

Wood Green School



Candidate Information Pack

Teacher of English

Details of the Post

Job Title:	Teacher of English
Start date:	September 2019
Status of post:	Permanent, Full Time Main or Upper Pay Range
Closing date for application:	24 th April 2019 (12 noon)
Interview Date:	To be confirmed

WELCOME – *Headteacher*

Dear Prospective Candidate

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. To achieve our core purpose 'Excellence for All', we are developing our Baccalaureate that celebrates and encourages everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles. Everything is underpinned by our LearnWELL values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust has been co-founded by four schools: Wood Green School, Chalgrove Primary School, Icknield Community College and Matthew Arnold School.

All four schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are: Trust, Collaboration and Opportunity.

Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to university and with the National Baccalaureate Trust. These all bring great opportunities for students, and also for staff development. I believe that investing in staff is crucial to achieving

Excellence for All. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with



other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Our English department is a strong team that has worked hard to improve outcomes in recent years, with great success. In 2018 GCSEs were the highest ever achieved. The department is passionate about English and the team plays a significant role in developing public speaking, in which Wood Green has a strong reputation across the county. Reading across the school is a strength, with students enjoying Accelerated Reader, twenty minutes every day reading in year 7 and 8, and close links with our school library. This post is an excellent opportunity to contribute to future development as well as to develop your skills further.

When you make an application, please include a covering letter as well as the Acer Trust Application Form. Your letter should be no longer than two sides of A4 in a minimum of 11 point font, and should include comments on your experience and qualities which you feel are of particular relevance to the job description and person specification.

You can add any further information about yourself in the section of the form 'Relevant Skills and Experience'. It would be helpful to include email addresses for your referees, and to advise them that we will be requesting references within a tight timescale.

Your letter and application form should be submitted either by email to vacancies@wgswitney.org.uk or by post. Postal applications will be acknowledged if a stamped addressed envelope is enclosed.

You are most welcome to visit Wood Green School before making your application. If you would like to be shown round the school, or to talk with the Head of Department or the Headteacher, please contact me at shadbolt.r@wgswitney.org.uk to make an appointment.

Wood Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS clearance is required for appointment to this post.

I hope the information about this post inspires you to apply to Wood Green School; I look forward to hearing from you.

Yours sincerely



Rob Shadbolt

Headteacher

Our Vision and Values

The vision for our school is clear: a school which encourages learning and personal development, which celebrates effort as well as success and which requires everyone to contribute to our community.

We expect all staff and parents to have belief in every child and to ensure that the support we provide is exceptional for everyone, just as we would want for our own child. Everything in our school is linked to our LEARN WELL values:

LEARNING

EFFORT

ASPIRATION

RESPECT

NUTURE

WELLBEING

Department Information

The Department of English consists of eight specialist teachers. We work collaboratively across all Key Stages and opportunities for career development and progression are made available whenever possible. The Department teaches in a set of eight English classrooms, all housed in the same building, along with a department office and a networked computer room. Each classroom has a data projector, its own PC and DVD player.

The Department is well resourced with a range of texts and teaching materials for use across all Key Stages. There are strong links with the feeder primary schools through the Primary Network and we meet regularly with other English Departments from West Oxfordshire to share good practice.

Ethos

The Department is committed to developing effective learners who are capable of thinking creatively and independently as well as being able to reflect on their own practice as readers and writers. We place a significant emphasis on assessment for learning across the curriculum, setting personal targets for individuals to enable them to make progress and aspire to the best outcomes possible.

Students are taught the skills to enable them to use both written and spoken language creatively, effectively and precisely for different purposes, audiences and contexts; and to engage with and appreciate a wide variety of texts, including literary and non-literary texts from both modern and historical contexts.

We are committed to grouping students in ways which will enable staff to focus effectively on the range of needs of a particular cohort. This includes teaching mixed ability tutor groups as well as broad ability groups, or more focussed ability sets.

Curriculum

Alongside the classroom curriculum, the Department enters students for public speaking competitions, the Mock Trial competition and also works with groups of gifted and talented pupils from local primary schools on a range of interesting and challenging projects. We have also recently enjoyed theatre trips for all Key Stages to London and Stratford to engage students in Shakespeare in performance.

Key Stage 3

The focus in Years 7-9 is on inspiring learners, as well as teaching students explicitly the core skills of reading and writing and speaking and listening, through a broad and balanced curriculum that offers continuity and progression to students of all abilities. Careful consideration has been given to the mapping of skills across the key stage, alongside supporting students reading challenging texts. Typically this curriculum includes both literary and non-literary prose, poetry, drama – including Shakespeare in all years – and independent reading.

Key Stage 4

Students at Wood Green currently follow the AQA English Language and English Literature at GCSE. The curriculum is structured to enable all students to aspire to the very best grades possible and to build on the skills learned at Key Stage 3, providing plenty of opportunity to make links across their learning and consider concepts, as well as practising the skills for exams.

Key Stage 5

We offer two different subjects at A Level: English Literature (AQA Spec B) and English Language and Literature (AQA). The teaching of both A Level subjects is structured around the different units and has been planned to enable students to build confidence as they move through the key stage, enabling them to explore challenging texts and ideas, and providing regular opportunities to consolidate key skills.

Department Development and Future Plans

The Department are currently working on a range of strategies to improve the impact of feedback – as well as considering how to reduce workload. As a team, we are constantly looking for ways to harness the talent of each member of staff to make us a ‘high-performing team’, rather than just a team of high-performers. We regularly engage in peer coaching and peer observation to provide a supportive environment for trying and evaluating new methods in the classroom, and this is a strategy which we are seeking to consolidate and develop further over the coming months and years.

Examination Results 2018

GCSE Results

English Language (Actual GCSE results compared to Fischer Family Trust 50%)

Comparison Grade				Result Grade														Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%			
	Other							1			1				0	0	0.00%	0	0.00%	0	0.00%			
	U														0	0	0.00%	0	0.00%	0	0.00%			
	1														0	0	0.00%	0	0.00%	0	0.00%			
	2														0	0	0.00%	0	0.00%	0	0.00%			
	3														28	3	10.71%	17	60.71%	8	28.57%			
	4														36	9	25.00%	13	36.11%	14	38.89%			
	5														42	10	23.81%	22	52.38%	10	23.81%			
	6														26	8	30.77%	8	30.77%	10	38.46%			
7														14	3	21.43%	5	35.71%	6	42.86%				
8														8	2	25.00%	6	75.00%	0	0.00%				
9														0	0	0.00%	0	0.00%	0	0.00%				
#				0	0	0	5	30	27	38	22	10	18	4	154	35	22.73%	71	46.10%	48	31.17%			
																Less Than Comparison		Same As Comparison		Above Comparison				

English Literature (Actual GCSE results compared to Fischer Family Trust 50%)

Comparison Grade				Result Grade													Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%		
	Other								1			1			0	0	0.00%	0	0.00%	0	0.00%		
	U														0	0	0.00%	0	0.00%	0	0.00%		
	1														0 <td>0<th>0.00%</th><th>0</th><th>0.00%</th><th>0</th><th>0.00%</th></td>	0 <th>0.00%</th> <th>0</th> <th>0.00%</th> <th>0</th> <th>0.00%</th>	0.00%	0	0.00%	0	0.00%		
	2			3		2	2								4	2	50.00%	2	50.00%	0	0.00%		
	3			1		1	9	4	11	3					28	10	35.71%	4	14.29%	14	50.00%		
	4			2			2	2	10	11	5		1		31	4	12.90%	10	32.26%	17	54.84%		
	5						2	3	7	10	8	4			34	12	35.29%	10	29.41%	12	35.29%		
	6					1		1	4	13	5	6	3	2	35	19	54.29%	5	14.29%	11	31.43%		
	7										4	4	6		14	4	28.57%	4	28.57%	6	42.86%		
	8										1	5	1	1	8	6	75.00%	1	12.50%	1	12.50%		
	9														0	0	0.00%	0	0.00%	0	0.00%		
	#			0	0	4	15	10	32	37	23	19	11	3	154	57	37.01%	36	23.38%	61	39.61%		
															<div></div>	Less Than Comparison		<div></div>	Same As Comparison		<div></div>	Above Comparison	

A level Results 2018

Details							Grades						
A Level results department overview	A*-A%	A*-B%	A*-C%	A*-E%	A*-E%	Entries	A*	A	B	C	D	E	U
A - English Lang & Lit	33.3	50.0	83.3	100.0%	100.00	6	2	1	2	1			
A - English Literature	20.0	60.0	100.0	100.0%	100.00	5	1	2	2				

Job Description

Job Title	Teacher of English
Job Description	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
Review Date of Job Description	January 2019
Establishment	Wood Green School, Woodstock Road, Witney, OX28 1DX
Responsible to:	Head of English
Responsible for:	Teaching and supporting all designated classes in English
Purpose of Post	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. To monitor and support the overall progress and development of students as a Teacher/Form Tutor. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Teaching	<ul style="list-style-type: none"> To undertake a designated programme of teaching across all key stages Teach consistently high quality lessons Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 Be a role model for students, inspiring them to be actively interested in English To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers To complete the relevant documentation to assist in the tracking of students Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching Prioritise and manage time effectively, ensuring continued professional development in line with the role To follow the school policies and procedures To ensure the effective/efficient deployment of classroom support To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework Follow schemes of work for English at all Key stages Promote aspects of Personal Development related to English Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of English Promote English learning through out of hours activities.

	<ul style="list-style-type: none"> Ensuring a high quality learning environment throughout the English area.
Assessment, Feedback and Tracking	<ul style="list-style-type: none"> To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy To follow department monitoring and tracking systems relating to students attainment, progress and achievement Mark, grade and give written/verbal and diagnostic feedback as required Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required Complete the relevant documentation to assist in the tracking of students To follow department policy regarding department tracking of student progress and use information to inform learning and teaching Follow setting and co-ordinating assessment arrangements in English at all Key Stages, and in all areas as required by school policies, including standardising those assessments.
Staff Development	<ul style="list-style-type: none"> To continue personal development in the relevant areas including subject knowledge and teaching methods To engage actively in the Performance Management process Participate in whole school CPD programmes To take part in the staff development programme by participating in arrangements for further training and professional development.
Student Support and Progress	<ul style="list-style-type: none"> To be a Form Tutor to an assigned group of students To promote the general progress and well-being of individual students and the Tutor Group as a whole. To liaise with the relevant pastoral leaders to ensure the progress of students. 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 lead the National Baccalaureate within the tutor group To contribute to the preparation of Action Plans and other reports as required To alert the appropriate staff to problems experienced by students 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 and enterprise according to school policy To apply the Behaviour for Learning policy so that effective learning can take place Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams

	<ul style="list-style-type: none"> • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.
Safeguarding	<p>Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school</p> <p>Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.</p>
Communications, Marketing and Liaison	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate • Where appropriate, to communicate and cooperate with persons or bodies outside the school. • To follow agreed policies for communications in the school • To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.
Personal Responsibilities	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example • To support the school in meeting its legal requirements for worship • To actively promote school policies and procedures • To be responsible for own continued professional development • To comply with the school's Health & Safety policy and undertake risk assessments as appropriate. • To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment • To undertake duties before the school day, at break, and after the school day on a rota basis • To attend meetings scheduled in the school calendar punctually • To set cover work during any leave of absence • To adhere to the School's Safeguarding Policy.
Notes:	<p>The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.</p> <p>This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.</p> <p>This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post</p> <p>The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.</p>

Person Specification

Criteria	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Good honours degree or equivalent • QTS or PGCE • Have a secure knowledge of the English curriculum and related pedagogy • An awareness of the impact that their subject can make to the whole school • Ability to teach English at KS 3,4 and 5 	<p>Graduate of Olevi programme or awareness of DRICE principles</p> <p>Coaching experience</p>
Teaching	<ul style="list-style-type: none"> • Evidence of excellent classroom practice appropriate to career stage • Excellent understanding of effective and engaging teaching methods that will 'light fires' • The ability to engage, enthuse and motivate all students. • Able to use technology to enhance Teaching and Learning • Able to incorporate assessment for learning practices into everyday practice 	Evidence of using teaching to raise student attainment
Assessment	<ul style="list-style-type: none"> • Full understanding of the use of assessment to inform planning • Able to mark, record and give feedback in line with whole school and departmental policy • An understanding of assessment at KS3 	Understanding of how to mark GCSE and A level
Planning	<ul style="list-style-type: none"> • The ability to plan lessons and sequences with clear objectives to ensure progression for all students • The ability to adapt schemes of work to suit the needs of students and groups of students • A clear understanding of planning for progression between the key stages 	Experience of planning in accordance with the GCSE and A level specifications
Professional attributes	<ul style="list-style-type: none"> • Highly motivated and a willingness to continue learning • A positive role model for staff and students • Resilient and responds well to challenge • Excellent communication skills • Team player • Initiative • Able to prioritise and meet deadlines 	Career teacher, interested in long term career development

Relationships with young people	<ul style="list-style-type: none"> • Have high expectations for all young people including a commitment to ensuring that they can achieve their full educational potential. • Establishing fair, respectful, supportive and constructive relationships with students. • Hold positive values and attitudes and adopt high standards of behaviour in their professional role 	
Personal qualities	<ul style="list-style-type: none"> • Enthusiasm, drive and a love for the job • Clear vision and an innovative approach to Teaching and Learning • A passion for ensuring that all aspects of school life demonstrate integrity and respect • Commitment to a high profile presence in and around the school. • A good sense of humour • Excellent communication skills, both verbal and written • Good time management • Flexibility, adaptability and creativity 	<p>Ability to enthuse others and be a positive role model</p> <p>Willingness to challenge others to produce positive outcomes</p>

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.