



Head of English

MPS/UPS (£25,714 - £36,961) (£38,690 - £41,604) plus TLR1a £8,291

Closing Date: Monday 12th April , midday



INFORMATION FOR CANDIDATES



THE ROLE

Do you want to work in a school...

- That has undergone rapid cultural and transformational change?
- That is the 27th most improved school nationally for its GCSE results and is in the top 5% of all schools nationally for its A Level results?
- Where the teacher is valued as the expert?
- That has a very clear and systematic approach to student care and behaviour, with a centralised approach and its own alternative provision?
- That takes workload seriously? That has a clear workload charter, has a rational approach to marking, restricts email use at weekends and during holidays and does not see 1265 as a target to meet?
- That believes in co-planning, retrieval practice, Direct Instruction and traditional approaches to teaching?
- That values its staff and has a strong approach to CPD?
- That is an Investors in People Gold School and an IQM Flagship School?
- That is an all-through setting?
- That prioritises a 'Knowledge Rich' curricular approach, valuing hugely the importance of the curriculum?
- That offers subject teams a weekly meeting?
- Where the senior team are on the ground and are highly supportive?
- Where, as the staff themselves have cited, 'leadership inspires them'?
- That has attracted a lot of positive national attention, where members of staff speak nationally and internationally?
- That is the home of ResearchED Northampton?
- Where the staff are fully behind our ambition for excellence?
- That is values-driven, wanting the very best for the students?
- That has a clear coaching culture to help drive improvement?
- Where we take research seriously and have our own action research team?
- Where people feel valued, and morale is high across the school?

If your answer to the above questions is a yes then please carry on reading this advert.

The Duston School is looking to appoint a Head of English

Main duties:

- Direct leadership of English faculty
- Direct line management of the department
- To contribute to wider school life as defined by the Principal
- To attend SLT meetings as required by the Principal
- To have a commitment to co-planning, leading, managing, coaching and inspiring the faculty
- To have a clear commitment to a knowledge rich approach with the utilisation of workbooks and knowledge organisers
- Setting the same standards and expectations for all students
- To lead and oversee the implementation and embedding of Direct Instruction (Literacy) in KS3 and as part of the KS4 additional English offer

Applying:

Please complete an application form (we do not accept a CV alone) along with a letter of application to the Principal. Please email the application form and letter to: jobs@thedustonschool.org

If you have not heard from us within two weeks of the closing date, please assume that you have been unsuccessful on this occasion.

The Duston School is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. We follow safer recruitment practice and all appointments are subject to satisfactory DBS checks. In addition references will be requested for short listed applicants prior to interview and will form part of the interview process.



THE DUSTON SCHOOL

Thank you for your interest in working at The Duston School which is part of The Duston Education Trust (TDET).

As Principal I take great pride in leading the school and supporting the students in their educational journey. The school mantra, 'Knowledge itself is power,' sits at the core of my own educational philosophy and influences all that we do as a school. As a staffing body we really do seek to get to know our students. I also firmly believe, as a parent myself, that if something is not good enough for my children then it certainly is not good enough for our students.

Our core aim is to help students climb the tree of knowledge so they can access University, Higher Education, Employment or an Apprenticeship and be the very best edit of themselves.' All students are inspired to Dream – Believe – Achieve.

TDS is a unique 4-19 mixed school. It is a high performing, successful and oversubscribed school of some 1500+ students with a secondary phase, thriving Sixth Form, and a recently opened primary phase. Our facilities are truly outstanding, including extensive sports grounds, a swimming pool and state of the art purpose built curriculum suites including a designated Sixth Form area. Learning here has never been more exciting.

We believe that TDS should provide our young people with both the currency and character to succeed. We work relentlessly to nurture our students to unlock and achieve their potential.

Our students are actively encouraged to make a valuable contribution to society and thrive in a

mutually supportive environment. All of our students are educated to enter the adult world with a strong moral compass, a real sense of resilience and to be armed with the key transferable skills that will allow them to succeed in an ever changing and fast paced globalised labour market. Our innovative curriculum enables them to gain the highest qualifications, acquire flexible life-long learning skills, and be ready to act responsibly as global citizens. We also promote the social, moral, spiritual and cultural development of our pupils, including a recognition and understanding of Fundamental British Values.

If you share our vision and know you want to make it a reality for The Duston School, we very much hope you will apply for this post. We look forward to hearing from you.

Mr Sam Strickland
Principal



TDS ETHOS & VALUES

At The Duston School a heavy emphasis is placed on the role of the tutor, who students meet twice a day every day. The tutor acts as the primary advocate for their tutees and, in many respects, acts as their Duston School parent. This is the person that parents/guardians will primarily have contact with to discuss their son/daughter's education.

The Duston School is built upon three core values, Resilience, Respect and Aspiration. We expect all of our students to exhibit and display these core traits in their daily life at The Duston School, within the wider community and as they move into the next phase of their life once they leave our educational setting.

The Duston School community was canvassed to help create a new school mantra, 'Knowledge itself is power'. This echoes the words of Kofi Annan, "Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family." Knowledge provides us with the power to help others, in a variety of ways. It is also something that is good for our own self esteem. In addition, knowledge imbues us with authority and enables us to act and interact with others in a more moral way. As a school, we feel knowledge is power because:

Knowledge liberates us

Knowledge sets us free, and makes us less dependent on others. Freedom is essential to any democracy. Being truly free means that we do not use our power to control other people against their will.

Knowledge commands positive respect

True knowledge commands more respect than mere empty authority within a hierarchy ever could. If we have knowledge, we can direct others' decisions and help them to enhance their lives. Having knowledge about a relevant subject imbues us with authority. No matter who we are, or how old we are, if we have knowledge that is useful to other people, then those people will respect us.

Knowledge boosts our self-esteem

Possessing knowledge can really give us a feeling of self-fulfilment and confidence. Knowledge is something that we can always fall back on. In addition, if we find ourselves facing a trial in life, knowledge can enable us to find a solution to the issue that boosts our self-esteem even further.

Knowledge creates positivity

The process of seeking and finding knowledge teaches us to have a positive attitude about life. It teaches us to be motivated, determined, engaged with the world and self-reliant. It also fills us with enthusiasm and joy.

Knowledge allows us to make moral decisions

When we have knowledge, we can act more morally. Possessed of all the facts and the relevant skills, we can put our desire to help others into practice much better than we could do if we had less knowledge. For example, if we have some money that we wish to donate to charity, knowing facts about how that money could best be used will enable us to help the greatest number of people with it.



STUDENT CARE & HOUSE SYSTEM

Individual needs

TDS encourage resilience, respect and aspiration for all students. Our vision is to educate students as far as possible within the normal provision of the school, which includes a strong teaching model through a lesson recipe with suitable challenge and support. Additional support for students is provided under the direction of the teacher, each faculty area, the form tutor as well as you at home.

Extra support can be offered if suitable from our Student Care provision which involves the PIC (Positive Impact Centre). This includes self-esteem work, protective behaviours, anger management, alternative provision, literacy, dyslexia, dyspraxia and speech and language support. Our counselling, attendance and safeguarding team also form a wide ranging team that oversee Student Care.

Detentions and reporting home

We don't want to sanction anyone. We believe that children should aim to control themselves and their behaviour. If anyone doesn't want a detention students simply follow the rules (they don't answer back, complete homework, remain on task in lesson, and arrive on time with correct uniform).

Our system is simple and fair so that students should not get a detention. If a detention is given then students get a totally fresh start the next day.

If a student misbehaves a behaviour point (BP) is placed against the student's name by the member of staff.

- 1BP = Tutor Speaks to Pupil
- 2BP or late for school = 20 minute detention
- 3BP = 40 minute detention
- 4BP or more = detention plus isolation
- **We run weekly SLT detention on a Thursday and Friday** to help support the Student Care.
- Late to school = DoY Detention for 20 minutes that day

Prior to 3.00pm, communication via text message and email is sent to all parents of students who have received a detention and will be kept after school in DoY detention to help support and discuss any misbehaviour shown during the day.

Several stages are associated within the student care model, all of which are to help support students in realigning their behaviour.

- Stage 1: **Tutor** - Calls home, behaviour report, notifies DOY of student concern, letter home.
- Stage 2: **DOY** - Face-to-face with parent (DOY and tutor), behaviour report, notifies SLT lead, student can be placed in after-school DOY detention or DOY isolation, letter home.
- Stage 3: **Assistant Principal** - Face-to-face with parent (Tutor, DOY and AP), behaviour report, notify VP of issues, student can be placed in SLT isolation or SLT detention, letter home.
- Stage 4: **Vice Principal** - Face-to-face with parent (DOY, AP and VP), behaviour report, notify principal of issues, student can be placed in SLT isolation or SLT detention, letter home.
- Stage 5: **Principal** - Notifies EIPT, meeting with parent (DOY, AP and Principal), behaviour Principal report, student can be placed in isolation with Principal, SLT detention, exclusion or managed move.





INFORMATION ABOUT TDS

In September 2007 the school moved into a new £28m building which has state of the art facilities to make learning really come alive. Our spacious, well-lit buildings and extensive sports facilities offer high quality state of the art facilities for sports and both vocational and academic learning and teaching. The design of the buildings aims to reflect the school's successful ethos, and it's our pledge to ensure that all students are given the opportunity to achieve their potential whether their talents lie in the arts, literature, sport, science, technologies or more traditional subjects. We want The Duston School always to be a positive learning environment where we offer the best for all students. Our curriculum is designed to be personalised to the individual student therefore allowing them to achieve rapid progress to enable them to be successful in their future.

The Duston School is governed by The Duston Education Trust (TDET). TDET is a trust that cares, builds possibilities and potential, and nurtures what learners are and what they can become. The trust recognise the transformative power of self-belief, and that children are happy, confident, resilient and self-critical. There are no short cuts and no excuses.

The trust values hard work, determination and ambition, acknowledging and celebrating the variety of ways in which learners can be excellent. TDET ensure that all work is undertaken with professionalism, honesty and integrity. Staff well-being is also of prime importance to the trust.

TDS provide a health benefit package for our staff and our on-site HR Advisor offers high quality personal support. Sound, financial business management enables us to undertake change to innovative projects both large and small. Over the past four years, major school funded developments have included the opening of our Primary school. Smaller projects include the installation of smart boards and sets of tablets and iPads in classrooms. The school is fully networked so that computer-aided learning on PCs, tablets and laptop computers can take place throughout the site.





CPD AT TDS

We recognise that high quality CPD is vital for the future of any school, and that CPD should be reflective in nature and help people to improve their knowledge, understanding and skills. CPD is a fundamental aspect of a teacher's role to continually get better, To this end, there are a comprehensive range of CPD opportunities on offer at The Duston School.

All staff are coached as part of our performance management process: staff participate in a minimum of three coaching conversations over the course of the academic year, at which point, they are invited to curate and engage with their own self-made goals for professional development. We believe that autonomy over improvement, coupled with high-quality CPD are crucial aspects of a thoughtful CPD provision.

All staff have access to a n extensive CPD programme over the course of the academic year, so that staff can choose aspects of training that are bespoke to their individual needs., Sessions run and are stored in a central space for staff to access at a later time, along with regular digests, blogs and other tutorials or strategies designed to help us to continually reflect and refine our pedagogy.

In addition, subject teams curate a subject-specific CPD programme that aims to support subject teachers with their knowledge specific to the discipline which they teach. Heads of Subject curate these programmes, informed by the specific needs of their faculty teams , to ensure that this is both academic, but also responsive to staff needs.

We have a school action research team, a collection of key thinkers who undertake projects to review and refine in accordance with educational research, which all staff are welcome to join.

Finally, all staff are invited to undertake nationally and professionally recognized training such as the NPQ suite, Chartered College provision and work with other educational bodies to support schools and teachers at both a national and local level.

Date	Focus	
17 th September	NQT Induction Year Using NQT Manager and Evidence Collection	KAH/ HJO
1 st October	Establishing Routines	NAR
15 th October	Intentional and Consistent Language	SST
5 th November	Guided Instruction	KAH
19 th November	Questioning: cold call and no opt out	MJO
7 th January	Checking for understanding	SAC
11 th February	Visualiser use	KAH
25 th February	Effective feedback	HJO
11 th March	Reading strategies within the classroom	KSH
25 th March	Numeracy across the curriculum	NAR
15 th April	Liaising with stakeholders (parents/carers/colleagues)	SST
6 th May	Using Data to inform your teaching	SMA
27 th May	Sequencing	MSI
10 th June	Curriculum Design	SST
1 st July	Engaging with Research	MJO



PRIMARY PHASE AT TDS

Our Primary School opened in September 2015 with two Year R classes and one Year 1 class. Each year we intake two forms of Year R children, becoming full in September 2021. The school is a bright and modern learning environment with a caring and engaging feel. A skilful, dynamic and personalised approach to teaching has led to consistently outstanding outcomes overall for all groups of children.

A highly skilled staff works as a team to drive learning skilfully forward through specifically chosen, proven high quality teaching methods. Highly effective targeted teaching, swift intense intervention, high expectations for challenge, progress, presentation and feedback as well as close relationships with parents ensures that all groups of children achieve exceptionally well.

Every child's day in primary is planned in a very meticulous, yet creative way, to ensure that all children are constantly learning and maximum use is made of time. In addition to teaching maths and English lessons daily the children's learning and knowledge gained from these subject areas is skilfully integrated throughout the day to ensure children are given many opportunities to effectively apply, retrieve and embed the knowledge and skills learnt. The integrated approach to each day ensures more time for children to gain hands on experiences, have more problem solving/research tasks and therefore learn in greater depth.

Specialist teaching from primary and secondary staff in Spanish, French, music, and P.E. greatly enhances skills at a much younger age than expected. Specialist teaching from our secondary phase staff also will help to ensure a seamless transition into Year 7. Our organisational model means we can provide a dynamic all-through education, ensuring that there is clear continuity through all stages of learning.

We are dedicated to developing fully the whole child. Children say that they feel cared for and successful in their learning. They say that they enjoy coming to school, they like learning and they are expected to work hard. Children also feel that any behaviour that does not match the school expectations is dealt with immediately. Protective behaviours are explicitly taught across the year using the school's own innovative iSafe Programme. Children demonstrate through questioning that they know how to keep themselves safe in a variety of situations.



SIXTH FORM AT TDS

A relentless approach to student focused achievement and progress is what specifically drives in Sixth Form. The Sixth Form has increased in capacity over the last few years, with a wide range of level three academic and vocational subjects. Results over the past three years have continued to improve with results in 2019 placing the school as the highest in the county and in the top 5% for all schools nationally for progress. Five of our subjects, including maths, physics and chemistry all placed in the top 1% of schools nationally for progress. 75% of our Year 13 pupils attended university this year including many students successfully gaining places at Russell Group universities including successful Oxbridge applicants.

Our students believe their best interests are at the heart of all that we do, and have recently said that 'it is the best they could wish for.' We have excellent programmes for enrichment, including EPQ, and Sports Leader. We are a leading school for Core Maths and have an extensive work experience programme.

Our Sixth Form is an integral part of the whole school community and the students in all year groups benefit from our focus on role modelling and mentoring.

Our Sixth Form study centre offers opportunities for both independent and supported study, and staff is always available to offer academic support. All students undertake engaging and meaningful enrichment activities, and we encourage students to

take on roles of responsibility within the school community, such as Head Student Team, Student Voice, Peer Mentoring and Curriculum Support.

We also recognise that education is not solely based on achieving those vital qualifications, but also about becoming a confident young adult. We offer high quality pastoral care, careers guidance, and Higher Education support so that our students are fully informed of the wealth of opportunities open to them in the future. We are ambitious for our students, and our expectations of conduct and commitment are high.

Our Sixth Form is a place for students who want to work hard and realise their potential, and we are proud to support them on their journey.





NORTHAMPTONSHIRE

Northamptonshire is a great place to live and work with a future, promising huge investment and growth in the area.

Northamptonshire's prime position is not only a key factor in the development of the county's economy but also a catalyst in helping it remain one of the fastest growing counties in the UK. Located halfway between London and Birmingham, with easy access to the M1 motorway, Northampton is ideally placed for getting around the country. Furthermore both the Midland and West Coast Main Lines pass through the county.

Exciting times are ahead for Northampton with 20 new projects that will shape the future of the town in a multi-million pound investment. The Northampton Alive programme of regeneration includes more than 40 projects. Initial infrastructure works have commenced which will create a confidence and contribute to Northampton's future prosperity.

The county of Northamptonshire is famously known as "The Rose of the Shires", but is also referred to as the county of "Spires and Squires". Rural Northamptonshire is renowned for its picturesque villages and is a fantastic place to live or visit. Separated by miles of rolling countryside and surrounded by hedgerows and dry stone walls, the villages are a mix of styles and periods. Lime, sand and iron-stone cottages and manors contrast with Victorian red brick houses and the area's industrial canal heritage is evident in some villages along the Grand Union Canal.

Travel and Relocation Expenses

Reasonable interview and relocation expenses will be

considered on an individual basis. Notification of claim must be made within the first month of joining the school. If a member of staff resigns/leaves before the end of the first term of the claim, a payment, determined by the Chair of the Board of Governors, will be returned to the school.

If you require overnight accommodation there are many hotels in the area, below are a few suggestions:

Hopping Hare

18 Hopping Hill Gardens, Duston, NN5 6PF
www.hoppinghare.com

Premier Inn

Northampton Road, Harpole, NN7 4DD
www.premierinn.com





BENEFITS OF WORKING AT DUSTON

The school offers competitive working conditions and packages, including:

- Westfield Healthcare Plan.
- A laptop.
- Free on-site parking.
- A sensible approach to marking.
- Two faculty away days per year for departmental planning.
- A school meeting calendar that privies year team and faculty meeting time.
- A strong school culture.
- A centralised approach to student care and detentions.
- A knowledge rich curriculum.
- A sensible approach to emails, with no work emails sent at weekends and during the Christmas, Easter and Summer breaks.
- A strong stance on staff CPD, with a real focus on staff subject knowledge.

Useful Information Links

Ofsted Report

www.reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138214

Department for Education performance table

www.compare-school-performance.service.gov.uk

The Duston School

www.thedustonschool.org

For teaching staff

- Membership of the Teachers' Pensions Scheme.

For support staff

- Membership of the LGPS pension scheme.
- Generous Holiday entitlement, including bank holidays (or pro-rata of) which increases with service.
- Non-contractual discretionary days leave for school shutdown over Christmas.

