

**Applications are invited for the post of  
Head of Faculty (English specialism)  
Required from September 2019**

**The School**

The Cathedral School in Llandaff is the leading independent school in Cardiff, the capital city of Wales. It educates approx. 800 students, boys and girls, aged from 3 – 18.

The school is located on an attractive campus adjacent to the ancient Llandaff Cathedral. It was founded in 1880 as a choir school to provide choristers to the Cathedral, and this tradition continues today. The school moved to its present campus in 1958, then numbering 190 boys and being a preparatory school. It became co-educational in 1978, and expanded very successfully to GCSE 12 years ago, achieving amongst the best GCSE results in Wales every year since. The Sixth Form began in September 2013 and has grown and developed each year; with outstanding results and students progressing to a wide range of university courses. There are no boarders; all of our students come from the locality, most from within a 20 mile radius. Standards, academic and behavioural, are very high. All students are expected to give and to be the best they can.

The school was inspected by Estyn in September 2018 and was judged to be excellent in all five categories. Pupils were described as “confident, ambitious, aspirational and well-informed learners” and the report celebrated the “outstanding subject knowledge” and “passion and enthusiasm” of the teaching staff.

The Cathedral School is a member of the Woodard family of schools and is the only Anglican choir school in Wales. The Christian faith is central to the life of the school and all members of staff are expected to actively promote the aims of a Christian school, to contribute willingly and generously of their time and commitment to school life, and to sincerely seek to do and to be their best.

In addition to membership of the Woodard Corporation, the Cathedral School is a member of the Society of Heads (formerly SHMIS), IAPS (The Independent Association of Prep Schools) and also of the Choir Schools’ Association.

**The School’s Aims**

The school offers a broad curriculum which it aspires to deliver through the highest standards of teaching. It is expected that students will progress within the school until A-level. The school not only prides itself on its musical, academic, sporting and artistic achievements, but also on its ability to challenge and motivate all of its students. We want children to take risks in the classroom, not to be afraid of getting it wrong, but rather to be confident enough to ask questions and think for themselves. All children have talents and gifts, both in and out of the classroom, and we are always looking to identify and celebrate these at every opportunity.

Ultimately, our aim is to equip our young people with the skills, abilities, interests, experiences, qualifications and, most importantly, vision and values to be the best that they can be, and to spend their lives promoting the common good. We hope that each of them will, in some way either great or small, make the world a better place.

## The English & Drama Faculty

There are eight faculties at The Cathedral School: Art, Design & Computing; English & Drama; Humanities; Languages; Mathematics; Music, Sciences; and Sport. The school follows the English pathway at GCSE and at A Level.

As part of a successful faculty in a high-achieving school, the English team aims to create independent learners who enjoy the subject and excel at the key skills of reading, writing, speaking and listening. This is achieved, first and foremost, through excellent classroom practice. Pupils in the faculty's classrooms are challenged and developed by enthusiastic subject specialists, whose own love of English is the foundation of their teaching.

This is an exciting time for the faculty; with excellent results in the new GCSE and A Level qualifications. Uptake at A Level is increasingly strong, with one set in Year 12 and one in Year 13, and many from the current Year 11 expressing an interest in studying the subject further. We follow the Eduqas course for A Level and AQA for GCSE.

### Key Responsibilities

The successful candidate will be required to teach English at all levels throughout the school; from Key Stage 3 through to GCSE and A Level, including assisting students with their applications for competitive university courses. They will also take on the role of a Form Tutor; registering the pupils each morning and leading tutor/PHME sessions with their tutees. The Head of Faculty is responsible for teaching and learning in all subject areas within the faculty, and for ensuring that the content, tone and methodology of teaching is in harmony with the Christian ethos of the school. This is a very important post in the academic life of The Cathedral School.

Class sizes are a maximum of 24 in Years 7 to 11, and limited to 15 at A Level, enabling us to provide an enhanced learning experience across all year groups.

The students at the school are great fun and are willing to work very hard. They appreciate a teacher who is willing to invest time into their lives and who cares about them and their education. The faculty runs a number of extra-curricular events and activities, including: the Literary Society, which holds an annual Burns Night complete with haggis, neaps and tatties; Theatre Appreciation Society, which sees a range of different productions each year; Debating; Film Club; Spelling Clinic; Handwriting Clinic; and Subject Clinic.

Should you choose to apply we look forward to meeting you, showing you what we do and hearing what you can offer. We are a friendly, good-humoured and supportive team, and we would like to develop further through welcoming a creative, knowledgeable and inspirational teacher to our school community. If you would like any additional information about the role, please contact Dr Nathan Horleston, Deputy Head (Academic), via [enquiries@cathedral-school.co.uk](mailto:enquiries@cathedral-school.co.uk).

### Job Description

#### Responsibilities as Head of Faculty are:

##### Teaching and learning

1. To be a highly effective teacher of their subject/s; an inspiring example to others;
2. To lead the teaching in your faculty; ensuring that all schemes of work and planning documents are clear and focused on pupil learning; monitoring that effective teaching is taking place as specified in the schemes of work;
3. To take responsibility for pupil progress in your faculty; ensuring that assessment is regular, rigorous, fair and appropriate and ensuring that this assessment informs the teaching that pupils receive. They will ensure that end of term or end of year exams are properly organised and appropriate;
4. To enable all pupils in your faculty to flourish, ensuring that all registers are kept up to date with information relating to learning needs (e.g. MAT and ALN pupils) and that Individual Learning Plans are followed as required;

5. To report directly to the Deputy Head (Academic), meeting as a member of the Head of Faculty committee charged with improving the quality of learning throughout the school;
6. To determine the aims and objectives of the department through the annual Faculty Development Plan in coherence with the School Development Plan, submitting an annual report to the Governors,

#### **Staff leadership and training**

7. To lead the faculty in the promotion of excellent teaching and learning. In liaison with the Deputy Head (Academic), to lead, coordinate and arrange subject specific training for all faculty staff. The HoF will ensure that good practice is shared between faculty members and will foster an atmosphere of co-operation and harmony within the Faculty, enabling it to function effectively as a team;
8. To oversee and enable the excellent performance of faculty staff, driving their intellectual enthusiasm forward, leading staff appraisals and holding staff to account;
9. To ensure there are effective and meaningful cross-phase links with the subject co-ordinators in the Primary Section;

#### **Curriculum development**

10. To be familiar with curriculum and pedagogic developments and their implications and communicate these to the faculty. Ensure that the faculty's curriculum challenges the most able and is accessible to all pupils. This will involve researching the different GCSE and A level qualifications as well as other options;
11. To promote academic enrichment both within and outside the classroom, ensuring that the Faculty offers a range of activities and trips which extend and complement its teaching.

#### **Management of resources and budgeting**

12. To be responsible for the upkeep, renewal and expansion of all resources used within the Faculty and to oversee the smooth and efficient administration of the faculty;
13. To be responsible for overseeing the maintenance and upkeep of all areas within the faculty; and
14. To produce for the Bursar an annual budget application which aims to take account of all faculty needs and development. Once the budget is set, the HoF will ensure that all money is used wisely and will liaise with the Bursar about any difficulties which arise.

#### **Responsibilities as a teacher are to:**

- Fulfil the Teacher's Standards at your appropriate level of experience;
- Be responsible for the welfare of the pupils, maintaining high standards of education and behaviour;
- Be responsible for planning and teaching an exciting and vibrant curriculum according to school policy and recent educational initiatives;
- Be involved in updating schemes of work when necessary, prepare curriculum documents and prepare timetables for pupils as necessary;
- Monitor pupils' progress, maintain records and implement the school's assessment policy;
- Be prepared to meet parents as required and at Parents' Evenings during the school year;
- Be responsible for the ordering of resources and equipment when required;
- Complete pupil reports as required;
- Organise assemblies, trips and special events, when applicable;
- Attend weekly curriculum and/or Section and/or whole school staff meetings;
- Be self-motivated, organised and demonstrate leadership of a particular curriculum area or specific leadership initiative, as relevant;
- Support and motivate colleagues and be a positive and forward thinking member of the team;
- Liaise closely with other members of the department for planning and assessment, to ensure continuity of provision across the year group;

- Be involved in the co-curricular life of the school, leading a weekly co-curricular activity and attending whole school events each term.

## **Whole School Responsibilities**

All school staff are expected to:

- Work towards and support the school vision and the current objectives outlined in the School Development Plan;
- Support and contribute to the school's responsibility for safeguarding students;
- Comply with policies and procedures of the school, including those referred to in the Staff Handbook;
- Work within the school's Health and Safety Policy to ensure a safe working environment for staff, pupils and visitors;
- Work within the school's Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective;
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues;
- Be self-reflective and committed to your own continued professional development, participating in training and keeping up to date with current procedures and practices;
- Engage actively in the appraisal process; and
- Undertake such other reasonable duties related to the job purpose as required from time to time.

This Job Description is not exhaustive and is subject to regular review.

All staff are expected to make a meaningful and significant contribution to the co-curricular life of the school, and to be in full sympathy with the Christian ethos of this Woodard School, an ethos which pervades all strands of school life.

## **Person Specification**

### **Essential skills and qualifications**

- Track record of high personal academic achievement
- Good honours degree from a respected university
- Track record of high achievement in teaching in own subject area, evidenced through raw and value-added examination results
- Appropriate evidence of in-service training
- Ability to challenge and inspire pupils across the ability range, including a thorough understanding of the particular needs of ALN and MAT pupils and an ability to explain cogently how these pupils should be supported and stretched
- Awareness of current developments in GCSE and A Level syllabi of the subjects covered by the faculty
- Confidence and ability to mentor and support colleagues and help develop best practice within the faculty
- Ability to hold other subject leaders within the faculty/the Second in Faculty to account and to direct and support them in their leadership and management role
- Ability to observe lessons / conduct learning walks and give effective feedback to staff
- Ability to deal with underperformance as and when necessary, in an evidence-based, objective and direct way
- Ability to conduct appraisals with an evidence-based focus
- Willingness to be involved in the organisation and delivery of trips and visits to support learning within the subjects covered by the faculty
- Appropriate evidence of commitment to personal professional development
- High quality administrative skills, the ability to work to deadlines, and keep accurate and up to date records

- Ability to manage budgets effectively – to bid, spend and account for monies with care and to observe financial protocols strictly

### **Desirable skills and qualifications**

- PGCE or equivalent
- Relevant postgraduate qualifications
- QTS
- Ability to support student applications for competitive university courses
- Experience of monitoring the work of colleagues
- Experience of managing assessment and moderating outcomes
- Experience as an examiner/moderator at GCSE/A Level
- A basic understanding of the curriculum at Key Stage 1 and Key Stage 2 for the subjects covered by the faculty
- Experience in the use of ICT in teaching
- An interest in pedagogy
- Experience of leading co-curricular activities (e.g. sport, music, drama, Duke of Edinburgh)
- Understanding of the relationship with parents in a fee-paying school context

### **Personal characteristics**

- A passion for literature and its importance in developing writers of the future
- A strong commitment to fostering the wellbeing of all pupils
- Strong interpersonal skills along with the ability to be direct, to foster an atmosphere within the faculty of mutual support and a culture of continuous improvement
- Ability to relate to and support students of all abilities
- Ability to be adaptable, flexible and show initiative, with a positive 'can-do' attitude
- Ability to work to the highest standards without supervision
- Able to inspire and motivate others
- Ability to lead by example
- Ability to remain calm under pressure and to always adopt a positive outlook and encourage others
- Diplomatic and trustworthy
- Enthusiastic, energetic, innovative and supportive team player
- Be able to see tasks through to completion, and within set timeframes
- A good rapport with adults and children, nurturing positive relationships at all levels
- Show a clear understanding of, and sympathy with, the Christian faith
- A strong commitment to working with parents/carers and the ability to build positive relationships with families.
- A sense of humour!

### **Salary, holidays and staff benefits**

The financial package offered will be commensurate with the experience of the person appointed. The role of Head of Faculty qualifies for a management allowance in line with the School's management scale.

All teachers are eligible for membership of the Teachers' Pension Scheme. Salaries are above state sector pay scales and all teachers have an annual appraisal referenced against the Teachers' Standards England 2012 and the Post Threshold Standards. The school day is slightly longer than in the state sector, however the school holidays are significantly more generous. Teachers wishing to have their children educated at the school (subject to places being available and the child/ren satisfying the normal entry criteria) receive a considerable remission on the fees, and all staff are provided with lunch daily, free of charge. The professional development of staff is a high priority. The school is a challenging but rewarding place to work.

## Application Procedure

Please download and complete the application form and email it, together with a covering letter of no more than two sides of A4, to Mrs Clare Sherwood, Head, via [HeadsPA@cathedral-school.co.uk](mailto:HeadsPA@cathedral-school.co.uk).

The deadline for applications is **Wednesday 24<sup>th</sup> April 2019 at 12 noon**. Interviews will take place during the week commencing 29<sup>th</sup> April 2019.

Further information about the school, including details of our Safer Recruitment Policy, are available on the website at [www.cathedral-school.co.uk](http://www.cathedral-school.co.uk).

## Child Protection

The Cathedral School is committed to safeguarding and promoting the welfare of children and expects all employees to share this commitment. Applicants for this post must be willing to undergo child protection screening, including reference checks with any previous employer, as considered appropriate, and a criminal record check via the Disclosure & Barring Service. They will be expected to uphold the school's Child Protection Policy (copy on school website) at all times.

Clare Sherwood  
Head

