

## **JOB DESCRIPTION**

**Post Title:** 2nd i/c English

**Responsible to:** Head of English

**Grade/Scale:** TLR2b

### **Key Responsibilities**

In addition to their general teaching duties, as laid down in the School Teachers' Pay & Conditions Document, the post holder is accountable to the Headteacher through their line manager and responsible for the following:

#### **Management**

1. Deputise for the Director and Head of English when required.
2. Assist the Director and Head of English in the day-to-day running of the English Department.
3. Provide input at English Subject meetings relating to KS3 issues, including dissemination of best practice and new initiatives for More Able Learners.
4. Represent the English Department at relevant working parties and meetings.
5. Line manage teaching and support staff, including monitoring, observation and target setting.
6. Provide input into the English Department Improvement Plan and self evaluation.
7. Assist the Director and Head of English in supporting colleagues and promoting their professional development, including NQTs.

#### **Curriculum**

1. Take responsibility for KS3 English by preparing schemes of work, developing teaching and learning and assessment, including appropriate extension activities for More Able pupils in English.
2. Lead moderation of KS3 assessments.
3. Develop appropriate extra-curricular activities and visits in conjunction with the Literacy Activities Co-ordinator which support the KS3 curriculum.
4. Liaise with the Literacy Activities Co-ordinator and offer appropriate support with the KS3 Library lessons.
5. Organise English exams at KS3. In conjunction with the Exams Officer and Assistant Headteacher (Assessment), co-ordinate, manage and oversee the reading and spelling age testing.
6. Establish links with the SENCo regarding KS3 pupils and ensure the effective distribution of information including liaison over pupils who require special examination requirements.
7. Develop and organise KS3 resources and identify needs for the future; including the transition of the 3-year GCSE curriculum and embedding 'Mastery' skills into KS3 SOW.
8. Be responsible for the organisation of setting at KS3.
9. Track and monitor the progress of KS3 pupils by ensuring prior attainment data is used effectively and making the Head of English aware of any underachieving groups or individuals.
10. Develop literacy/SPaG provisions for KS3.
11. Monitor the department use of agreed strategies, including testing, red pen policy and departmental literacy display, through lesson observation and monitoring of marking.

12. Monitor and liaise with the MAL co-ordinator in order to provide high quality provision for KS3 MAL pupils.

**Additional Duties**

1. Informing the Head of English of any in-service training needs relating to KS3.
2. Publicising the work of the English Department effectively through GHS News and school website.
3. Promoting KS3 English at Prospective Parents' Evenings.
4. Keeping colleagues, pupils and parents informed about issues relating to KS3 English.
5. Liaise with Aragon and Abbey Primary School to develop a cohesive curriculum in KS2 and KS3 and be responsible for feeding back to the department regarding curriculum changes affecting KS3, revising KS3 SOWs where necessary.

## **PERSON SPECIFICATION**

### **2i/c English**

#### **ESSENTIAL CRITERIA**

1.	UK Qualified Teacher status for teaching secondary education as recognised by the DfE
2.	Graduate in English or a related subject, with a good degree.
3.	Proven classroom management skills.
4.	Ability to teach outstanding lessons and to engage pupils across the age and ability range, and to ensure they are suitably challenged.
5.	High expectations of pupils' work, attitude and behaviour.
6.	Understanding of cross-curricular links with other areas of the curriculum.
7.	A good working knowledge of ICT systems and the application of ICT in the classroom.
8.	Ability to prioritise and set personal targets.
9.	Willingness and ability to contribute to extra-curricular activities, revision sessions and clubs.
10.	Ability to assume a form tutor role.
11.	Evidence of commitment to own professional development.
12.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
13.	Commitment to equal opportunities.
14.	Ability to lead and inspire colleagues.
15.	An excellent knowledge of the KS3 curriculum.

Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

## **INFORMATION FOR APPLICANTS**

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton and judged outstanding by Ofsted. In July 2017 we became part of the Willow Learning Trust.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of the Jubilee Wing incorporating specialist classrooms, a Sixth Form Centre and an ASD Base for pupils with mild ASD, as well as a new Performing Arts Centre and new Dining Hall. A new building project, the Hub, was completed in May 2016. This has provided a new Reception area and Library as well as additional classroom space. Our latest building project was completed in August 2017 and has provided an extension to our Dining Hall.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

The school was designated as a Training School in September 2004 in recognition of our expertise in supporting and training staff throughout their careers. We are now accredited as a SCITT and train School Direct candidates through our Teaching School Alliance. The SCITT comprises 15 high-performing local, yet diverse, high schools, all of which have made rapid progress over recent years, have high expectations of students and view training and development of staff as the key to future success.

We have been a Specialist Arts College since September 2002. We are a centre of excellence in the Performing Arts and hold the Artsmark Gold Award. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. Professional Development is encouraged at all levels of the school and is supported by Performance Management. We value professional development and there are opportunities to develop subject, pastoral and management skills. We have a strong focus on CPD and run a comprehensive CPD programme for all staff at the school.

Our priorities are to continue to improve teaching and learning and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results stand at 83% C+/4+ or above and A Level results at 100% with 73% A\*-C grades.

The curriculum at Glenthorne is organised in Subject Areas, each with its own Subject Leader. In Year 7 pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses, some of which are delivered in conjunction with local partnership schools and FE colleges. Pupils in Year 11 also go on one week's work experience. In the Sixth Form we offer academies in Football, Drama, Dance and Music. Most subjects are taught in their own suites of well-equipped classrooms.

Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Les Miserables", "Starlight Express", "Annie", "Bugsy Malone" and most recently "Billy Elliot". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. Students receive three hours training from professional coaches a week and play matches on Wednesdays. The remaining time is taken up with studying a range of A level and Level 3 BTEC courses. We hold the Sportsmark Award and run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Rutherford, Turing and Morris. This has provided opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

All staff are required to conform to the school's No Smoking policy. Employees are not permitted to smoke on the school premises.

There is a staff dress code. Staff are expected to dress in such a way as to project a professional image to pupils, parents and visitors to the school: suit, smart jacket, tailored trousers or skirt, smart dress and jacket, shirt or top which covers the shoulders and midriff, tie (male staff). Denim clothes, leggings and cropped trousers are not acceptable. Jewellery should be sensible and appropriate for working in a school, taking into account a professional image and health & safety issues. Tattoos and piercings (apart from those for one earring in each ear) should not be visible. It is recognised that some staff may wish to wear clothes or insignia appropriate to their own cultural, ethnic or religious background. It is important that this is shared with the Headteacher before you commence your employment.

For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare.

Applicants should be aware that Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

## **GLENTHORNE HIGH SCHOOL GUIDANCE TO APPLICANTS**

Please read these carefully before making your application.

### **The Application Form**

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

### **Personal Details**

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

### **Career History**

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment eg you may include time spent as a carer for one of your family or a voluntary helper in a school.

If the title of the position does not make it clear what work you did eg twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

### **Education, Qualifications, Training**

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

### **Statement of Suitability**

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability. For example, if the Person Specification says *"Able to organise self and others to complete projects within deadlines"*, you must do more than say *"I am a very organised person and can work to deadlines"*. You should give an example by describing something that you have done which proves that you can do that eg *"I organised a fundraising event for the local playgroup within six months and with a group of five helpers"*.

When reading your application we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we

need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable eg to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You will not be judged on your writing ability or your handwriting. You will probably want to write more than the space allows so continue on another sheet. However, we do expect all candidates to have a good standard of literacy.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

### **Referees**

If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required. All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

### **Relationships**

We do not have a policy of excluding people who are related to school staff or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

### **Interviews**

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

### **Complaints**

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the Headteacher, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The Headteacher, or his/her representative, may want to talk to you before confirming the outcome of the investigation.