

Person Specification

Subject Leader for English - Full-time



Subject Leader for English

Required for September 2018

We are seeking to appoint an inspirational Subject Leader for English who is committed to leading our English Department to beyond outstanding. The successful candidate will have exceptional subject knowledge and understanding of pedagogy, and will be able to develop this expertise across the department. They will also be well informed about curricular and assessment reform and will use this knowledge to review and refine the changes the department already has in place. They will have a vision for the role of English in preparing our students for their futures which will help them to transcend disadvantage and will enrich their lives.

Lampton is a National Teaching School and a School Centre for Initial Teacher Training (SCITT) with a track record of working collaboratively across a range of partnerships both to support the training of new teachers and to promote excellence in teaching and in the leadership of teaching. Subject Leaders in the school have opportunities to contribute to this work. They are also committed to developing the professional learning of other members of their departments.

The English department has developed a number of successful partnerships which have succeeded in enhancing the cultural understanding of our students, including the Royal Shakespeare Company. The department is also instrumental in implementing the whole school Accelerated Reader programme. It is an active member of the Hounslow English network which seeks to work collaboratively to share and develop professional expertise across English Departments.

The department is fully staffed including NQTS and expert English teachers – many of whom trained to teach within the department.

Lampton School is a mixed, multi-ethnic 11-18 school that converted to Academy status in September 2010. We are a National Teaching School and have IIP Status. Lampton School was judged as "Outstanding" in all categories by Ofsted in May 2008 and again in May 2013. It was also featured in the Ofsted report 'Twelve outstanding secondary schools - Excelling against the odds'. The school is a Lead member of Challenge Partnership - a national collaborative network of 240 schools committed to improving the quality of education across our network. It is also the lead school in a School Direct alliance - and heavily committed to the training of new teachers.

Lampton School actively encourages and supports the safeguarding and protection of all its pupils. This post is subject to Enhanced DBS disclosure.

Completed applications to be sent to Rina Sehgal or emailed to: rsehgal@lampton.org.uk
Please note that CVs will not be accepted.

Closing date:
Tuesday, 6th March, 2018

Interviews will take place on:
Friday, 16th March, 2018

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	ESSENTIAL	DESIRABLE	EVIDENCE FROM
Qualifications and Training	<ul style="list-style-type: none"> • QTS • Degree in own subject or related one • Good use of ICT for both administrative reasons and to support learning • Excellent understanding of data to evaluate performance and highlight intervention needed 	<ul style="list-style-type: none"> • Further qualifications in own subject • Masters or other evidence of extended, demanding and relevant CPD 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Ability to teach own subject very effectively throughout the age and ability range to KS5 – VA+ • Proven experience of leadership and management within a team leading to results • Ability to lead the subject development of others with respect to knowledge and pedagogy 	<ul style="list-style-type: none"> • Innovative practice, including some with other schools • Experience of mixed ability and settled teaching 	<ul style="list-style-type: none"> • Application form • Interview
Leadership Experience	<ul style="list-style-type: none"> • Ability to develop a shared vision with others and to champion it effectively • Experience of leading performance management for other staff • Experience of leading or contributing to departmental evaluation and improvement plans 	<ul style="list-style-type: none"> • Has lead a team and can demonstrate impact on effectiveness • Contribution towards teacher education beyond mentoring a single trainee 	
Health, Attendance and Reliability	<ul style="list-style-type: none"> • Good attendance and reliability • Professional dress • Good timekeeping 		<ul style="list-style-type: none"> • Application form • Interview
Quality of Relationships	<ul style="list-style-type: none"> • An ability to lead and work collaboratively with members of a team, • Outstanding teacher pupil relationships • Ability to display fairness and respect for pupils and colleagues • Outstanding classroom management 		<ul style="list-style-type: none"> • Interview • Lesson Observation

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Curriculum Work	<ul style="list-style-type: none"> • A natural enthusiasm for the teaching of own subject and experience of developing the contribution of own subject to a broad and balanced education, including that outside the classroom • An understanding of how pupils learn and progress in their knowledge, understanding and skills of own subject and an ability to develop this pedagogy across the department, finding opportunities to share effective practice • The ability to deliver lessons, which provide access, engagement and challenge for all students • Professional commitment to pupil progress 	<ul style="list-style-type: none"> • Effective and imaginative use of IWB and other forms of ICT 	<ul style="list-style-type: none"> • Application form • Interview
Pastoral Work	<ul style="list-style-type: none"> • Willingness to act as a form tutor • Willingness to advise students on 'next stage' in their lives decisions e.g. university 		<ul style="list-style-type: none"> • Application form • Interview
General Attributes	<ul style="list-style-type: none"> • Able to understand and be honest about own strengths and areas for development • A can-do and optimistic attitude • Ability to meet deadlines and manage workload • Flexibility and humility • Knowledge and understanding of safeguarding practices • Belief in the capacity of all teachers and students to change 		<ul style="list-style-type: none"> • Application form • Interview

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