



COLYTON GRAMMAR SCHOOL
Colyford, Colyton, Devon. EX24 6HN
01297-552327



Details of the Post of

SECOND IN ENGLISH
FULL TIME
(Permanent)

THE PURPOSE OF THIS BOOKLET IS TO PROVIDE BACKGROUND DETAILS
OF THE POST TOGETHER WITH INFORMATION ABOUT THE SCHOOL.

This school is committed to safeguarding and promoting the welfare of children and expects all
staff and volunteers to share this commitment.



SECOND IN ENGLISH
FULL TIME
(Permanent)
Required for September 2019

The Post

The successful candidate will teach English to A-Level and contribute to the leadership of the English and Drama Department by:

- Working closely with the Head of Department to implement the department development plan.
- Designing, in consultation with the Head of Department and SLT link, an innovation project which is linked to an aspect of the whole school development plan (e.g. digital learning, assessment and feedback, independent learning).
- Assisting the Head of Department with a particular Key Stage (to be decided jointly) and monitor the curriculum organisation and management.

The candidate should have:

- Confident subject knowledge of English Language and Literature.
- Good teaching skills with the potential to be excellent.
- A commitment to the broader life of the school community.
- A concern to promote high student achievement.
- A desire to contribute to a culture of curriculum development.
- A commitment to further professional development and ambition to further career development.
- A genuine interest in young people and their personal development.
- The commitment to be a reflective practitioner and to develop professionally.

In addition, for the post of Second in Department, the candidate should:

- Be an excellent, imaginative teacher with strong subject knowledge and enthusiasm for English.
- Be aspirational, with the desire to help turn what is already an outstanding department into a model of excellence in its use of research, innovative teaching strategies and student outcomes.
- Be able to work closely with the Head of English and Drama to develop and improve teaching and learning within the department.
- Be able to work with other senior and middle leaders, to lead improvements on whole-school issues.
- Understand how to create a curriculum that provides both challenge and support to secure the optimum progress of all students.

- Be able to monitor and evaluate standards of teaching and assessment within the subject and identify areas for development.
- Have the ability to motivate, support and inspire other members of the department.
- Be willing to provide extra-curricular opportunities to raise the profile of the department further.

SELECTION ARRANGEMENTS

Closing Date: Tuesday 26 February 2019

An application should be made via

<https://www.tes.com/jobs/employer/colyton-grammar-school-1035952>

Candidates are welcome to ring the Headteacher to discuss the post informally.

The English and Drama Department

There are currently eight members of the English and Drama Department. The Head of Department is supported by a Second in Department.

The department seeks to foster a deep-rooted love of reading, language and performance in its students, encouraging them to articulate complex ideas with confidence and style, both orally and in writing. The department seeks to stretch and challenge students wherever possible. Whole texts are studied in Years 7 and 8, including modern and 19th Century novels and at least one Shakespeare play. Students are encouraged to respond creatively to literary texts, and independent reading for pleasure is strongly encouraged in all years. The department also aims to develop students' confidence with language and performance, encouraging risk-taking and creativity in class discussion and written work.

There are currently four dedicated English classrooms, and a well-equipped drama studio, with plans for a further classroom and new drama facilities as the school expands. The department takes a collaborative approach to planning and teachers are encouraged to develop their own activities and resources to supplement and develop existing schemes of work.

English and Drama teachers work closely together, with some teachers teaching both subjects. There are plenty of extra-curricular opportunities, including theatre trips, visiting speakers and writers, creative writing, debating and an award-winning student-produced school magazine.

At KS4, all students study GCSE English Literature and Language, following the Eduqas specifications. In Years 9 and 10, these are taught as separate lessons. At A-Level, the Eduqas English Literature specification is also used. Results consistently and significantly exceed selective school norms for both attainment and progress.

It is anticipated that the new appointee will contribute to the teaching of Key Stage 3, Key Stage 4 and A-Level.

English Course Outlines

Key Stage 3

In Key Stage 3, students are taught how to develop and shape responses to reading. They write creatively, looking at narratives as well as considering different forms of fiction and non-fiction writing including the language of advertising, reviews and reports. By the end of Year 8, they should be able to write a fluent and well-structured continuous response to a text. Students will be taught how to write with increasing confidence, concision and maturity, always considering purpose and audience.

Students study at least two novels, a play by Shakespeare and a selection of poetry, writing responses in essay form. Speaking skills are also developed and students participate in regular drama lessons.

Key Stage 4

In Year 9 we begin Key Stage 4. Students study for GCSE qualifications in English Language and English Literature. We aim to develop further the ability to read with sensitivity and depth, and to bring to greater maturity the skills of writing for different audiences and in a variety of forms. The Literature course involves the study of a novel (*Silas Marner*), a Shakespeare text (*Othello*), a twentieth century play (*An Inspector Calls*), and a wide range of poetry.

Throughout the school, students' varying abilities are considered when setting work and we include extension work where appropriate.

Curriculum

We strive to be a world-class provider of education for the more-able, developing enthusiastic, independent and ambitious students, with a commitment to learning within and beyond the classroom. The focus is on providing breadth and depth, and the extensive co-curricular programme offers challenge and opportunity for exploration in a wide range of subject areas.

As students arriving at Colyton have typically achieved good Level 5 or better in primary school, our Key Stage 3 programme is completed in just two years. This then facilitates a three year Key Stage 4 programme which encompasses not just eleven GCSEs but also a range of additional components in the form of enrichment.

At the end of Year 11, students will progress to a two-year sixth form programme. Some students decide to pursue four A-Levels; others complete three A- Levels and the Extended Project. Alongside their traditional academic studies, sixth form students also have the opportunity to develop a wide range of cross-curricular skills such as teamwork (for example Ten Tors and the Duke of Edinburgh's Award), independent learning and leadership by engaging in a range of activities such as music, sport, drama and community work through the National Citizen Service.

Our curriculum and our pedagogical approach creates an inspiring, and scholarly environment. It is a school that supports its students to develop both resilience and the skills required to meet the challenges of life. We are a school that prepares our students to become the future leaders who will have the courage and integrity to uphold moral values, serve and inspire others and be leaders in their families, communities and in the wider world.

SCHOOL

General Background

- Colyton Grammar School is a co-educational selective school, founded in 1546. There is a well-established culture of development and improvement. The school is one of only a small number of secondary schools to have been graded as outstanding in four successive inspections. It became an Academy in 2011.
- The school is the best performing co-educational secondary school in England. In 2018, 87% of Colyton students who sat GCSEs achieved the top three grades of 9 to 7. 99% achieved grades 9 to 5, and 40% achieved a Grade 9, ten times the national average of 4%.
- The School's results are the consequence of a strong emphasis upon developing teaching and learning expertise and ensuring effective systems to support the development and well-being of each individual.
- The curriculum is broad and balanced, allowing students to develop their own areas of interest and expertise. The extensive co-curricular programme supports this, providing opportunities for exploration, challenge and leadership.
- The School has a national reputation for its work in teaching and learning of the more able. Recognised as an SSAT Leading Edge school, we are constantly seeking innovative ways to

motivate and challenge our students. In September, we will be introducing a digital learning programme, to empower students and teachers to thrive in a globally networked society.

- The majority of students continue into the sixth form. Typically, about 98% continue on to university with 10% gaining Oxbridge places.
- The school is served by a wide area with students being drawn from more than fifty primary schools.
- The school has an exceptionally attractive site. In the last decade there has been significant capital development in all areas of the school including art studios, science labs, and a music centre with recital room. Plans for additional work this summer include the development of a wellbeing centre, new classrooms, a STEM area, a teaching and learning research area and improved drama facilities.

The Local Area

The school is situated in the village of Colyford, in the beautiful Axe Valley in East Devon. The towns of Seaton, Lyme Regis and Axminster are nearby, whilst Taunton and the city of Exeter are within commutable distance. The School draws its students from a wide area of East Devon, stretching to Exmouth and Exeter in the west, as well as South Somerset and West Dorset.

The School Culture

Central to our philosophy is the importance of classroom relationships, which are based on mutual trust and respect, leading to a supportive, caring learning environment. Positive behaviour management leads to a classroom climate, which values all students, and creates the conditions for exceptional teaching and learning. Lessons recognise the high ability of our students, and provide appropriate challenge to develop academic achievement and intellectual curiosity. Staff and students are resilient and enjoy taking risks. They are encouraged to think independently and embrace challenge. We develop independent learners who are motivated by intellectual enjoyment and satisfaction, as well as achievement. Staff have exceptional subject knowledge and students are inspired by their enthusiasm within and beyond the curriculum.

The school provides a rich array of co-curricular opportunities, which develop life-long skills and interests, as well as social and personal skills. Staff create learning opportunities, which are interesting and engaging. Staff commitment is excellent, reflecting a rewarding teaching situation, and there is a strong sense of community.

Professional Development

The school has a reputation for high quality professional development, which is developed through:

- Partnership with South West Selective Schools through the South West Academic Trust;
- A partner in two teaching school alliances;
- Strong links with Higher Education (Exeter University is a partner with the school supporting school-based research);
- Induction and Performance Development;
- Continuing Professional Development to support responses to national and school-based priorities;

- Consultative planning structures;
- A culture that is rooted in seeking continuous improvement.

All teachers are reflective practitioners who see professional development as part of our daily practice. We all recognise we can always improve and extend our subject knowledge and pedagogy, and we make good use of current research and publications to refresh our classroom practice. Staff are highly valued, and encouraged to develop their own interests and areas of expertise. The school is fully committed to the professional development of all its staff, as reflected in the Leadership and Coaching programme, which seeks to develop the school leaders of the future.

Details of the last Ofsted report are available on the school website:
www.colytongrammar.devon.sch.uk

2018 Key Stage 4 RESULTS

SUMMARY REPORT

Subject (Full Courses)	Entries	9	8	7	6	5	4	3	2	1	U	X	Q
Art & Design	18	0	5	5	7	1	0	0	0	0	0	0	0
Biology	118	69	28	13	5	3	0	0	0	0	0	0	0
Chemistry	118	66	29	15	5	3	0	0	0	0	0	0	0
Computer Science	12	9	3	0	0	0	0	0	0	0	0	0	0
English Language	118	45	21	41	6	2	3	0	0	0	0	0	0
English Literature	117	41	42	20	11	3	0	0	0	0	0	0	0
French	86	15	18	24	21	5	2	1	0	0	0	0	0
Geography	21	8	8	3	2	0	0	0	0	0	0	0	0
German	38	7	7	9	2	6	4	3	0	0	0	0	0
History	79	28	26	22	2	1	0	0	0	0	0	0	0
Mathematics	118	40	43	25	9	1	0	0	0	0	0	0	0
Music	18	5	3	4	4	2	0	0	0	0	0	0	0
Performing Arts	29	1	7	9	6	5	0	1	0	0	0	0	0
Physics	118	81	18	11	7	1	0	0	0	0	0	0	0
Religious Studies	117	52	38	21	4	2	0	0	0	0	0	0	0
TOTAL	1125	467	296	222	91	35	9	5	0	0	0	0	0

Subject	Entries	A*	A	B	C	D	E	F	G	U	X	Q	A*-C	A*-G
Business Studies	24	24	0	0	0	0	0	0	0	0	0	0	24	24
D&T Resistant Materials	26	11	8	6	1	0	0	0	0	0	0	0	26	26
Total	50	35	8	6	1	0	0	0	0	0	0	0	0	0

Summary of Key Stage 4 Results 2018 DfE Performance Tables 2018

	% Achieving Grade 5 or above in English & Maths	Progress 8
Colyton Grammar School	100%	1
Devon LA Average	40.7%	-0.13
State School	39.9%	-0.02

% Achieving English Baccalaureate 2018

Colyton	76%
England	35.1%
Devon	37.5%

2018 A-Levels

An Analysis and Results by Subject

Subject	No of Entries	A*	A	B	C	D	E	U
Biology	56	12	19	13	7	5	0	0
Chemistry	36	6	15	6	8	1	0	0
Computer Studies	8	1	4	1	1	0	1	0
Critical Thinking	2	0	0	2	0	0	0	0
D&T Product Design	5	2	0	0	2	1	0	0
Drama	6	0	2	2	2	0	0	0
Economics	25	7	12	4	2	0	0	0
English Literature	23	9	6	6	1	1	0	0
Fine Art	9	4	5	0	0	0	0	0
French	6	2	3	1	0	0	0	0
General Studies	1	0	0	1	0	0	0	0
Geography	11	2	2	3	2	1	1	0
German	5	2	2	0	1	0	0	0
History	38	7	17	10	4	0	0	0
Mathematics Further	12	4	3	4	1	0	0	0
Mathematics	47	17	16	7	2	2	2	1
Music	1	0	0	0	1	0	0	0
Physics	37	9	13	9	2	1	3	0
Politics	22	5	9	7	0	0	1	0
Psychology	26	8	7	6	2	2	1	0
Religious Studies	5	0	4	1	0	0	0	0
Sport/PE Studies	7	0	3	1	2	0	1	0
TOTAL	388	97	142	84	40	14	10	1

Summary of A-Level Results 2018

Students Aged 17	100%	Students entered for 2 or more subjects: 113
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2018 DfE Performance Table	Av DfE Points
Colyton Grammar School Students	44.93
England – all students	32.73
Devon – all students	31.76