The girls learn to challenge and question as well as to listen to alternative views. It is why the lines from Tennyson's poem Ulysses resonate with us -

"To strive, to seek, to find, and not to yield."

Nevita Pandya BSc (Hons)

Head of School



TOWNLEY GRAMMAR SCHOOL

School Aims

The school's aims are:

- To inspire and challenge our students through providing outstanding teaching, rich opportunities for learning, and encouragement and support for each individual.
- To create a school community that fosters academic, emotional and physical confidence and where students develop the courage to take risks and the wisdom to learn from their mistakes.
- To encourage in pupils a sense of dignity, integrity, responsibility and self esteem.
- To educate students to be mature, confident, articulate and caring individuals who grow into responsible citizens with a social conscience, able to lead others and act as change agents for a better society.
- To provide students with first class academic qualifications and help them to acquire the attitudes, knowledge and skills to succeed within the world in which they will live.
- To encourage all pupils to have an open mind, a desire to be challenged and a respect for learning, each other and our environment.
- To develop students who are reflective and resourceful with a passion for learning.
- To use the power of creativity and performance to support our students in their emotional development and creative potential.
- To provide an outstanding education based on excellent and imaginative lessons, combining academic rigour with modern technology and creative techniques.
- To balance good order and discipline with the motivational power of praise and celebration.

A Townley student aspires to the following qualities:

- The ability to inspire
- Compassion
- Confidence
- Courage
- Integrity
- Resilience
- Social conscience
- Spirit





TOWNLEY GRAMMAR SCHOOL

Job Description

Post Title:	Curriculum Leader - English
Salary:	TLR 2 - Outer London weighting – possible R&R negotiable: recruitment and retention allowance available to suitable candidate
Department:	English

Core Duties and Responsibilities

Strategic direction and development of English Department provision in the school
<ul style="list-style-type: none">• Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum;• Analyse and interpret relevant school, local and national data relating to English and advise the head teacher on the level of resources required to maximise;• Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision in the area of English.

Teaching and Learning to:
<ul style="list-style-type: none">• Develop a classroom environment and teaching practice which secures effective learning across the breadth of National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behavior and discipline;• Support the identification of, and disseminate the most effective teaching approaches of English for students with SEN and for gifted and able students;• Collect and interpret specialist assessment data relating to English to inform practice;• Regularly monitor progress of English objectives and targets for students from teachers plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;• Work with students, class teachers and learning managers to ensure realistic expectations of students in the area of English.



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Leading and managing staff to:

- Achieve constructive working relationships and establish opportunities for the development of English across the curriculum;
- Provide regular information to the head teacher and governing body on the evaluation of English provision;
- Advise on and contribute to the professional development of staff. Including recommending progression via the Performance Managements process and preparing staff for the threshold and UPS progression.

Effective deployment of staff and resources to:

- Advise the head teacher, SLT and governing body of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency;
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and English department policies.

General

- Take on any additional responsibilities which might, from time to time, be determined;
- To promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.

School specific responsibilities and tasks

- Contribute to whole school strategic direction by full participation in training and planning meetings;
- Take responsibility for holding staff accountable through regular and consistent monitoring of Teaching & Learning and the moderation of Performance Management objectives and reviews.
- Undertake regular work scrutiny, drop-ins and lesson observations each year;
- Ensure all new staff and inducted and monitored and report to SLT on their progress
- Undertake necessary personal development to ensure up to date knowledge and skills
- Act as a role model to other staff in terms of professional conduct.



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Person Specification

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS (Secondary age range) • Degree level qualification 	<ul style="list-style-type: none"> • Further professional qualification • External examination experience 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Proven track record of successful teaching across the ability range • Judged as a “Good” teacher • Monitoring standards - acknowledge excellence and challenge poor performance • Setting and achieving ambitious goals and challenging targets • Recent and successful experience of teaching GCSE and A level in the specialist area 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Application form • Letter of application
Professional Development	<ul style="list-style-type: none"> • Evidence of relevant further professional development 	<ul style="list-style-type: none"> • Experience of leading/ co-ordinating professional development opportunities 	<ul style="list-style-type: none"> • Application form
Knowledge/Special Aptitudes	<ul style="list-style-type: none"> • Knowledge of school improvement methods • Ability to interpret and analyse performance data • Knowledge of the characteristics of good and outstanding teaching and learning • Understanding and commitment to safeguarding procedures • Good use of ICT as a teaching and learning • High expectations of students and the ability to ensure that all students’ needs are met • The ability to build positive relationships with colleagues, students and parents • Understanding of a broad range of current relevant educational issues/initiatives 	<ul style="list-style-type: none"> • Knowledge of successful intervention strategies • Extensive curriculum knowledge 	<ul style="list-style-type: none"> • Interview
Personal Qualities/ Skills and Characteristics	<ul style="list-style-type: none"> • Ability to challenge, influence and motivate others to achieve high standards • Ability to prioritise, plan, organise self and others • Excellent communication, written and verbal • Resilience to an ever changing education agenda • Sense of Humour! 	<ul style="list-style-type: none"> • Willingness to contribute to whole school improvement • Ability to cope calmly under pressure 	<ul style="list-style-type: none"> • Letter of application • Interview



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The application process is being conducted by a team at Academicis, an executive search firm based in Cambridge.

If you would like further information, a confidential conversation, or to arrange a school visit, please contact Academicis;

T: 01223-907-979 E: ote@academicis.co.uk

All applications to be emailed to ote@academicis.co.uk by 12:00 noon Monday 18th March

Shortlisting: Friday 22nd March

Interview Day: Wednesday 27th March



If shortlisted for interview, candidates will be required to bring evidence of qualifications and 3 documents as proof of identity as follows: Passport, Driving Licence, utility bill with address on.

We reserve the right to research applicants on social media platforms and the internet, and the Trust Board may take this into consideration during the recruitment process.