Teacher of English - Maternity cover

Application Pack

September 2019

Lavington School

Learning for Life

Dear Applicant

Teacher of English

Thank you for expressing an interest in the post of teacher of English at Lavington School. This position is to cover a maternity leave, with the anticipated start date of January 2020. This position is full time for the duration of the maternity leave, which maybe up to 1 year. This is a high achieving academy that is imaginative and creative in its approach to teaching and learning. Staff training, development opportunities and career progression are key to our success. We benefit from a wonderful rural setting, surrounded by beautiful and historic countryside. The majority of our students live in nearby villages, and thrive in our supportive, positive, nurturing, environment, achieving academic excellence for all.

We are fully committed to providing high quality education for children whatever their age. We are at an exciting phase in our development. In April 2019 we formed Equa Multi Academy Trust with five local rural primary schools to provide an all through education system. In addition, we are in our second year of delivering sixth form education, as a satellite of Devizes School. The sixth form is expanding, with an increase in numbers and wider range of courses offered here.

This is an ideal opportunity for an ambitious and motivated teacher to gain experience of working in an excellent and supportive school.

The closing date for applications is **Monday 23 September 2019** and interviews will be held week beginning **30 September 2019.**

Further information about the school can be found on the school website.

I look forward to receiving your application

Sarah Lowkis

Sarah Lowkis

Headteacher

Please apply by completing the application form on our website and return, together with a letter outlining why you are interested in, and particularly suited to, the post.

Please note we do not accept CVs.

You can send your application to: enquiries@lavington.wilts.sch.uk

If you would like to visit the school or if you have any other queries, please email Mandy Coleman, m.coleman@lavington.wilts.sch.uk

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.

Lavington School
Learning for Life

Lavington School is situated on the western edge of the village of Market Lavington about six miles south of Devizes, in the heart of rural Wiltshire. It is a mixed comprehensive school and currently has just over 800 students on roll, aged 11 to 18 years. Numbers have grown over the years, and we are likely to remain over-subscribed. In 2018 we opened our sixth form, as a satellite centre of Devizes School.

Commutable from:

Devizes - 5.8 miles

Salisbury - 19 miles

Chippenham - 16.8 miles

Swindon - 25 miles

Bristol - 45 miles

Bath - 24 miles

The school enjoys a very good reputation within the community and throughout the county and continues to demonstrate the highest standards of achievement. Much of this success is due to the active partnership of home, school and community, which allows a happy working atmosphere to prevail, where hard work and good behaviour is the expectation. Our students are happy and well-motivated and respectful. They are nurtured through superb individual care, a culture of high aspirations, an extensive leadership and enrichment programme and recognition of their unique talents.

Typically, over 80 % of students gain standard passes or above in English and maths at GCSE, with 60% gaining strong passes in both. In 2019 the P8 score of 0.39, placing us in the top three schools in Wiltshire, a standing which has been sustained in all measures over a 5 year period. Over 35% of all grades are in the 7-9 range, demonstrating the challenge and support we provide for our able students. We were inspected in November 2018 and judged as outstanding for behaviour and for leadership, and good for achievement and teaching. Our disadvantaged learners perform the highest of all schools in county.

We have high commitment to professional development and training. Our staff benefit from high quality CPD, from within Lavington and across both Equa MAT and the West Wilts Alliance, providing a comprehensive package of training, professional development and career progression. Our staff are encouraged and supported to develop their own knowledge and skills to ensure all students, in all classes and in all subjects make the best possible progress.

Lavington School

Our Vision and Our Values

Our vision is for students to be happy, healthy and safe and achieve more than they thought possible, at school and beyond.

At Lavington School we pride ourselves on providing a secure, stable and well-ordered environment based on high educational standards and genuine care and concern for individuals. We work with all students, whatever their ability, to help them achieve their potential. We aim for students to leave Lavington School as aspirational, confident young people, ready to take on new challenges and have a lifelong love of learning. Our students will have resilience and resourcefulness and the wisdom to treat others with respect and courtesy, and this forms the foundation of our ethos.

We are proud of our achievements at Lavington School, but there is always more we can do. By working together, we can shape a positive and successful future for our young people.

Well-being

We ensure our students have the knowledge and confidence to make positive, safe and aspirational decisions about their lives whilst at school and for their futures.

Learning

We ensure that our students are active and independent learners, who strive to achieve their best in every learning situation, and will continue to do so throughout their lives.

Skills

We ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.

Progress

We ensure that students fulfil their potential, and are fully prepared and qualified to leave school and move onto the next stage of their lives.

Our Values

At the heart of this success are the core values that I and the whole school community believe are important:

- excellent teaching by experienced, specialist teachers
- individual care through an excellent pastoral system

Job Description

Line Manager:

Subject Leader English

Pastoral Leader

Teacher responsibilities

- plan for the learning needs of all students in assigned groups
- create a positive learning environment
- use a wide repertoire of teaching and learning strategies that will stimulate learning
- prepare lessons which meet the learning needs of students
- assess formatively and summatively, recording and reporting on progress, monitoring progress against targets, giving advice for improvement.
- to contribute towards preparation of schemes of learning
- actively contribute to liaison events
- follow guidance on implementation of other strategies eg. Literacy, ICT, Citizenship
- contribute and respond to departmental plans
- continue with professional learning, formalised through performance management

Team membership:

English faculty

Tutor team

Tutor responsibilities:

- oversee general welfare and social behaviour of students, liaising with Pastoral Leaders and other appropriate staff over individual students
- promote positive attitudes and behaviour within the school and wider community to support students in contributing to the school and wider community e.g. tutor group representatives and charity work
- monitor academic progress of students within tutor group, identifying underachievement and supporting students to address this
- contact parents when necessary and attend tutor evenings
- record any relevant information for student files
- deliver the PSHE and Citizenship Schemes of Learning
- ensure registers are completed in the morning and afternoon sessions
- check lateness, absences and notes, passing information to Student Receptionist
- check students' uniform, equipment and planners, supporting whole school expectations

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are expected to follow the code of conduct and to adhere to whole school policies

"This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced DBS check before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post."

Note: Lavington School is designated a no smoking workplace. There is an expectation that staff maintain a professional dress code and that ID badges will be worn and will be on show.

English Department

'The value of English in the curriculum? What can I say? Without English, nothing, and without good English, nothing very well.' – Anne Fine, children's Poet Laureate 2001-2003

Thank you for considering an application to Lavington School. I hope you find the enclosed information relevant and useful. Lavington School is a successful and ambitious school. The academic achievement of our students is consistently above the national averages at all levels in the school. Relationships amongst students and between students and staff are excellent and a feeling of respect pervades the school.

The English Department at Lavington School is an enthusiastic and successful team of committed individuals. This is a team which possesses a range of strengths and expertise. The success achieved is down to sharing and collaborating with each other in order to ensure that young people are given the opportunity to achieve or exceed their potential.

English is taught in a suite of rooms, all of which have interactive whiteboards. The department also has its own computer room which is timetabled across all classes so that all groups have access at least once a week. This is a well-resourced department which also has regular timetabled access to the Library/ resource centre.

Department staff

Hayley Syrett – Subject Leader

Charlotte Burrows – Deputy Subject Leader; responsible for Key Stage 3

Shannon O'Connor – full-time teacher of English

Hannah Russell – full-time teacher of English

Lucy Dobson - full-time teacher of English

Stephanie Harris – part-time teacher of English

Abigail Davies - part time teacher of English

English Department

The Curriculum

Key Stage 3

Years 7 to 9 students are taught in six banded classes, grouped into two top, two middle and two lower band classes. Class sizes tend to be around 32 for the top sets and are incrementally smaller for the lower ability groups. We have designated lower ability groups in Years 7, 8 and 9 who, on top of their four English lessons a week, have two sessions of Curriculum Studies in order to boost their literacy skills. Lower ability groups are supported, wherever possible, by teaching assistants.

The department provides a broad and balanced curriculum, embracing the National Literacy framework's teaching objectives and approaches. The department is committed to developing and refreshing existing programmes of study, a core focus every Term 6 during development time. All current KS3 schemes of work and assessments have been overhauled in recent years to effectively mirror the skills now rigorously tested and assessed at GCSE. In addition to English teaching, the department enriches the curriculum by using the school library on a weekly basis with all Key Stage 3 classes, with the lower ability groups following the Accelerated Reader Programme. This lesson is designed to improve reading skills and literacy, and involves a carousel of various literacy learning opportunities, reading and comprehension, and computer-based literacy games.

Key Stage 4

All students follow the AQA English Language and Literature course, with our least able students also completing the AQA Step Up to English Gold and Silver qualifications with a select few students being entered for Functional English. The students benefit from having five fifty minute lessons a week, including a double lesson split over lunch time, enabling us to complete assessments in timed exam conditions. Students are taught in banded groups, with the upper ability classes consisting of 30 to 32 students and the rest of the groups becoming incrementally smaller. The department has detailed schemes of work that class teachers adapt to suit the needs of their individual students, often sharing these ideas in an informal department 'teach meet'.

Our results have increased year on year since 2014 and we consistently perform above the national average in both Language and Literature. In 2018, our grade 9-4 pass rate was 81% for Language and 80% for Literature with our grade 9-5 pass rate being 68% and 69% respectively.

Person Specification

Competency	Expectations	Behaviours & Abilities
Teaching & Learning	• good knowledge and understanding of a range of teaching and learning strategies and a thirst to become an outstanding teacher • adaptation of skills to personalise learning • knowledge of contemporary pedagogy • a good subject knowledge	• actively uses a wide range of strategies in their teaching and passes and shares best practice with others • lesson plans show clear differentiation, taking in to consideration the varying needs of students • works collaboratively towards the school's priorities and those of partner schools • a willingness to develop a good working knowledge of all areas of the curriculum through a wide range of CPD activities
Professional Skills and Judgement	• teaching skills which result in learners achieving well compared to prior attainment • creativity and adeptness at designing lesson sequences • a reflective practitioner who is willing and open to trying new teaching and learning strategies	• considered a good classroom practitioner • utilises ICT appropriately and encourages other staff to apply varying ICT resources in to their teaching • carries out evidence based research and feeds back to colleagues
Student Progress	• excellent ability to assess and evaluate student progress • the ability to analyse student progress and to accurately report this following school procedures • understands principles and practices of monitoring and evaluation	• seeks ways in which to raise student progress in their subject areas • provides feedback to students, parents and colleagues on progress which is accurate, constructive and aimed at challenging students to achieve more than they thought possible • consistently reviews and evaluates progress, monitoring progress in a timely manner to allow appropriate intervention where necessary
Working With Others	• understanding of how to contribute to departmental and whole school initiatives • engaging proactively with CPD , including collaborative working	• engages in coaching activities to share best practice and striving for self-improvement • shows clear leadership skills when delivering activities • works effectively with colleagues at all levels of the School and colleagues in partnership schools
Enrichment	• to contribute toward faculty enrichment activities	• follow health and safety procedures • to contribute to a positive culture

Commitment to Safeguarding

Lavington School fully recognises its responsibility to safeguard and promote the welfare of student and young people and is committed to ensuring that its students have the opportunity to thrive within a safe learning and working environment. The school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, governors and volunteers working in the school, has five main elements:

1. ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with students
2. raising awareness of child protection issues and equipping students with the skills needed to keep them safe
3. implementing procedures for identifying and reporting cases, or suspected cases, of abuse
4. supporting students who have been abused in accordance with his/her agreed child protection plan
5. establishing a safe environment in which students can learn and develop

Staff at Lavington School are aware of how they share in the school's responsibility to safeguard and promote the welfare of student and young people. The school's adopted 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with strict guidelines on what are considered to be safer working practices which must be observed at all times. Were any member of staff to have a concern that the school's code of conduct or expected safer working practices were not being followed and a student or students were as a result at risk, then they would be expected, and supported, to raise the concern under the school's adopted "whistleblowing policy and procedure".

The school also operates within other policies relating to safeguarding, child protection and the welfare of students. The following policies are available upon request:

- safeguarding policy
- whistleblowing policy

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process the school operates within a Safer Recruitment Policy. Members of the school staff and governing body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people
- ability to form and maintain appropriate relationships and personal boundaries with children and young people
- emotional resilience in working with challenging behaviours
- attitudes to use of authority and maintaining discipline.