

Teacher of English at Bishop Luffa School





Bishop Luffa School



Thank you for your interest in the post of Teacher of English at Bishop Luffa School.

Required from September 2021 we are seeking to appoint a dynamic and forward thinking Teacher of English at Key Stage 3-5, who would also be the Key Stage 3 Team Leader.

The successful applicant will be able to share and enthuse our young people with a love of English, and support them to be creative, reflective and resilient learners. He or she will be passionate and committed, and keen to inspire students to learn skills and explore their own talents, and to share our aspiration to help realise the school's vision, *Always our best because everyone matters*. The English Faculty has a track-record of providing a broad experience for students. As well as securing excellent outcomes, the department prides itself on the variety of trips and competitions that students are able to access.

We have a strong House system and we will be looking to recruit someone who will be an asset to the House that they join. The pastoral team will be involved in the interview process.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, the Sixth Form Fashion Show and Charity Week. We would like to hear from people who share our vision that we are here to show students 'life in all its fullness' and who firmly believe that learning extends beyond the classroom.

Bishop Luffa School is a fully comprehensive 11-18 academy. We do not select students based on academic ability, but we do give priority to children whose families go to church. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

Best wishes,

Mr Austen Hindman
Head Teacher



Our Vision

Our aim is to show every child what 'life in all its fullness' means.

We are a school of hope, where students are invited to explore their God-given potential.

Staff at Bishop Luffa commit to:

- ◇ Inspire all students to be ambitious about their futures
- ◇ Encourage and develop leadership amongst students and staff
- ◇ Develop Partnerships within, and beyond, the school
- ◇ Foster engagement in personal and spiritual development
- ◇ Nurture a sense of belonging to a safe school and the wider world



About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1515 pupils including 321 Sixth Form students, serving a wide area around Chichester. The school was founded in 1963 to give Christian families a place where their children could be given a high quality education based on Christian values. In 2013 the school became an Academy.

Our school proudly encourages students to explore a wide range of subjects and extra-curricular activities. At last count, there were 49 clubs running regularly. We celebrate learning outside of the classroom in a number of annual events, such as 'Fruition' which showcases the Arts and Technology and our fiercely contested House competitions in Sports, Dance and Drama. We award a House Cup every year for the House that gains the most House Points.



We want three things from our students: that they join-in, that they contribute to the school community and that they take their turn as leaders. Each House has a council led by its House Captains, and this feeds into our School Council, which is chaired by our School Captains. The School Captains regularly attend meetings with the school leadership team.

Each year group is served by a member of our clergy team, who are drawn from churches in our catchment area and reflect the diversity of the Christian faith. We also have a Worship Team of staff and students, who write and deliver the 'Connect' programme, which helps students to learn about their spiritual life.

Our ethos, and the tremendous support that we get from parents and carers, leads to our students achieving excellent results and following exciting careers. We are proud of our school and look forward to welcoming a new Teacher of English into the Faculty.



The English Faculty

Our Faculty Vision

Our over-arching aim is to be consistently working together and celebrating creativity to achieve success.



"I am really enjoying English because the teacher has lots of different ways of teaching us (like group work)."

Year 9 pupil

"In English green penning helps me to know what I can do better next time so I can improve my work. It also helps me in my spelling and how to spell tricky words."

Year 7 pupil

We seek to motivate our students through positive relationships, a wide range of teaching and learning styles, and the promotion of independence.

We aim to be a faculty of active readers, writers, speakers and listeners, whose enthusiasm for English Language and Literature is found in our continuing active involvement with the subject.

As a faculty we value teamwork through shared planning, shared observation, shared professional dialogue and shared support. Our aim is to develop our working practices through reflection and evaluation.

The Faculty promotes active learning. Wherever possible, we teach language through literature and a range of media. We arrange – and change – groups within classes to suit both the learning styles of pupils and the demands of the particular work in hand. We are reflective and responsive to the needs of individual pupils, and use a range of assessment techniques to inform progress in speaking and listening, reading and writing. Throughout recent curriculum changes our planning has been guided by our vision of English as a means of emotional and cultural development as well as a tool of expression. Many of our resources come from NATE and the English & Media Centre.

Faculty team and accommodation

The Faculty teaching team consists of the Head of Faculty, two Team Leaders and a Faculty Coach. Team Leaders take charge of pupil progress in each Key Stage, while the Faculty Coach's role is to lead Faculty CPD and to support teachers in such a way that pupils enjoy a consistently outstanding experience in their English lessons and make exceptional progress. There are at present eleven members of the Faculty. We benefit from having 12 hours of administrative support each week.

English has a suite of rooms in an attractive building. All rooms are wireless-networked and equipped with an interactive whiteboard. A designated office space for English and Maths is also available for working with faculty staff and to promote further cross curricular collaboration. An English Computer Resource base accommodates up to 17 pupils. The adjacent Conference Room can be booked for Drama, speaking and listening activities, and larger group work.



Curriculum

Key Stage 3

The KS3 English curriculum at Bishop Luffa is varied, challenging, and centred on creativity. From Year 7 onwards pupils are encouraged to become confident speakers, effective writers, and enthusiastic readers. Pupils in year 7 develop their literacy through studying Language Awareness, The Class Novel, and an Introduction to Poetry. Year 8 pupils are encouraged to think critically about the world around them in their study of Shakespeare and War Fiction and Poetry. Year 9 topics provide both continuity and progression for pupils, including Language and Gender and Romeo and Juliet, which foster independent learning and connections with GCSE. Throughout KS3, there is a rich extra-curricular culture of reading and writing in which pupils are encouraged to participate, including the popular writing magazine Written Life, as well as public speaking and poetry competitions.



Key Stage 4

At KS4, pupils will study for two GCSEs: English Language and English Literature. Both of these courses are designed to develop independent, creative thinking skills and the confident use of the English language, as well as encourage a lifelong love of reading. Pupils are assessed through terminal examinations. For English Language, pupils will read and produce both fiction and non-fiction. They will also be assessed in their speaking and listening skills. For English Literature, pupils will study a Shakespeare play and a classic text from the English Literary Heritage, as well as study poetry, both seen and unseen, and read a modern play. There are opportunities throughout the two-year course to attend conferences, watch plays on-stage use multimedia, and to write for the KS4 Magazine, Phoenix.

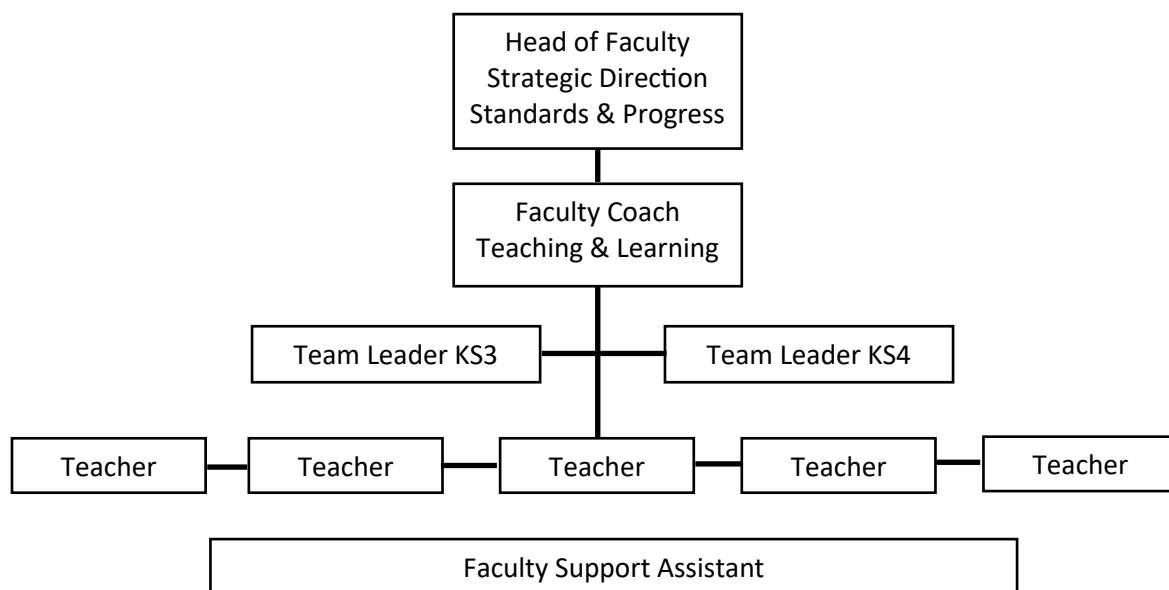


A Level

English Language (AQA) and English Literature (AQA specification B) are popular subjects in the Sixth Form. Typically, we run two groups each year for AS and A2. There are nine one-hour lessons per fortnight together with a further non-supervised lesson. Teaching is shared between two teachers for each group. Group sizes vary from year to year, but average some 18-22 students per group in Year 12.



The Faculty Structure



Rationale

The Faculty aims to ensure that all pupils experience consistently outstanding learning. The Head of Faculty sets the strategic vision for the Faculty and, supported by Team Leaders, ensures outstanding pupil progress across the age and ability range by monitoring at interim and public exams stages, evaluating the effectiveness of provision and curriculum, and planning changes where appropriate. The Faculty Coach liaises with Head of Faculty and Team Leaders to discuss the quality of teaching and to lead improvement through Faculty and individual cpd.

Head of Faculty – TLR 1

- sets targets and monitors and evaluates pupil progress towards these targets
- takes early intervention action at a Faculty level
- ensures effective communication across the Faculty and effective performance of
 - Faculty coach for developing teachers' classroom skills,
 - Team Leaders for key stage based issues of curriculum and pupil progress
 - Faculty Support Assistant in terms of administrative tasks
- Responsible for pupil progress at one key stage (KS3, KS4 or KS5)
- takes a key leadership responsibility in the school.

Faculty Coach – Teaching & Learning - TLR 2

- supports and develops the standard of the Faculty's teaching and learning
- implements effective Thinking & Learning skills from Years 7-13
- supports appropriate differentiation and classroom management for pupils
- evaluates progress and identifies CPD needs in the Faculty.

Two Team leaders - TLR 2

- take charge of subject development across a Key Stage
- responsible for pupil progress at one Key Stage (KS3, KS4 or KS5)
- line manages a team of at least two colleagues.
- takes a Key Stage responsibility within the Faculty.

Faculty Support Assistant

- supports the Faculty by means of carrying out the Faculty's administrative tasks.

Job Description

Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our pupils.

Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable pupils to achieve well.

Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

Strategic

Teach allocated pupils by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress
 - for all pupils
 - across all teaching areas
 - across all spectrums of background, ability and behaviour
 - that compares favourably with pupils in similar settings
 - effectively, managing other adults in the classroom

Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate pupils' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

Pastoral Duties

- be a form tutor to an assigned group of pupils
- promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole
- liaise with the Head of House to ensure the implementation of the school's pastoral system
- register pupils, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff
- contribute to PSHE, citizenship and enterprise according to school policy

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- maintain an up to date knowledge of good practice in teaching techniques
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
 - take responsibility for professional learning (for example, using the "Transforming Learning" tool)

For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale. They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
 - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
 - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.

How to fulfil the role

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

Professionalism

- *Challenge & support: a commitment to do everything possible for each pupil and enable all pupils to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

Thinking

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

Leading

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing pupils: the drive and the ability to provide clear direction to pupils, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners*

Planning and setting expectations

- *Drive for improvement: relentless energy for meeting challenging targets, for pupils and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

Relating to others

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

Developing people

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

Reflecting

- *Reflect on personal and professional development*
- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

Inspiring

- *Be able to inspire staff and pupils with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard

Job Description

Team Leader

Role

To ensure, by means of effective leadership and management, consistent excellence in the standards and achievement, teaching and learning, quality of provision, and personal development for all pupils within the subject team

Responsible to: Head of Faculty (1)
Faculty Coach (2)

Responsible for:

Strategic

- Lead and manage the teaching staff to provide high quality teaching and learning, continuous academic progress by pupils and the effective use and management of the subject's resources
- Lead, monitor, evaluate and develop the subject curriculum and pedagogy to ensure effective access and achievement by pupils of all abilities
- Lead, monitor, evaluate and develop the ethos of Discipline for Learning to promote the highest standards consistently for pupils of all abilities across the subject
- Promote and demonstrate consistent implementation of school policies and the subject development plan
- Report as required to the Head and Directors on pupils' standards and achievement
- Advise the Head of Faculty on all staffing issues within the team
- Endorse and support the Christian ethos of the school

Operational

Teaching and Learning

- Monitor lesson planning and delivery, homework and marking to ensure implementation of National Curriculum and the maintenance of high quality teaching and learning for the whole ability range
- Promote and monitor the use of stimulating teaching environments within the subject area and compliance with regulations for Health and Safety
- Maintain an ethos of positive relationships and firm discipline within the subject team, including appropriate pupil use of ICT
- Assist Head of Faculty in arranging for lesson cover for unexpected absence of teaching staff

Pupil progress

- Use performance data, external (FFT, RAISE) and internal (CATs, profile data) to set challenging but realistic targets for pupils and cohorts in each Key Stage in line with school assessment policy
- Monitor pupil performance with reference to interim data, performance management and Subject Team review
- Ensure all pupils have access to and are entered for public examinations on time and that any specialist requirements are met fully
- Manage effective parental contact through reports, parents' evenings and interviews
- Maintain up-to-date Subject Team documentation eg the SEF, reports & Subject Handbook

Appraisal

- Responsible for appraisal of team of at least two staff in line with the Appraisal policy
- Identify and manage any staff under-performance within the classroom through support, CPD and coaching
- Assist Head in the selection and appointment of staff, teaching and support, and ensure their effective deployment
- Support the induction of new staff

Work with Head of Faculty

- Keep Head of Faculty informed of pupil progress during the year
- Monitor and evaluate the performance of staff
- Oversee the correct administration of exam entries

Work with Faculty Coach

- Seek advice and support for Teaching and Learning in subject
- Identify good practice to disseminate

Work with Faculty Support Assistant

- Ensure efficient administration of subject business and resources in line with FSA job profile

How to fulfil the role

In order to fulfil this role effectively, the Team leader will want to develop the following qualities and characteristics, in addition to those outlined in the teacher's job description, and a CPD programme will be an element of performance management.

Thinking

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

Leading

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Holding people accountable: the drive and ability to set clear expectations and parameters, and to hold others accountable for performance*
- *Leading people: the drive and the ability to provide clear direction to pupils and staff, to keep them informed and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners*

Planning and setting expectations

- *Drive for improvement: relentless energy for meeting challenging targets, for pupils and the subject*
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Inspiring

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From Indicator 5 of the Investors in People Standard

Responsibility time: 3 periods per fortnight

PPA time: 5 periods per fortnight