



# Colston's Girls' School

Simply Outstanding

Teacher of English and  
Literacy Co-ordinator



INFORMATION FOR CANDIDATES

[colstonsgirls.org](http://colstonsgirls.org)





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## Teacher of English and Literacy Co-ordinator



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**Full-time, permanent to start in September 2019.**

**MPS (£23,720 - £35,008) per annum + Health Cash Plan and Benefits package .**

**Colston's Girls' School is one of the finest schools for girls in Bristol. We accept girls of all talents and abilities and pride ourselves on being culturally diverse, welcoming students of all faiths and backgrounds.**

Applications are invited from high quality candidates to join an exciting and committed English Department at Colston's Girls' School.

We wish to appoint a well-qualified and enthusiastic Teacher of English (and Literacy Co-ordinator).

**Candidates for this post should be:**

- inspiring and able to motivate and challenge students to make rapid progress.
- able to establish strong relationships and have excellent interpersonal skills.
- bold, optimistic and tenacious in setting and achieving high standards.

**In return we can offer you:**

- A genuine opportunity to make a difference where it is needed.
- Well-resourced classrooms, necessary IT equipment and structured administrative support.
- An exciting and vibrant environment, which includes a fabulous outdoor space, in which to work.
- A fantastic community of children, parents and carers who deserve the best.
- To join a wonderful team and have every opportunity to further your professional development and career with an excellent benefit package including; Wellbeing Health Cash Plan, Higher Degree Support Funding, Retail Discounts, ICT Loans, Professional Induction Incentive plus others.

If you are hardworking, reflective, resilient, and looking to further develop your talents and skills at Colston's Girls' School then we would love to receive an application from you.

**Closing Date: Wednesday 24<sup>th</sup> April 2019 at 9:00.**

**Interviews: Thursday 16<sup>th</sup> May 2019**

***Colston's Girls' school is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.***



## Venturers Trust and our Sponsors



Venturers Trust is a new Multi Academy Trust based in Bristol formed through the merger of CGS Trust and Merchants' Academy Trust in September 2017. Comprising Primary, Secondary, all-age schools and a Special school the Trust has 3,200 pupils and 700 staff. The Trust is sponsored by the Society of Merchant Venturers and the University of Bristol.

The Society of Merchant Venturers is a private entrepreneurial and charitable organisation that actively supports enterprise in Bristol. It has been involved in improving the city's education for at least 400 years. As a sponsor, the Merchant Venturers are heavily involved in all aspects of the Trust including Governance. They bring first class expertise in governance and a wide range of business acumen to the benefit of our schools.

The University of Bristol ranks as one of the top 10 universities in the United Kingdom. It is committed to encouraging the number of local students seeking a place within Higher Education. The University is actively involved in the development of the Trust's curriculum and Governance and allows our pupils and students to access its excellent academic facilities. The University has created an extensive programme of opportunities for our pupils which no other schools have. The University also offers support in other areas, such as research and mentoring.

Both sponsors seek to ensure that all our young people receive a truly inspiring education. Their support, challenge and expertise are greatly valued.

The Academies of Venturers Trust comprise of:

- Bannerman Road Community Academy
- Barton Hill Academy
- Colston's Girls' School (consisting of Secondary and Sixth Form phases)
- The Dolphin School
- Fairlawn School
- The Kingfisher School
- Merchants' Academy (an all-age school consisting of Primary, Secondary and Sixth Form phases)
- Venturers' Academy





Venturers Trust is fortunate to be able to recruit and retain the very best staff. In addition to contractual entitlements such as annual leave and occupational pension, we recognise the important role our staff play by providing for them a range of benefits as well as flexible employment arrangements and a family-friendly approach.

Our current benefits (*for all staff on Venturers Trust contracts and working over 10 contractual hours per week*) include:

**WELLBEING HEALTH CASH PLAN** - A valuable Health Cash Plan that provides cover for routine healthcare such as dental check ups, eye tests, physiotherapy, and specialist consultations. Benefits for children of employees up to the age of 18 are included free

**EMPLOYEE ASSISTANCE PROGRAMME** - The EAP offers cover for employees and their immediate family members residing at the same address, including children in full-time education

**TRAINING AND DEVELOPMENT** - First class training and development opportunities are provided within the Trust, including an outstanding induction programme for newly qualified and experienced teachers.

**HIGHER DEGREE SUPPORT FUNDING** - Significant contribution to the funding of Master's Degrees at the University of Bristol by the Trust and the University of Bristol as our sponsors

**PROFESSIONAL DEVELOPMENT** - w.e.f. Sept 2018 : 5 Professional Learning days per year

**BICYCLE PURCHASE LOANS** - After having successfully passed the probationary period employees are eligible to request a Bicycle Purchase loan up to the value of £1,000 through the 'Cycle to Work' scheme

**ICT LOANS** - A loan repayable over a 2 year period as part of a Salary Sacrifice scheme

**RETAIL DISCOUNTS** – An extensive range of free goods/services and discounts available to staff

**INTEREST FREE SEASON TICKET LOAN** - The option to purchase a season ticket with an interest free loan, deducted from salary in monthly installments over a 12 month period.

**PROFESSIONAL INTRODUCTION INCENTIVE** - Payable following the successful completion of the probationary period of the new member of staff to the member of staff who made the introduction

*Further details of our employee benefits can be found on the Academy website.*





# Colston's Girls' School

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## Colston's Girls' School



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Colston's Girls' School is one of the finest schools for girls in Bristol. We accept girls of all talents and abilities and pride ourselves on being culturally diverse, welcoming students of all faiths and backgrounds. Quality teaching and an inspired curriculum have ensured our place as the highest attaining non-selective school in the South West and our long history of outstanding achievement. Since 1891 generations of students, staff and parents have been proud to be a part of this vibrant, caring and highly successful learning community.

Our students are taught to be independent, curious and resourceful in their learning, to seek knowledge and opportunities and to achieve more than they ever thought possible. They are supported in their learning through the very best personalised teaching while mutual respect and responsibility lie at the heart of the school.

We have created a challenging, engaging and values led curriculum which focuses on the characteristics and habits that last a lifetime – curiosity, creativity, confidence, ambition, resilience, optimism, responsibility and emotional intelligence.

The curriculum is enriched through Foreign Languages, Music, Sport and Drama and extended by way of numerous clubs and societies designed to stimulate and nourish intellectual curiosity.

Girls are encouraged to take on leadership roles, to actively seek to shape their own future and that of the school.

We are academically ambitious for each and every girl, but more importantly want them to grow as happy and fulfilled young women ready to lead and succeed in their chosen path, whatever that may be.







# Colston's Girls' School

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## English at Colston's Girls' School



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English is a popular and successful subject at Colston's Girls' School and we have 8 members of teaching staff in the department. The A-Level Language and Literature courses are among the school's most popular choices and students' reading, writing and speaking and listening skills are developed over the Key Stages. The wide selection of texts, tasks and topics presented to students ensures that there is always something to interest everyone. We pride ourselves on delivering an engaging and varied curriculum which is tailored to the needs of individuals and allows all students to achieve to the very best of their ability. At GCSE level, we follow the WJEC EDUQAS examination board for Y10 and Y11. At A-Level, we follow AQA for both Language and Literature (Spec A). Our academic teaching of the subject is supported by a wide range of extra-curricular activities and competitions which are hugely popular across all year groups. Please refer to our school website for further information.





## Living in Bristol



Colston's Girls' School is located in Bristol very close to the open fields of Bath and North Somerset and easy travelling distance from the city, country villages and further afield. Academy staff have an enviable choice of places to live within a city and region that is viewed as one of the areas with the highest quality of living in the UK. The local economy remains buoyant, benefiting from a strong knowledge economy and particular strengths in the creative, financial and legal businesses. Within 90 minutes you can be in London or on the coast.

Bristol itself is a beautiful, vibrant and fashionable city. Its harbour, which weaves its way through the heart of the city is lined with restaurants, clubs and bars, museums, arts, science and media centres. The narrow winding streets, radiating from the water's edge, reveal elegant parks and squares and stunning architecture. Recently the city celebrated Brunel 200, the 200th anniversary of the birth of Isambard Kingdom Brunel, one of the most inspirational engineers of the 19th century and the person responsible for some of the great icons of Bristol's industrial heritage. Bristol is the 8th largest city in the United Kingdom with a population of over 400,000. Built on the confluence of the Rivers Avon and Frome, it has been in existence from well before the time of the Romans.

Bristol grew to be one of the most important cities in England during the Middle Ages as a result of its port and in 1497 the brothers Sebastian and John Cabot, sponsored by the Merchant Venturers, sailed from the docks to mainland America, landing in Newfoundland. A working replica of their ship, The Matthew, can be seen in the harbour today.

Bristol is the largest city in the South West and the region's leading centre for business, culture and education. It has been the subject of a massive programme of investment and regeneration that has had a major impact on its retail, leisure and business facilities. The city has a long tradition of trade and engineering, and is also home to many of the newer financial services and creative and media industries. It is also close to some of the most beautiful countryside and coastal areas.



**Post:** Teacher of English and Literacy Co-ordinator

**Reporting to:** Head of Department

**Specific Duties:** Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

## **PART ONE: TEACHING**

**A teacher must:**

### **1 Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

### **2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- analyse students' data and test/exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these



- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the Academy assessments reporting policies.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the Academy including co-curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- plan with and deploy support staff effectively to engage fully in learning and progress.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.
- work with other professionals as needed e.g. speech and language, EP etc.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **PART THREE: PERSONAL TUTOR**

- To act as a personal tutor within the Year system or as a class teacher in Primary.
- To be responsible for the welfare and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group/class.
- To be responsible for the Academy's reward system within the tutor group/class.
- To meet regularly with the Head of Learning and attend year team meetings (secondary)
- To support inter-house activities as arranged by the Head of House.
- To ensure that students follow the Academy's uniform policy.
- To ensure that students follow the Academy's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

### **Literacy Co-ordinator Job Description**

Responsible to: Head of English

Responsible for: Literacy

Budget responsibilities: N/A

Salary scale/allowance: 2 periods free per fortnight

Literacy Co-ordinator

The Literacy Coordinator will be responsible for raising literacy levels across the school.

The Literacy Coordinator is answerable to the member of the Senior Leadership Team with specific responsibility for Literacy and the Head of School. The areas of responsibility fall into the following broad categories:

Teaching and learning

Progress of students

Staff development and training

Assessment, recording and reporting

Management of resources

Communications

### **TEACHING AND LEARNING**

The quality of teaching and learning in terms of raising literacy levels across the school is the prime concern of the Literacy Coordinator. Key responsibilities for the Literacy Coordinator include:

To ensure that the quality of learning and teaching across lessons in all subjects is outstanding in terms of raising literacy levels.

To identify effective strategies to intervene and support the development of literacy levels for targeted students, particularly disadvantaged students.

To be well informed of key developments in literacy research and new literacy initiatives.

To work with the Head of the English Department to ensure literacy initiatives support and complement the teaching and learning of literacy within English.

To work with all Heads of Department to ensure strategies to raise literacy levels are implemented across all subjects.

To ensure strategies to raise literacy levels are embedded throughout the curriculum across subject areas.

To promote literacy development across the school through events and strategies – e.g. use of Accelerated Reader, Readathon, World Book Day events/competitions; attendance at appropriate curriculum evenings (e.g. Y7 parents' information evening).

## **PROGRESS OF STUDENTS**

To monitor and track the progress of all students in terms of literacy development and identify underachievement.

To devise and implement intervention and support strategies as necessary to ensure all students (with particular focus on students from targeted groups such as disadvantaged, SEND, EAL, BME and students across ability bands) make outstanding progress in terms of raising literacy levels and ensure that these strategies are clearly communicated to all teachers and embedded within their practice.

To liaise with the member of the Senior Leadership Team with specific responsibility for disadvantaged students to secure funds for intervention and support in terms of literacy development as required.

## **STAFF DEVELOPMENT AND TRAINING**

To help to establish an atmosphere of enthusiasm and commitment to raising students' literacy levels across the teaching staff.

To run continuing professional development sessions to ensure all teaching staff are confident in their understanding of how to raise literacy levels in their areas of responsibility.

To monitor staff experience of teaching literacy development strategies to ensure effective implementation of literacy initiatives.

To identify development needs of staff members in terms of understanding how to raise literacy levels and support them in finding appropriate literacy training both in school and externally.

To establish awareness of development of the following within strategies for raising literacy levels.

new methodology  
new materials  
new resources

To support new entrants to profession in their teaching of literacy.

## **ASSESSMENT, RECORDING AND REPORTING**

develop and monitor the implementation of a whole school marking policy that focuses on raising literacy levels;

To implement data systems (such as Accelerated reader) to assess pupils' literacy ability and to provide assessment for learning opportunities to track and monitor pupils' literacy levels.

To ensure the implementation of data systems to assess pupils' literacy ability (such as Accelerated Reader) are used consistently and effectively across the school.

To contribute to the design and content of reports to parents in terms of communicating literacy attainment.



To evaluate the effectiveness of the marking policy and data systems designed to raise literacy levels.

## MANAGEMENT OF RESOURCES

To consider the budgetary implications of any initiative or development and discuss with the member of the Senior Leadership Team with specific responsibility for Literacy before implementation.

To ensure that all literacy orders are correctly processed and recorded; receipt to be advised to Finance Office.

To ensure the control of literacy resources and the management of their proper allocation within the school. To ensure the secure storage of Literacy equipment, books and consumables and to be accountable for them.

## COMMUNICATIONS

To keep the member of the Senior Leadership Team with specific responsibility for literacy informed of all literacy matters which are his/her proper concern.

To communicate to the member of the Senior Leadership Team with specific responsibility for literacy concerns of any teaching staff in relation to literacy matters.

To develop cross-Trust links with the Dolphin School and the Kingfisher school to ensure smooth transition in terms of literacy development from primary to secondary level.

To prepare communications to parents regarding literacy as required. Update and modify existing text when necessary.

To liaise with the Head of English, Form Teachers, Pastoral and Academic Leaders over academic or pastoral issues which concern pupils' literacy development.

To be aware of, and comply with, the School Policies for Health and Safety, COSHH and Equal Opportunities.

To undertake such administrative and supervisory duties that are reasonably assigned to him/her.

To share good practice across the school.

This job description sets out the key outcomes required. It does not describe in detail the tasks and activities to be done to achieve these outcomes.

### Other duties and responsibilities:

- Carry out other duties that the Principal of the Colston's Girls' School may reasonably request.

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CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Relevant first degree</li> <li>• Qualified Teacher status</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Excellent classroom teacher, with a clear commitment to improving the quality of pupils' learning</li> <li>• Extensive knowledge of the taught Curriculum</li> <li>• Experience of using a range of classroom management strategies to promote high quality learning for all children</li> <li>• Use of assessment data to raise standards</li> <li>• Experience of successful and innovative teaching in Key Stages 3, 4 and 5</li> <li>• Excellent ICT skills</li> <li>• Evidence of a commitment to extended learning for students beyond the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Potential to be an outstanding classroom practitioner</li> <li>• Experience of working with parents and carers and external agencies</li> <li>• Knowledge of the Ofsted Framework</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing personal and professional learning. Evidence of commitment to own professional development</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to develop</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• Commitment to the vision and ethos of the school</li> <li>• A passion for the subject and knowledge and skills to inspire students</li> <li>• A subject specialist</li> <li>• A creative approach to Teaching and Learning to engage and further children's interests</li> <li>• Commitment and ability to ensure all pupils achieve well and an interest in how students learn</li> <li>• Excellent inter-personal skills and the ability to establish good working relationships with a wide range of people including students, parents and carers, colleagues and Governors</li> <li>• Ability to communicate effectively and accurately, in writing and orally</li> <li>• Ability to inspire, challenge and motivate others to work towards common goals</li> <li>• Ability to prioritise, plan and organise self and others</li> <li>• Energy, imagination and personal commitment</li> <li>• A sense of humour</li> <li>• Reflective and analytical</li> <li>• To have high expectations and aspirations of all children</li> <li>• Knowledge, skills and desire to want to be a Tutor</li> <li>• To have a willingness to be involved in the wider side of school life.</li> <li>• Commitment to the safeguarding and promoting the welfare of children</li> <li>• Commitment to Health and Safety, including staff wellbeing and equal opportunities</li> <li>• Carry out other duties that the Principal of the Colston's Girls' School may reasonably request.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the use of ICT as a management tool</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Flexibility to cope with diverse needs of the role.</li> <li>• Resilience to work under pressure.</li> <li>• Positive, personable and optimistic.</li> </ul>	

# HOW TO APPLY



**Closing Date for Applications:** Wednesday 24<sup>th</sup> April 2019 at 9:00.

**Interviews:** 16<sup>th</sup> May 2019.

Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification.

An Application Form is available in electronic format at [venturerstrust.org](http://venturerstrust.org) and should be returned electronically along with the Equality Monitoring Form by following the instructions at the [Work With Us](#) section of the Trust's website.

**Please note that due to the expected volume of applications it may not be possible to acknowledge or respond to all applicants.**

## SAFER RECRUITMENT IN EDUCATION



Venturers Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work. The aims of our Safer Recruitment procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

### Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification which will include a specific reference to suitability to work with children.
- A Venturers Trust Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

### Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

### Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

### Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.