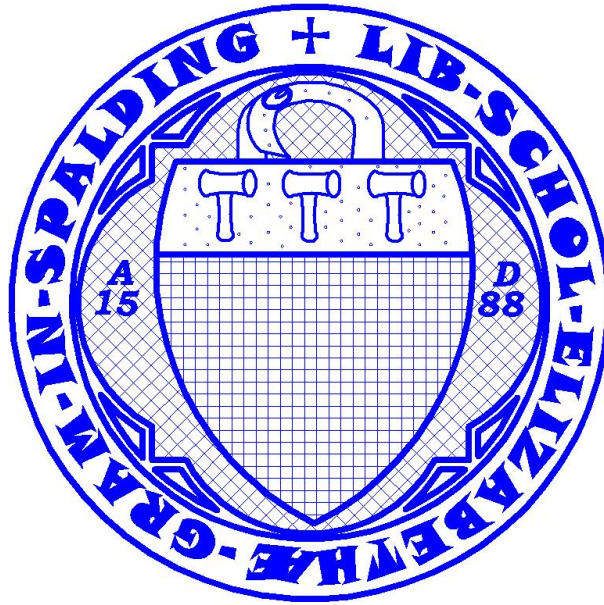


Spalding Grammar School



**Appointment to
the position of
Second in Department:
English**

September 2023

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GENERAL INFORMATION ABOUT THE SCHOOL

Founded in 1588 by Royal Charter, Spalding Grammar School was located within a part of Spalding Parish Church, called St Thomas's Chapel, until the 19th century. The School moved to its current site in 1881 and doubled in size when it amalgamated with Moulton Grammar School which closed in 1939. The School now occupies an enviable, spacious site, including 17 acres of Governor-owned playing fields, five minutes from the town centre. Teaching accommodation has been significantly improved and developed in the last twenty years, incorporating a large sports complex, a new English block and Library, a dedicated Business Centre, extended Sixth Form facilities and a multi-purpose Atrium. The School was awarded Academy status in 2013.

The School is academically selective and admits the top 25% of the population as determined by standardised verbal and non-verbal reasoning tests. There are generally five forms of entry with an admission number of 150 pupils. Pupils are taught mainly in mixed-ability groups throughout the School, although setting does operate in mathematics from Year 7, and in English, modern languages and science from Year 9.

There is a common curriculum for the first three years, in which pupils study the National Curriculum core and foundation subjects. Every student studies a modern foreign language as well as Latin. Pupils also engage in lessons in core physical education and PaCE (Personal and Careers Education).

At GCSE, the majority of pupils will take ten subjects, including three options. A modern foreign language is compulsory. Depending on ability, some pupils will take a second qualification in mathematics; others will take dual award science, rather than three separate disciplines. Pupils continue to pursue both core physical education and PaCE.

The Sixth Form, which is coeducational, has grown in recent years and now attracts many students seeking to join us from other schools. At present there are approximately 240 students in the Sixth Form, of which approximately one quarter are female. Our curriculum model, in light of post-16 reform, is that all students take three A Level courses, alongside an enrichment elective in Year 12. For some students, an additional pathway of four A Level subjects is available.

The School aims to develop individuals, both personally and academically, and has thus implemented a form system which allows all Year groups to come together for a variety of structured activities such as mentoring, personal study, presentations and debating sessions. All teachers, as well as some members of the support staff, carry out the role of Form Tutor within one of the School's six Houses.

A large part of what goes on at the School happens outside the classroom. The School's main sports are Rugby, Football, Hockey, Athletics and Cricket, but numerous other options are available. The School competes very successfully with many other schools in the county and beyond. Many students are involved in the Duke of Edinburgh Award Scheme and are developed through the challenges and opportunities that this affords. We also offer a skiing trip each year, exchanges and work experience activities in France, Germany or Spain, as well as several other foreign visits.

The School's principal aim is to ensure that all students and staff have every opportunity to attain their potential intellectually, socially and personally. Relationships between staff and students of all ages are exemplary, and there is a friendly and orderly atmosphere which, in combination with a stimulating academic environment, develops the qualities that lead to successful examination results.

Staff have the use of a modern staff room, complete with catering and reprographic facilities. Many staff who join the School speak of the warmth with which they have been received and they consider it a very friendly place to work. Continuing Professional Development for the staff, under the guidance of a dedicated Staff Tutor, is of paramount importance and there are many opportunities for individuals to both develop their practice and advance their career. The teaching and learning environment is supported by a dedicated team of support staff who work in harmony with the teaching staff to create a mutually supportive work place.

The School operates as a cohesive community. The Parents' Association is very strong; it enriches the life of the School through a wide variety of events, as well as raising in excess of £10,000 for the

School each year. Support for charities and community projects is also very positive. The Governing Body is also highly supportive of the School and its members are often a visible presence around the place.

Located in South Holland, Spalding is a pleasant market town in a largely rural area within easy reach of Peterborough and the A1. The people are very friendly and the pace of life is relaxed. There is a local entertainment venue, the South Holland Centre, in the town which provides a variety of live entertainment. House prices compare very favourably with those in most other parts of the country and there are a number of primary schools within the local area which provide for all abilities and faiths. The town is also served by our sister grammar school (Spalding High School) and a comprehensive school.

THE ENGLISH DEPARTMENT

The English Department at Spalding Grammar School aims to build students' ability to be confident communicators, reflective and critical readers and thoughtful, articulate writers. It is made up of six specialist teachers (five full-time and one part-time); we are a cohesive team who share good practice, support each other and have a mutual enthusiasm for all that English has to offer. We aim to equip our students with the knowledge and skills they need to join in an ongoing conversation about the world they live in, informed by carefully-selected texts from a wide range of genres and periods.

Staff have worked together to develop a curriculum that is tailored to the needs and interests of boys in Years 7-11, making careful choices of set texts and activities to spark enthusiasm and ensure challenge. Resources are produced in-house and can be adapted to meet the needs of different groups, depending on whether students need support to embed specific skills or tasks that offer greater depth.

Skills and knowledge are mapped out across all five years in order to ensure coverage of all elements of the two GCSE courses. In KS3 students develop the skills of exploring themes, ideas and characters in a range of texts. They examine the ways in which texts from all four genres can be used to tell stories, convey thought and represent the world. They learn how to describe and analyse the methods writers use to create particular effects, and begin to consider the ways in which writers are influenced by the contexts in which they live. They also learn to evaluate the effectiveness of particular texts and are encouraged to develop their own opinions and interpretations.

The texts chosen for study present increasing levels of challenge and are drawn from a range of periods and genres. We are working hard to diversify the curriculum by introducing a wider range of texts written by women and by writers of colour, whether as part of the key units or within students' wider reading. To this end, we have introduced Zana Fraillon's *The Bone Sparrow* in Year 7 and novels such as *The Other Side of Hope* (Beverley Naidoo), *Coram Boy* (Jamila Gavin), *Between Shades of Gray* (Ruta Sepetys) and *Hell and High Water* (Tanya Landman), together with the English and Media Centre's multicultural short story collection *Iridescent Adolescent*, in wider reading lessons. Our Year 8 unit on *The Tempest* explores issues of colonialism and representation through a close study of the character of Caliban, and students in Year 9 explore the representation of marginalised groups further in their unit on nineteenth-century non-fiction.

Students are taught in mixed-ability groups in Years 7 and are set by ability in Years 8, 9, 10 and 11. All students take GCSEs in both English Language and English Literature, following the AQA specifications. At A Level the department offers English Literature (AQA B) and English Language (AQA), in conjunction with Spalding High School. Students are taught in a purpose-built suite of classrooms, with access to a drama studio. The Library, which is bright and welcoming, is a popular facility. There is a thriving Creative Writing Club, a student-led Key Stage 3 Reading Group and opportunities for students to participate in debating and public speaking.

The department has made great progress in recent years, with results showing consistent improvement. In 2022, 93% of GCSE students achieved 9-4 in both English Language and English Literature. At A Level, 100% achieved A*-C in English Language and 80% in English Literature.

JOB DESCRIPTION

Salary:

£28,000 - £43,685, depending on experience + TLR B (£5,354)

Accountable to:

Head of English

Responsible for:

Supporting the leadership and management of the English Department

Specific Responsibilities:

We seek to appoint a dynamic and inspiring Second in English. The successful applicant will be a well-qualified, experienced, outstanding, specialist teacher committed to achieving high standards, from both students and staff, and developing each student to achieve his/her potential.

- a. Curriculum Provision: you will be responsible for helping make provision for all students in all Key Stages, supporting the Head of Department, in particular, with development and delivery of the curriculum in Key Stage 3.
- b. Curriculum Development: you will be responsible for developing new schemes of work to provide continuity in learning and in response to changes in English qualifications at local or national level.
- c. Teaching and Learning: you will lead, develop and implement a varied and effective range of teaching strategies that promote the highest standards of students' learning within the department.
- d. Assessment: you will be responsible for helping ensure robust assessment strategies are implemented and reliable data is reported as required by the Senior Leadership Team.
- e. Department Self-Evaluation: you will regularly help to evaluate students' progress within your department as part of the whole-school evaluation process.
- f. Teaching staff development: to ensure your specialist teachers extend their professional practice and are fully prepared and equipped for their teaching commitments within your department. You will line-manage some members of your department team through the Appraisal process.
- g. Facilities: you will ensure the specialist teaching rooms are attractive and well-kept to create a safe and stimulating learning environment.
- h. Appointments: as required you will contribute to the process of appointing new teachers in your department team.
- i. Wider contribution: as a Middle Leader within the School you will have access to leadership training and will be expected to contribute to Middle Leaders' discussions.

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Good Honours degree • Qualified Teacher Status 	<ul style="list-style-type: none"> • Additional qualifications to extend knowledge and skills in English 	<ul style="list-style-type: none"> • Application Form
Professional Experience	<ul style="list-style-type: none"> • Dynamic teacher with understanding and enthusiasm for English • Potential to grow into Middle Leadership • Knowledge of current educational developments in English 	<ul style="list-style-type: none"> • Experience of successful Middle Leadership. 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Vision and Leadership	<ul style="list-style-type: none"> • Potential to lead, motivate, challenge and inspire staff and students in English • Potential to build a cohesive and flexible team of teachers • Potential to evaluate the Department's strengths and weaknesses, to initiate and successfully implement change for improvement • Readiness to contribute to whole school developments as a Middle Leader 	<ul style="list-style-type: none"> • Proven ability to lead and manage staff and students; to build an effective team; and to evaluate departmental strengths and weaknesses, then implement an effective Action Plan for improvement • Experience of contributing to whole school developments as a Middle Leader 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Leading Teaching and Learning	<ul style="list-style-type: none"> • Commitment to personal and professional development of all staff within the department, both specialist and non-specialist. • Commitment to promote teaching strategies that enhance learning for all students in English • Potential to use data to support learning, set targets and monitor and evaluate performance • Success in raising student achievement through review, evaluation and intervention 	<ul style="list-style-type: none"> • Experience in using Go4Schools to track and monitors student progress 	<ul style="list-style-type: none"> • Application Form • Interview process • References

Managing the Mathematics Department	<ul style="list-style-type: none"> • Potential to manage the quality of teaching and learning within the department through clear QA processes • Potential to manage Appraisal and continuing professional development of members of the department, including induction of new members of staff • Potential to enhance the quality of the learning environment within the department • Potential to assist in the management of the department budget 	<ul style="list-style-type: none"> • Experience of managing staff and holding them to account • Experience in working across departments in the interests of coherent provision for students 	<ul style="list-style-type: none"> • Application Form • Interview process • References
Form Tutor	<ul style="list-style-type: none"> • A teacher who actively supports the school's commitment to tutoring at Spalding Grammar School • Commitment to supporting the personal development of all students within the tutor group 		<ul style="list-style-type: none"> • Application Form • Interview process • References
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm, drive and a love for the job • A good sense of humour • Ability to work under pressure • Ability to organise, plan and prioritise time effectively • Commitment to the School's safeguarding policies and standards 		<ul style="list-style-type: none"> • Application Form • Interview process • References

APPLICATION PROCESS

Applicants wishing to view the School and the English Department in advance of making an application are invited to do so. Please contact Debbie Haslam, the Headmaster's PA, if you would like to make such an arrangement.

Applications should be made by:

- Completing the School's application form (CVs will not be accepted as an alternative to a completed form)
- Providing a supporting letter (on no more than two sides of A4, font size 11 if typed). The letter should include how you meet the person specification and how your skills and experience to date make you the ideal candidate for this post.

Applications should be sent either by email, to dhaslam@spaldinggrammar.lincs.sch.uk, or by post, to:

Mrs D Haslam
Headmaster's PA
Spalding Grammar School
Priory Road
Spalding
Lincolnshire PE11 2XH

The closing date for applications is **Tuesday 25 April 2023, at 12 noon**

Interviews will take place in the week beginning **Tuesday 2 May**

I thank you for your interest in Spalding Grammar School and I look forward to hopefully receiving your application.

S M Wilkinson
Headmaster