



# Jack Hunt School (Trust)

## A Specialist Language College and Sports College

Bradwell Road, Peterborough, PE3 9PY  
Tel. 01733 263526 Fax 01733 330364  
email [info@jackhunt.net](mailto:info@jackhunt.net)  
website ~ [www.jackhunt.net](http://www.jackhunt.net)

CEO & Headteacher: Ms P J Kilbey, BEd (Hons), PG Dip Ed, NPQH  
Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH  
Group 8 (11-18), Roll 1766 (206 in Sixth Form)

***“A securely good school” – Ofsted January 2017***

### DEPUTY CURRICULUM AREA LEADER ENGLISH (TLR 2b - £4,657)

Required for September 2020 a well-qualified and enthusiastic Teacher of English to join a successful and well-resourced curriculum area.

If appointed, you will be helping lead a department which plays a significant role in the combined figure for the School; has an excellent uptake for its A level courses; is forward thinking and innovative; and is committed to collaborative working.

We are seeking to appoint an experienced teacher with an excellent track record of improving results who will help lead our English Curriculum Area into its next phase of development.

We welcome applications from experienced teachers, especially professionals aspiring to becoming a Curriculum Area Leader. The successful applicant will play a key role in the continuing development of learning and teaching in English.

**Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational, comprehensive school with outstanding community cohesion.**

**The school provides an exceptional in-house CPD programme to enhance career development. If you want to truly make a difference to the lives and aspirations of our students we look forward to hearing from you.**

***The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

***Further details and how to apply are available on the Jack Hunt School website: [www.jackhunt.net/careers](http://www.jackhunt.net/careers)***

**Closing date: Monday 30 March 2020 at 9.00 am**



Our Head Prefect Team: 2019 - 2020



A founder member of the Peterborough Keys Academies Trust registered in England and Wales as Company Number 1108321



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Bradwell Road, Peterborough, PE3 9PY Tel: (01733) 263526 Fax: (01733) 330364 web: [www.jackhunt.net](http://www.jackhunt.net) email: [info@jackhunt.net](mailto:info@jackhunt.net)  
CEO Peterborough Keys Academies Trust and Headteacher: Ms P J Kilbey, BEd (Hons) PG Dip Ed NPQH  
Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH Deputy Headteacher: Ms A M Ford, MA (Hons) Cantab Med PGCE AST

## Welcome Letter from the Headteachers

March 2020

Dear Applicant

### Application for post as Deputy Curriculum Area Leader (CAL) English

***The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

Thank you very much for your interest in the above vacancy. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

We are seeking to appoint an experienced teacher with an excellent track record of improving results who will help lead our English Curriculum Area into its next phase of development.

Our priorities as a school are to continue the laser sharp focus on raising attainment and improving progress whilst providing a caring and aspirational environment for our students where they are given a range of opportunities to experience and excel in. We are an inclusive, truly comprehensive school committed to achieving the best outcomes for all our students. We want them to achieve more than they themselves thought possible.

We have won a number of Awards for our work, especially the exceptional progress our students make from their starting points; our students attend Russell Group Universities; represent England and Great Britain in a range of Sports; and contribute positively to the school and wider community. The successes we have had and the excellent reputation we have in the City has been as a result of the relentless hard work of the entire staff body.

In this post we are seeking someone who is keen to develop professionally and who is prepared to work in a collaborative way with colleagues. Individual contribution to teamwork and a positive 'can do' outlook is essential.

Our selection criteria for the post are clearly outlined in the documents on the school website for applicants. If you do truly want to make a difference to the lives and aspirations of our students and if you aspire to work in a supportive, professional environment with a learning and reflective culture, we would be very pleased to receive an application from you.

Yours sincerely

Ms P J Kilbey  
Headteacher  
CEO for Peterborough Keys Academies Trust

Ms K Simpson-Holley  
Headteacher



Our Head Prefect Team: 2019 - 2020





## APPOINTMENT OF DEPUTY CURRICULUM AREA LEADER FOR ENGLISH (TLR 2b £4,657)

*The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

### **The Post**

We are seeking to appoint an enthusiastic, innovative and dynamic teacher to play a leading role in the English Department. We welcome applications from professionals aspiring to becoming a Curriculum Area Leader. We are seeking to appoint an experienced Teacher with an excellent track record of improving results. The successful applicant will play a key role in leading our English Curriculum Area into the next phase of development.

If appointed you will, besides teaching English, join a House team in the school and have responsibility for a Tutor Group. A generic job description for a Deputy Curriculum Area Leader is on the website.

### **Pay and Conditions of Service**

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the 'School Teachers Pay and Conditions Document 2019'. The Trustees have their own pay policy in line with this document.

The successful applicant will be registered with the Teaching Regulation Agency (TRA) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Trustees of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo an Enhanced DBS check and if necessary, a medical examination.

### **Application Procedure**

To apply you will need to go to the Careers Page on our school website [www.jackhunt.net/careers](http://www.jackhunt.net/careers) and click on the relevant post and then click on the apply now button. As part of the application, you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed in the table below and commenting on:

- Why the position of Deputy Curriculum Area Leader English attracts you and indicate what experience and skills you could bring to the role.

Closing date is Monday 30 March 2020 at 9.00 am.

Thank you in advance for your application. If you have had no response by Friday 3 April 2020 please assume that on this occasion your application has not been successful. We are unable to reply to all candidates who apply for positions in the school to inform them that they have not been shortlisted. However, I hope you will obtain a suitable appointment in the very near future.



**Person Specification**

| <b>Attributes</b>              | <b>Essential</b>  | <b>✓ Desirable</b>  | <b>✓ How Assessed</b>   |
|--------------------------------|---|---|---|
| 1. Qualifications and Training | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Graduate</li> <li>• Evidence of preparation for a management post</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> </ul>   |
| 2. Experience                  | <ul style="list-style-type: none"> <li>• Evidence of successful and effective teaching to the secondary age group</li> <li>• Experience and understanding of teaching a wide range of ability including SEN and Gifted and Talented</li> <li>• Experience of teaching GCSE and AS/A2 Level or equivalent</li> <li>• Experience of implementing systems and processes to monitor and evaluate learning and teaching</li> <li>• Experience of successful strategies for the raising of student achievement/attainment over time</li> <li>• Experience of strategies for the effective management of students</li> <li>• Experience of working successfully with partners in the local community</li> <li>• Experience working with parents and external agencies</li> </ul> | <ul style="list-style-type: none"> <li>• Post-16 experience and understanding of lifelong learning principles</li> <li>• Experience of a multi-cultural school</li> <li>• Experience of a large 11-18 school</li> <li>• Experience of leading policy development and implementation</li> <li>• Experience of Performance Management</li> <li>• Awareness and commitment to achieving key targets within the 14-19 local and national agenda</li> <li>• Experience of evaluating the quality of learning/teaching using Ofsted criteria</li> </ul> | <ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> <li>• Interview</li> <li>• Teaching task</li> </ul> |
| 3. Knowledge and Understanding | <ul style="list-style-type: none"> <li>• Ability to lead and work in a team</li> <li>• Secure subject knowledge</li> <li>• Ability to motivate staff and students and to convey enthusiasm for learning and teaching</li> <li>• Keep abreast of subject developments</li> <li>• Understanding of equal opportunities issues in schools</li> <li>• Knowledge and understanding of how to enhance literacy, numeracy and ICT in teaching</li> </ul>   | <ul style="list-style-type: none"> <li>• Awareness of the importance of Specialist School ethos</li> <li>• Sound knowledge of national policies and developments in education</li> </ul>  | <ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> <li>• Interview</li> <li>• Teaching task</li> </ul> |



| <b>Attributes</b>                | <b>Essential</b>   | <b>✓ Desirable</b> | <b>✓ How Assessed</b>   |
|----------------------------------|--|--------------------|---|
| 4. Skills and Personal Qualities | <ul style="list-style-type: none"><li>• Enthusiasm, ambition and vision</li><li>• Commitment to raising achievement, attainment and aspirations of students</li><li>• Personal and professional commitment to the philosophies of the school</li><li>• Able to communicate effectively orally and in writing</li><li>• Ability to form good relationships with students, adults and parents</li><li>• Proven classroom management skills</li><li>• Ability to work collaboratively within a team</li><li>• Ability to be well organised and efficient including completing agreed tasks within set timescales</li><li>• High level of interpersonal skills</li><li>• Sound ability to use ICT packages and systems</li></ul> |                    | <ul style="list-style-type: none"><li>• Application form</li><li>• Letter of application</li><li>• References</li><li>• Interview</li></ul> |

# JACK HUNT SCHOOL

## JOB DESCRIPTION

|                        |  |
|------------------------|--|
| <b>Post:</b>           | <b>Deputy Curriculum Area Leader - English</b> |
| <b>Allowance:</b>      | <b>TLR 2b</b>                                  |
| <b>Accountable to:</b> | <b>Curriculum Area Leader - English</b>        |
| <b>Date reviewed:</b>  | <b>March 2017</b>                              |

The following job description refers to the main duties and accountabilities of a Deputy Curriculum Area Leader in English. In respect of these duties the Deputy Curriculum Area Leader in English is accountable to and supported by the Curriculum Area Leader of English.

### Purpose of the job

The role of the Deputy Curriculum Area Leader in English is to assist the English Curriculum Area Leader in ensuring that high quality teaching and learning are promoted and supported within the Curriculum Area, to ensure all students can achieve their potential.

#### 1. **Teaching, Learning and Standards**

The main accountabilities are to:

- ◆ use attainment data provided by the school (SATs, NFER, YELLIS, ALIS, ALPS, SIMS) to assist the English Curriculum Area Leader in monitoring the progress of students taught in English. Ensure that effective use is made of the data to set targets for achievement in the department.
- ◆ to assist in monitoring the progress of students and identify underachievement ensuring programmes of support are in place to maximise the potential of all students
- ◆ to ensure that individual learning targets are set for all students across the Key Stages of responsibility.
- ◆ to support the English Curriculum Area Leader in ensuring that classroom expectations are enforced across English and that the Positive Behaviour Policy and Rewards Policy to support learning are implemented
- ◆ to support the English Curriculum Area Leader in monitoring and sampling the quality of reports to parents written for the department
- ◆ to support the English Curriculum Area Leader in monitoring and evaluating teaching and learning in accordance with the school policy, including classroom observation and sampling of student work
- ◆ ensure that suitably differentiated work for HPA students is incorporated into schemes of work and work with the HPA Co-ordinator to co-ordinate events and extra-curricular initiatives.
- ◆ co-ordinate links with the Learning Support Department to meet individual student needs within the Key Stages of responsibility.

## 2. Improvement Planning, Monitoring and Evaluation

The main accountabilities are:

- ◆ to be responsible for all aspects of the Key Stages of responsibility in the English curriculum for planning, organisation, implementation and evaluation, and to liaise with examination boards.
- ◆ to ensure that all course work is completed, marked, moderated and forwarded to the examination board.
- ◆ to set and implement all internal examinations across all the Key Stages of responsibility and report analysis of the results to the English Curriculum Area Leader.
- ◆ to organise and monitor the effectiveness of all Progress and Booster classes for English students across all the Key Stages of responsibility.
- ◆ to maintain up to date spreadsheets/databases of tests and examination scores; to analyse them and give immediate feedback on underperforming students, across all the Key Stages of responsibility.
- ◆ to keep informed of current issues relevant across all the Key Stages of responsibility (English) curriculum and provide information for colleagues during department meetings as appropriate.
- ◆ to liaise with previous key stage teachers to promote continuity and progression in English, particularly the transition from Year 9-10.
- ◆ to plan, monitor and evaluate student feedback in English across students across all the Key Stages of responsibility.
- ◆ to help organise, develop and review the most appropriate 'A' Level course for English.
- ◆ to assist in preparing an annual improvement plan and staff development plan for English in accordance with the school planning cycle and taking into account the school's Strategic Plan and School Improvement Plan

## 3. Leading and Managing Staff

The main accountabilities are to:

- ◆ to be responsible for deputising for the English Curriculum Area Leader in his/her absence
- ◆ to lead, manage and co-ordinate the work of the team for Key Stages English; encourage the process of team building and provide training and development where necessary.
- ◆ to keep up to date with relevant new developments, liaise with colleagues and provide INSET as required.
- ◆ to assist the English Curriculum Area Leader in allocating teachers to teaching groups and manage staff in the Curriculum Area.

- ◆ to assist the English Curriculum Area Leader in setting students at the end of Year 9 for the GCSE English and Literature courses.
- ◆ to support the English Curriculum Area Leader in overseeing and supporting the professional conduct of English staff. To monitor and advise staff on appropriate professional conduct.
- ◆ to help in the induction of new staff to the department including newly qualified teachers in accordance with school policy and to oversee the work of initial teacher trainees as appropriate.
- ◆ to represent department views through attendance when at appropriate meetings and provide appropriate feedback.
- ◆ to ensure that cover work is provided for classes when staff are absent for the Key Stages English and support the work of Class Supervisors / cover teachers within English.
- ◆ to assist colleagues in managing the behaviour and discipline of students.
- ◆ to assist the Curriculum Area Leader in ensuring the school's Performance Management policy is implemented for all English staff.

#### 4. **Efficient and Effective Deployment of Resources**

The main accountabilities are:

- ◆ to ensure the school's Health and Safety Policy is implemented and monitored in English including appropriate risk assessments when necessary.
- ◆ to ensure that all classrooms and corridors in English have displays of material including students' work that are regularly updated.
- ◆ to oversee the ordering, maintenance and accountability for the teaching and learning resources across all the Key Stages of responsibility (English).
- ◆ to maintain and regularly update the inventory of equipment across all the Key Stages of responsibility (English) and audit on an annual basis.

#### Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the 'Conditions of Employment of School Teacher' schedule 3 of the Teachers Pay and Conditions Act 1996, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

# JACK HUNT SCHOOL

## GENERIC JOB DESCRIPTION – PERSONAL TUTOR

**Accountable to:** Head of House

**Date reviewed:** July 2008

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

The following job description refers to the main duties and accountabilities of a Personal Tutor.

### The Purpose of the Job:-

To ensure students' well-being and personal development and learning by collaborating/liasing with other staff and parents and assisting where appropriate in work with external agencies.

The Personal Tutor will receive support from the Head of House and Student Support Officer and the wider pastoral team attached to the House team, to enable these duties to be fulfilled effectively.

### The Main Accountabilities are:-

#### **Registration Duties**

- To be responsible for the good order and safety of the Form during Lesson 5.
- To complete registers according to agreed school procedure.
- To monitor absences and positively encourage attendance and punctuality and where necessary take follow-up action as per agreed procedures.
- To check uniform, encourage pride in uniform and issue uniform cards where necessary. Persistent refusal to adhere to the uniform policy must be referred to the Head of House.
- To check and sign student planners once each week for parent signature and any relevant communication.
- To communicate information provided from staff briefings and other sources.
- To carry out the planned activity for the day including the 'Thought for the Day' as directed by the Head of House.
- To report promptly to the classroom teacher/Head of House damage to furniture and fittings in the Form room.
- To attend relevant assemblies and monitor behaviour of students during this time.

#### **Monitoring, Support and Assessment**

- To have an oversight of the general welfare of students whilst at school and endeavour to follow up any individual personal needs.
- To use student attainment data to track student progress, assist students in setting their personal targets across the curriculum and endeavour to provide support for all students.

- To write reports to parents and ensure they are collated for despatch at the agreed times and the returns are checked where necessary.
- To attend House team meetings.
- To assist in consultation regarding the students, including Individual Educational Plans (IEPs), Special Educational Needs (SENs) review meetings and liaison with outside agencies.

### **Rewards and Sanctions**

- To implement the school policy on positive behaviour.
- To monitor and record rewards and sanctions and report to Head of House.

### **Liaising with Others**

- To liaise closely with Subject Teachers, Head of House, Student Support Officer, Learning Support Department and parents regarding the educational progress, welfare and behaviour of students.

### **Performance Management/Professional Development**

- To liaise with the Head of House about pastoral professional development needs and Performance Management objectives, if appropriate.
- To undertake Professional Development concerned with the role of the Personal Tutor.

### **Staff Attached to a House**

All staff attached to and supporting the Head of House should implement this job description. They should check with the Head of House if they are unsure of their duties.

#### Note

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This job description will be reviewed periodically.

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## **THE ENGLISH CURRICULUM AREA**

English is taught by a lively and dedicated team of teachers who have established a culture of sharing the planning and production of work. The responsibility structure is built around:

- Curriculum Area Leader
- Deputy Curriculum Area Leader (TLR 2b)
- Responsibilities in English (TLR 2a) x 2 (KS3 & KS5).

Other allowances are held by other teachers in the curriculum area for responsibilities which are not English specific.

The curriculum area has its own suite of brand new classrooms and enjoys the support of two full time HLTAs. The curriculum area is overseen by a member of the Senior Leadership Team (SLT) and uses up to date research and approaches to ensure that all students receive an enriching and purposeful experience.

The curriculum area works very closely with the Learning Support Team and also runs a successful intervention programmes including Sound Reading and Bedrock for students who need additional support. Where possible this intervention programme supports students in their class but we also provide small group and one to one support as required.

English is taught in fully mixed ability groups in Years 7 - 8 and, where necessary, English as a Second Language and both More Able and Special Needs Support is given within the mainstream curriculum. Groups are banded in Years 9, 10 and 11 as students undertake Key Stage 4 programmes of study.

In Years 7-9, students study a range of units each year which cover the full range of reading, writing and speaking and listening skills they need to develop to succeed in further study and in life beyond school whilst developing their cultural capital. These skills are connected explicitly to the skills at GCSE making our students more confident in what they need to do by the time their year 11 exams begin.

In Years 10 and 11, students study AQA GCSE English Language and English Literature. This requires them to read four Literature texts, including an Anthology of poetry and study a range of unseen extracts and poems. Results at GCSE show 61% of our pupils achieving a grade 4+ in 2019. We remain focused on achieving the best possible progress for every single young person in our care.

The Advanced Level Courses in English Literature and English Language and Literature are both popular options for KS5 students. The department also offers WJEC Film Studies 'A' Level, which is another popular choice. 'A' Level results in both are good. We also offer a Year 12 one year GCSE re-sit course to some individuals, based on their needs. Students regularly go on to read English and related courses at degree level.

The curriculum area has a thriving tradition of theatre and cultural visits as well as success in public speaking competitions. As we adapt to the changes that both the school and education system are currently undergoing, we remain a cohesive and collaborative team who are committed to the excitement of teaching English; all prospective candidates need to share our child-centred approaches and enthusiasm for this endeavour.