



PRIDE IN OUR SUCCESS

Head of English

Introduction from the Executive Principal



Dear Colleague,

I am delighted that you are interested in a position with The Skinners' Kent Academy Trust.

The Skinners' Kent Academy is a non-fee paying, co-educational, all-ability secondary school. The Academy is funded by the DfE and sponsored by The Skinners' School, a grammar school for boys together with the Skinners' Company, one of the 'Great Twelve' livery companies of the City of London.

The Academy is founded on the principles of a commitment to ensuring high standards and high aspirations, of active participation, an emotionally rich learning environment and an inclusive culture where every child is known and every learner supported.



The main aim of the Academy is to provide the highest quality of education for students, in Year 7 to Year 11 and the Sixth Form. The Academy is committed to both raising and reflecting the aspirations within the local community and in doing so, providing high quality education and social and economic benefits for all.

The Academy moved into its state-of-the-art new building in April 2013 providing truly outstanding facilities, not only for the Academy's students and staff but also for the wider community. The Academy is consistently a popular choice of parents and continues to expand due to the demand for places. Having been oversubscribed in Year 7 since 2014, 60 additional places have been made available Year 7 students to join the Academy from September 2019 taking numbers from 180 to 240 in the year group and again for 2020. We are delighted that even more students are able to benefit from the exceptional learning environment and opportunities the Academy provides.

In September 2015 the Skinners' Kent Primary School opened and became part of the Trust, relocating to its new site at Knights Wood and is the newest member of The Skinners' family of Schools.

Our schools are supported by an experienced specialist Trust Central Team, providing high quality Finance, HR, Estates, Catering and IT support which ensures smooth running and cost effectiveness. Our Governors seek to ensure that all our young people receive a truly inspiring education and their support, challenge and expertise is greatly valued.

We aim to find and develop everything that is exceptional in each child and let it flourish within a framework of high expectations. We strive to motivate and inspire our students to achieve of their very best and to set course on the brightest of futures. If you have similar aspirations for young people and want to work within a dynamic learning environment where innovation and collaboration are valued, staff development and wellbeing an integral part of the way we work and where the highest standards of everyone in our school communities are expected at all times, then we would be very interested in receiving an application from you.

Dr Hilary Macaulay
Executive Principal
The Skinners' Kent Academy Trust

The Skinners' Kent Academy Trust



The Skinners' Kent Academy Trust is supported by its original sponsor The Skinners' School, a grammar school for boys in Tunbridge Wells, and the Skinners' Company, one of the original 'Great Twelve' London livery companies.

The Skinners' Company has long experience of establishing, running and supporting excellent schools, notably in West Kent. The Company is now responsible for seven schools: Tonbridge School, The Judd School in Tonbridge, The Skinners' School, The Skinners' Kent Academy (SKA) and Skinners' Kent Primary School (SKPS) in Tunbridge Wells, Skinners' Academy in London and The Marsh Academy in Folkestone. Skinners' Kent Primary School, which opened in September 2015 is the newest school in the family. It is part of The Skinners' Kent Academy Multi Academy Trust, set up in 2015 to incorporate the primary school with the secondary academy. It opened initially on The Skinners' Kent Academy site, but moved to its own new building in the North Farm area of Tunbridge Wells in September 2016.

The Skinners' Kent Academy is an International Baccalaureate World School, currently offering the Middle Years IB programme (MYP) and the International Baccalaureate Career-related Programme (IBCP).

Skinners' Kent Primary School works alongside The Skinners' Kent Academy to provide an all-through IB ethos by delivering the International Baccalaureate Primary Years Programme (PYP). The Academy also provides support and specialist facilities to the Primary School. The IB is underpinned by a philosophy and determination to develop internationally minded people who recognise everyone's common humanity and are ready to share responsibility to create a better, more peaceful world. The IB Learner Profile is at the heart of our educational philosophy and encourages our pupils and students to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open minded, well balanced and reflective.

The Multi Academy Trust (MAT) is governed by a MAT Board, the majority of whose members are also members of the Skinners' Company. The MAT Board determines the vision and strategy for the Trust, and has responsibility for its financial security and probity as well as ensuring the organisation provides excellent value for money in delivering an outstanding education for its students and pupils. Four Committees support the work of the MAT Board, and these comprise a MAT Staffing and Pay and a MAT Finance and Resources Committee as well as a Local Governing Body for both SKA and SKPS.



Our vision and values



The Skinners' Kent Academy Trust is founded on the principles of a culture of high standards, high aspirations and active participation, an emotionally rich and inclusive learning environment where every child is known and every learner supported.

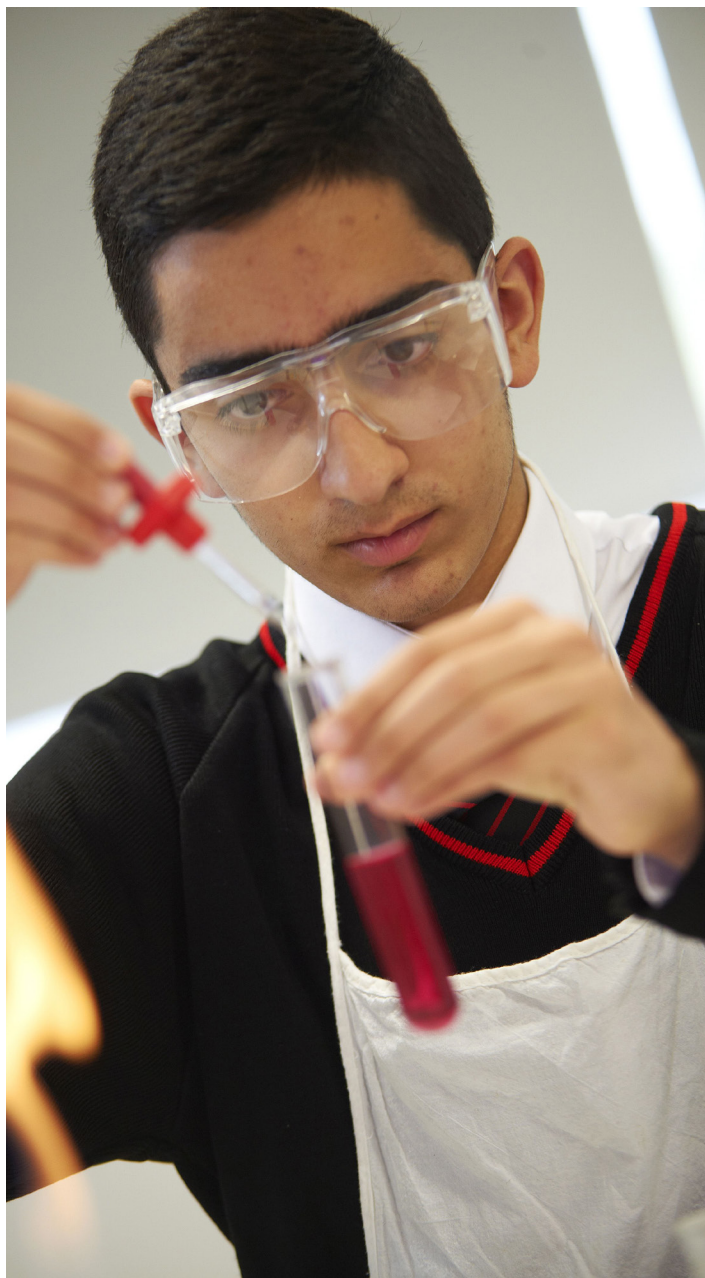
We take pride in our success and to achieve this we set high standards with clear expectations. We focus on encouragement, underpinned by good discipline.

Our mission is clear – to develop a passion for learning and achieving. The Skinners' Kent Academy Trust seeks to create, develop and maintain an education that focuses on providing opportunities for success for all and celebrating

the achievements of everyone in all aspects of life within the Trust. In particular we wish to support young people to recognise the potential that they have, and then to fulfil that potential through every stage of their learning journey.

Staff, students and parents work together to ensure that pride in our success means:

- pride in our **work**;
- pride in our **behaviour and attitude**;
- pride in our **attendance and punctuality**;
- pride in our **uniform and the way we look**;
- pride in a **commitment to learning and achievement**; and
- pride in our **contribution to our community**.



Royal Tunbridge Wells



Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.

Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and



East Sussex, ancient woods and open heaths. The area is well known for its world-famous gardens, fairy-tale moated castles and mellow country manors. The coast is also a short drive south. Tunbridge Wells is at the hub of a series of roads, the primary ones being the A26, which runs from Maidstone to Newhaven; the A264, which runs from Five Oaks to Pembury (via Crawley and East Grinstead); and the A267, which runs south from Tunbridge Wells to Hailsham. The A21 passes to the east of the town, following the route of its turnpike ancestor, from London to Hastings.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.



English

Within the English department there are colleagues with a wide range of teaching and life experience; some beginning their careers and others have worked in a range of different schools, locally, in other parts of the UK and overseas.

In Years 7, 8 and 9 our curriculum is inspired by the International Baccalaureate (IB) Middle Years Programme (MYP), combining the study of language and literature in themed termly units. Our aim is to promote reading and to develop comprehension, analysis, writing and speaking skills through varied and engaging texts and activities. Our students are assessed against the four MYP criterion for Language and Literature; Analysing, Organising, Producing text and Using language.

In Years 9 and 10 we prepare our students for the WJEC (EDUCAS) GCSE in English Literature. This includes the study of a Shakespeare Play, a nineteenth century novel, a post 1914 novel or play, an anthology of poetry and unseen poetry. At present, the GCSE Literature examination is taken at the end of Year 10. In Year 11 students are taught and practise the understanding and skills for the WJEC English Language GCSE.

From September 2021, English Literature and Language will be taught simultaneously across both Year 10 and 11, with both examinations being sat at the end of Year 11.

In the Sixth Form students follow the IB English Language and Literature course. Within the parameters of the IB Learner Profile, the IB approach to teaching and the subject brief we are able to create our own course, and students have the opportunity to investigate their individual interests in the subject.

In Year 7 to 11 the cohort are divided into two bands, within each band there are four sets. In the Sixth Form there is one Language and Literature group in Year 12 and one in Year 13.

Teachers in the department each have their own teaching room. There is a departmental work room in which each teacher has a desk facilitating opportunities for sharing good practice and pedagogical discussion. The department is well resourced, with all English teaching and assessment resources shared folder on the Academy network.

Frequent visits, theatre trips and events form part of the enhanced curriculum of the English department including our annual Book Week.

The English department is proud of playing a large part in developing our students' cultural capital and understanding the role English has in developing a lifelong love of learning.

Head of English

Salary: TLR1 (£7,853 to £13,288 depending on experience)

Responsible to: Vice Principal, Curriculum Progress and Learning/ Head of Faculty

1 Job purpose

- To raise standards at the Academy through the delivery of the Academy Improvement Plan
- To contribute to the overall leadership and management of the Academy
- To support actively the vision, ethos, culture and policies of the Academy and to take corporate responsibility for delivering this vision
- To be responsible for the academic learning and progress of students and work to identified key performance indicators in this regard
- To lead in areas of core responsibility, as designated by and agreed with the Vice Principal Curriculum Progress and Learning
- To develop a first-class, broad and balanced English department that will raise standards and have a positive impact on the student experience and their learning
- To work to the professional duties set out in the School Teachers' Pay and Conditions Document and meet all requirements as appropriate in the Teachers' Standards.

2 Key responsibilities

- To agree, monitor and evaluate English student progress targets, which make a measurable contribution to whole Academy targets, including robust data management and organisation of any necessary catch-up and extension workshops
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Executive Principal and in line with the Academy's vision
- To create a Subject Improvement Plan, based on annual subject reviews which contributes positively to the aims and achievement of the Academy Improvement Plan and which actively involves all English teachers in its design and execution
- To provide regular feedback for English colleagues in a way which recognises good practice and supports their progress against performance
- To support the review and monitoring of the delivery of Performance Appraisal objectives across the Subject



according to the Academy timeline resulting in a clear and tangible impact on student learning

- To hold others to account for underperformance, where required, and to put in place appropriate support plans to improve performance
- To annually review of the standards of leadership, teaching and learning in English, consistent with the Academy self-evaluation approach
- To ensure all English staff understand, and are actively implementing, the key aspects of the Academy's behaviour and inclusion policies including the celebration of student success e.g. assemblies, displays, awards, rewards, publicity, and curriculum enhancement days
- To engage all English staff in the creation, consistent implementation and improvement of schemes of work/unit planners which encapsulate key Academy learning strategies and best suit the development of the English curriculum
- To oversee the mentoring, induction and development of ITT students and NQTs in the Department, alongside others within the department
- To ensure effective communication/consultation as appropriate with the parents of students
- To monitor the application of ICT in the department as an effective tool for learning
- To be an excellent practitioner and to support teaching and learning within the Academy by setting the example in your classroom and through lesson observation feedback and coaching
- Responsibility alongside Deputy Head of English to run and coordinate Academy Literacy Programme
- To attend Governing Body meetings and committees as required.

3 Additional duties

- To comply with policies and procedures relating to safeguarding, equal opportunities, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person
- To develop constructive relationships and liaison between managers/teaching staff and support staff and lead by example
- To develop positive relationships and communicate with other agencies/ professionals working within and outside the Academy community
- To work flexibly to promote extra-curricular activities and out of hours learning which enhance learning opportunities

- To engage in relevant continuous professional development opportunities and performance management arrangements
- To assist in the preparation and review of Academy Policy documents and ensure the Academy Improvement Plan is continually monitored and reviewed
- In addition to leadership responsibilities, staff are also expected to meet Teacher Standards as highlighted below.

Part one: teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Analyse students' data and test/exam performance to inform planning and intervention
- Plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.



4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the Academy assessments reporting policies.

7 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous

behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy including co-curricular
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Plan with and deploy support staff effectively to engage fully in learning and progress
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and wellbeing
- Work with other professionals as needed e.g. speech and language, EP etc.

Part two: personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and



- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Part three: Year Group Tutor

The role of a Year Group Tutor is to:

- act as a personal tutor within the house system;
- be responsible for the welfare and academic progress of their personal tutor group;
- act as the first point of contact for parents;
- monitor and improve attendance rates for the tutor group/class;
- be responsible for the Academy's reward system within the tutor group/class;
- meet regularly with the Head of Learning and attend house team meetings;
- support inter-house activities as arranged by the Head of House;
- ensure that students follow the Academy's uniform policy;
- ensure that students follow the Academy's rules and policies; and
- set a good example in terms of dress, punctuality and attendance.

Part four: other duties and responsibilities

- To carry out other duties that the Executive Principal of the Skinners' Kent Academy Trust may reasonably request.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

Person specification



Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Relevant first degree • Qualified teacher status. 	<ul style="list-style-type: none"> • MA or equivalent • Leadership qualifications • Evidence of relevant and challenging continuing professional development, specifically subject leadership and management training.
Experience	<ul style="list-style-type: none"> • Proven record of sustained and successful subject delivery and ideally middle leadership and management within at least one secondary school • Proven record of improving standards of teaching and learning within subject within at least one secondary school • Proven record of developing teachers within a subject discipline and fostering appropriate professional relationships which allow both support and challenge • Evidence of implementing excellent behaviour management strategies leading to significant improvements to student attitudes to learning • A strong understanding and commitment to the Academy vision • Evidence of understanding complex safeguarding matters and the actions required to comply with national policy • Good knowledge of relevant health and safety legislation as appropriate • Evidence of translating policy into effective practice and keeping up to date with research in school improvement and national education policy • Excellent classroom teacher, with a clear commitment to improving the quality of pupils' learning • Extensive knowledge of the taught Curriculum • Experience of using a range of classroom management strategies to promote high-quality learning for all children • Use of assessment data to raise standards • Experience of successful and innovative teaching in Key Stages 3, 4 and 5 • Excellent ICT skills • Evidence of a commitment to extended learning for students beyond the classroom. 	<ul style="list-style-type: none"> • Experience of working with parents and carers and external agencies • Awareness of major developments in the curriculum and educational research, especially in regard to differentiation and special educational needs, and knowledge and understanding of models and theories of learning • Successful experience of developing targeted intervention strategies based upon student performance data to accelerate student progress and attainment.



Criteria	Essential	Desirable
Professional learning	<ul style="list-style-type: none"> • Commitment to continuing personal and professional learning • Evidence of commitment to own professional development. 	<ul style="list-style-type: none"> • A willingness to develop.
Knowledge and skills	<ul style="list-style-type: none"> • Ability to create a happy, challenging and effective learning environment • Commitment to the vision and ethos of the school • A passion for the subject and knowledge and skills to inspire students • A subject specialist • A creative approach to teaching and learning to engage and further children's interests • Commitment and ability to ensure all pupils achieve well and an interest in how students learn • Excellent inter-personal skills and the ability to establish good working relationships with a wide range of people including students, parents and carers, colleagues and Governors • Ability to communicate effectively and accurately, in writing and orally • Ability to inspire, challenge and motivate others to work towards common goals • Ability to prioritise, plan and organise self and others • Energy, imagination and personal commitment • A sense of humour • Reflective and analytical • To have high expectations and aspirations of all children • Knowledge, skills and desire to want to be a tutor • To have a willingness to be involved in the wider side of school life • Commitment to the safeguarding and promoting the welfare of children • Commitment to Health and Safety, including staff wellbeing and equal opportunities • Carry out other duties that the Executive Principal may reasonably request. 	<ul style="list-style-type: none"> • Understanding of the use of ICT as a management tool • Knowledge of examination specifications.
Personal attributes	<ul style="list-style-type: none"> • Flexibility to cope with diverse needs of the role • Resilience to work under pressure • Positive, personable and optimistic. 	

Application and candidate selection process: our Candidate Charter



We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding** You will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



Safer recruitment in education: information for applicants



The Skinners' Kent Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Skinners' Kent Academy Trust application form

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.

References

References will be requested at the selection stage directly from the referee. They will be asked about:



- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-employment checks

An enhanced DBS check is required for all successful applicants.

Prohibition and overseas checks will also be completed if necessary.

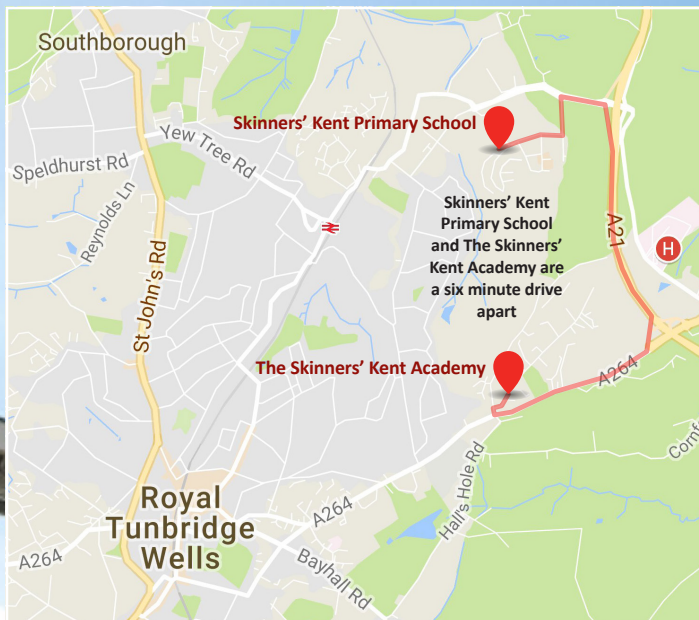
How to apply



The closing date for applications is 24 February 2020 at 12 noon with interviews commencing in the week beginning 2 March 2020.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- An application form is available in electronic format online at **www.skinnerskentacademy.org.uk/work-with-us** and should be returned electronically along with the Equality Monitoring Form by following the instructions in the 'Work with us' section of the website
- The Skinners' Kent Academy Trust will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred
- For more information about this position, or to have a confidential discussion about the role, please contact lorraine.barden@skinnerskentacademy.org.uk, HR Manager , on **01892 553031**.

We look forward to hearing from you.



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