



SOUTHLANDS
HIGH SCHOOL

Clover Road, Chorley, Lancashire



Application Pack

Head of English

Commencing January 2018
sooner if possible

Closing Date: 26th June 2017

Interviews w/c: 3rd July 2017

Dear Candidate,

I am delighted that you have expressed an interest in working at Southlands High School. Southlands is at an exciting phase of its journey to becoming a part of Mosaic Academy Trust and with a new Headteacher who started in post in June 2017. If you were to be successful in your application, you would join a school that is on a journey to becoming a 'great' school. Results are expected to be on an upward trend, and we expect this to continue year on year. The Trust and our Local Governing Body are committed to ensuring Southlands High School is a highly successful 11-16 school in Chorley, Lancashire.

We are keen to recruit high calibre, forward-thinking staff who wish to be part of the current and future success story of Southlands High School. You would be joining an exceptional team and a fantastic set of students who inspire each other and visitors to the school. Visitors frequently comment about the family feel, our great students and the calm environment.

We aim to raise aspirations, and further the culture of developing successful, well-rounded young people who are building the personal, vocational and academic tools that will enable them to make the most of their lives. The very heart of this work is based on developing young people for lifelong success.

If you are passionate about working within education and really believe that you can make a difference, then I warmly encourage you to take the time to complete the application form and a letter of application. I look forward to receiving your application.

Southlands High School is a very special place to work, the students are a joy to work with and to teach. There are currently 768 students on roll; 90 of these students hold prefect responsibilities. The school has a house system which will be further developed in the future based on significant leaders of the past – Martin Luther King, Marie Curie, Bill Gates and Florence Nightingale.

All colleagues share an ethos of hard work to provide the best possible outcomes for the young people in our care. See our website for the various activities going on throughout the year.

Southlands enjoys an enviable setting two miles from the centre of Chorley overlooking its own extensive playing fields and woodland. Chorley itself is a very pleasant area with easy access via an extensive motorway system to the West Lancashire coast, the Lake District and the major conurbations of Liverpool and Manchester. Housing is plentiful, of good quality and reasonably priced in comparison with the rest of the country. Due to these factors and successful schools like Southlands, Chorley is a growing market town.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kerry Millar', with a stylized, cursive script.

Kerry Millar
Headteacher

Job Description

Job Title: Curriculum Leader of English TLR 1.2

Line Managed by: Headteacher

Purpose

- To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- To be accountable for student progress and development within the subject area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Faculty, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school
- To be accountable for leading, managing and developing the subject/curriculum area.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty to support the designated curriculum portfolio.
- To promote actively the school's policies and develop teamwork in pursuit of the whole school's vision statement.

MAIN/CORE DUTIES

Operational/Strategic Planning:

- To lead the development of appropriate specifications (syllabuses), resources, schemes of work, marking policies, assessment and teaching strategies in the faculty, within the designated area.
- The day-to-day management, control and operation of the curriculum provision within the faculty.
- To lead in monitoring and following up student progress in the faculty.
- To lead the faculty in the implementation of school Policies and Procedures, for example Equal Opportunities, Health and Safety, Accommodation Strategy, etc.
- To work with colleagues to formulate aims and objectives for the faculty which have coherence and relevance to the needs of students and to the aims and objectives of the school.
- To ensure that the planning activities of the faculty reflect the needs of the students and the aims and objectives of the school.
- To promote the application of ICT and the use of iPads in the faculty.

Curriculum Provision:

- To liaise with the Assistant Curriculum Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's aims

Curriculum Development:

- To lead curriculum development within the whole faculty with particular emphasis on KS4 examination courses.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To maintain accreditation with the relevant examination and validating bodies.

Staff Development: Recruitment/Deployment of Staff:

- To work with the Faculty and Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To have oversight of Performance Management Reviews in the faculty and to act as reviewer for a group of staff in accordance with whole school policy.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure the effective efficient deployment of classroom support.

Quality Assurance:

- To ensure the effective operation of quality control systems.
- To be responsible for the setting of targets within the faculty and to work towards their achievement.
- To establish common standards of practice and develop the effectiveness of teaching and learning styles within the faculty.
- To contribute to the school procedures for lesson observation.
- To implement school quality procedures and to ensure adherence to those within the faculty.
- To participate and lead the monitoring and evaluation of the faculty in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To have oversight of robust self-evaluation and to seek/implement modification and improvement where required within the faculty.

Management Information:

- To ensure the maintenance of accurate and up-to-date information concerning the faculty on the management information system.
- To lead the analysis and evaluation of performance data.
- To produce reports within the quality assurance cycle.
- To be responsible for the production of reports on examination performance, including the use of value-added and three levels progress data.
- To lead the identification of exam entries within the faculty

Communications:

- To ensure that all members of the faculty are familiar with its aims.
- To ensure effective communication/ as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external agencies as appropriate.

Marketing and Liaison:

- To contribute to the school marketing activities, e.g., the collection of material for press releases.
- To contribute to the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings.
- To actively promote the development of effective subject links with external agencies.

Management of Resources:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, subject area and the students.

Pastoral System:

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the Curriculum Leader and Assistant Curriculum Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the School concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and Citizenship according to school policy.
- To apply the Behaviour Management systems so that effective learning can take place.

Teaching:

- To undertake a designated programme of teaching in accordance with the duties of a Curriculum Leader
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the school and elsewhere.
- To assess, record, and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy are reflected in the teaching/ learning experience of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties:

THIS JOB DESCRIPTION IS TO BE READ IN CONJUNCTION WITH THE JOB DESCRIPTION OF A MPS TEACHER, ALL ASPECTS OF WHICH ALSO APPLY TO THIS POSTHOLDER.

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the school's policies.
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. Our School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job.

Person Specification

	Essential	How Identified
1. Education & Qualifications	<ul style="list-style-type: none"> a) Appropriate Degree b) Qualified Teacher Status c) Recent participation in relevant professional development d) Obtain DBS Clearance and satisfactory references 	<ul style="list-style-type: none"> a) Application form b) Application form c) Application form, references d) Application form & referees
2. Relevant Experience	<ul style="list-style-type: none"> a) Evidence of outstanding English teaching b) Evidence of improving student outcomes across a faculty/department and maintaining high standards c) Evidence of a successful leadership role within an English Faculty/Department 	a)- c) Application form, letter, references, interview/presentation.
3. Specialist Knowledge	<ul style="list-style-type: none"> a) Knowledge of highly effective teaching, learning & intervention strategies b) Excellent subject specific knowledge and knowledge of latest curriculum development c) A very good knowledge of subject specific assessment procedures d) Ability to use and interpret data effectively and efficiently e) Good ICT skills 	<ul style="list-style-type: none"> a) Application form, letter , references. b) Application form, letter , references. c) Letter . Interview/Presentation, references. d) Interview/Presentation, references. e) Interview/Presentation references.
4. Interpersonal Skills	<ul style="list-style-type: none"> a) Ability to enthuse and inspire teachers, other professionals, parents and students to improve results b) Ability to find solutions and overcome problems c) Ability to form and work within highly effective teams across school d) Possess both tact and determination coupled with excellent interpersonal skills e) Senior Leadership abilities/potential 	a)-e) Application form/letter , references, interview/presentation.
5. Other	<ul style="list-style-type: none"> a) Ability to relate to and promote the ethos of the school b) Willingness to undertake training as required c) Excellent attendance and punctuality d) Ability to work under pressure and meet deadlines e) Highly committed to raising of standards of achievement, attainment and student progress f) Potential for further career development and progression g) Ability to be able to work very effectively as a form teacher and to support the development of pastoral work within school. 	<ul style="list-style-type: none"> a) Letter , interview b) Interview/letter c) Letter , references, interview. d) Interview/letter e) Interview/letter f) Application form/letter , references.

English Faculty

We are seeking to appoint an outstanding, enthusiastic practitioner who can make a significant contribution to the development of the English Faculty.

The English Faculty at Southlands comprises an experienced and enthusiastic team of eight specialists. We have, over recent years, benefited from the stability and professionalism of a strong team dedicated to raising standards through high expectations, a strong work ethic and positive relationships with students, consolidating our position as one of the leading academic faculties in the school. At the root of everything we do is the commitment to provide the very best quality of teaching and learning opportunities in which all learners are challenged and their needs addressed, regardless of their individual starting point. Tracking and monitoring progress of groups of students as well as individuals is a fundamental part of daily practice, informing lesson planning, structure and delivery. All faculty members play a crucial role in driving forward new initiatives and work closely together as a team to share good practice in all areas of the curriculum.

GCSE results in English Language and Literature are improving. Results have improved year on year over the past three years and this pattern is predicted to continue in 2017. The Faculty has continually focused on improving both the attainment and achievement of all students which has led to some particularly outstanding outcomes in recent years. Students at Key Stage 4 sit the Pearson/Edexcel GCSE for English Language and Literature.

The faculty is accommodated centrally in recently refurbished rooms, all of which are fully equipped with touch screen technology.

Developing our students' interests in Language and Literature is very important to our improvements, therefore we offer extensive opportunities for our students in terms of enrichment to support their learning.

Plan for the Year

YEAR GROUP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FOCUS	Transactional Writing	Poetry	Myths & Legends	The Novel	Contemporary Play	Literature Through The Ages
7	<i>Transition scheme on novel</i>	Other Cultures Poetry	Read and examine the different myths and legends up to present day vampires and pirates	<i>Black Book of Secrets Skulduggery Pleasant Boy in the Striped Framed Spook's Apprentice Wolf Brother</i>	<i>Demon Headmaster War Horse</i>	19 th Century Fiction: Beowulf, Chaucer, Shakespeare, Dickens
Assessment	Writing: Review of Novel	Reading: Poetry comparison	Writing: Creative writing	Reading: Character analysis	Writing: Newspaper article	Presentation: Life during the 19 th Century
Enrichment	Author Visit Roald Dahl Day	Poetry Competition 'Busta Rhyme'				London Theatre Trip
FOCUS	Poetry	Transactional Writing	19th Century Fiction	Contemporary Play	Shakespeare	Confectionary
8	Crime and Punishment Poetry	Lifestyles / Travel Writing	Reading of 19 th century short extracts	<i>Our Day Out Hobson's Choice Curious Incident</i>	<i>Midsummer Night's Dream</i>	Product design and description of sweet shop
Assessment	Reading: Poetry comparison	Writing: Biased travel article	Writing: Creative writing	Reading: Character analysis/comparison	Reading: Character analysis	Presentation: Product launch (Dragon's Den)
Enrichment	Lancaster Caste	External Writing Competition		Theatre Trip		Cadbury's World

FOCUS	19 th Century Fiction Creative Writing		Shakespeare	Relationships Poetry	Post 1914 Fiction	Contemporary Play
9	A range of extracts taken from 19 th century texts		Romeo and Juliet	Edexcel Poetry Anthology	<i>Of Mice and Men</i> <i>Heroes</i>	<i>Blood Brothers</i> <i>An Inspector Calls</i>
Assessment	Edexcel Language Paper 1 Examination: Unseen extract from The Tell-Tale Heart: Edgar Allan Poe and creative writing task.		Edexcel Literature Examination: Character question	Edexcel Literature Examination: Analysis of Valentine and one other poem from the anthology	Edexcel Literature Examination: Character / Theme Question	Edexcel Literature Examination: Character / Theme question
Enrichment	Jekyll & Hyde/Frankenstein Trip A Christmas Carol School Visit		'What's Your Story Chorley' writing competition Runshaw G&T Days			
FOCUS	19 th Century Prose Text	Poetry: Conflict / Time & Place	Shakespeare	Contemporary Play	Revision	Spoken Language Endorsement
10	<i>Frankenstein</i> <i>Jekyll and Hyde</i> <i>Christmas Carol</i>	Edexcel Poetry Anthology and unseen poetry	<i>Macbeth</i> <i>Romeo and Juliet</i> <i>Much Ado</i>	<i>Blood Brothers</i> <i>An Inspector Calls</i>	Revision of both English Literature Papers	Individual presentation <u>The Curve</u> preparation
Assessment	Paper 2 Section A	Paper 2 Section B	Paper 1 Section A	Paper 1 Section B	Terminal Examination	Spoken Language Individual Assessed Piece
Enrichment	Jekyll & Hyde Trip Rotary Speaking Competition Runshaw Spelling Bee		Poetry Live	Theatre Trip	Macbeth Lancaster	

What's great about Lancashire?

<http://www.visitlancashire.com/>

From visitor attractions to outdoor activities

Lancashire has some of the best walking country in England, from short, gentle rambles to long distance treks allowing you to enjoy some of the best views the county has to offer.



Welcome to Lancashire, a county of contrasting landscapes from its rolling hills to windswept moors diverse heritage and plentiful food and drink, covering 3,075 Km2 of England's North West - Lancashire is the county #WhereLifeFeelsGood .

From the unique and wildlife rich [Morecambe Bay](#) in the north to the flat and fertile coastal plains around Ormskirk and the Ribble Estuary; and from the world famous seaside town of [Blackpool](#) with its iconic [Tower](#) in the west to the undulating fells and moorland of the [Forest of Bowland](#) and Pennines in the east, visitors to Lancashire are truly spoilt!

Our Explore section will introduce you to the different areas of Lancashire including; the historic city of [Lancaster](#), home to the Queen's only castle in the north and the [UK's biggest walkabout theatre](#); The food fantastical [Ribble Valley](#); the modern city of [Preston](#) with its historical origins; and the rich countryside and cultural activities around the Pennine towns of [Burnley](#), [Blackburn](#) and [Colne](#).

How to Apply: Candidates should submit the following:

- **Completed Application Form** – use the TES application form. We cannot accept CVs
- **Letter of application** (no more than two sides of A4)

If using the Lancashire County Council application form - the application form is available in electronic format and can be downloaded from our website www.southlands.lancs.sch.uk Please save your application form, and letter of application in Word (.doc) format and email to jane.thompson@southlands.lancs.sch.uk. For more information about this position or to have an informal discussion about your application, or if you require any assistance, please contact Mrs J Thompson email: jane.thompson@southlands.lancs.sch.uk or telephone: 01257 414455.

NB We will request references for those selected to interview within two days of finalising the shortlist. We look forward to hearing from you.