

ENFIELD GRAMMAR SCHOOL

Market Place

Enfield EN2 6LN

Telephone 020 8363 1095

Fax 020 8342 1805

Email: office@enfieldgrammar.org

An Academy Trust

Founded 1558



(Company No. 07697044)

HEAD OF ENGLISH

February 2018

ENFIELD GRAMMAR SCHOOL

Market Place
Enfield
Middlesex EN2 6LN

Telephone 020 8363 1095
Facsimile 020 8342 1805
Email office@enfieldgrammar.org
www.enfieldgrammar.com

Headteacher: Mr C Lamb B.A. Hons



An Academy Trust
(Company No. 07697044)

February 2018

Dear Applicant

May I thank you for your interest in this post. I hope that the information provided, alongside the school website, is sufficient to enable you to make your application.

Ideally we'd love you to visit us to see us in action. We then would be confident you would apply to join us. If you would like to visit then please contact Mrs D Plumb, my PA and Office Manager, who will be pleased to be of assistance.

Your written application is an important part of the selection process and you are strongly advised to give careful consideration to the job description and person specification when completing your application form.

I recognise that preparing an application is a time consuming process. Consequently, I should like to thank you in advance for submitting your application. If you are not successful in being shortlisted for interview, may I wish you every success in the future in your search for a suitable job.

Please do not hesitate to contact Mrs Plumb, should you require further details.

Yours sincerely

C Lamb
Headteacher



ENFIELD GRAMMAR SCHOOL

Enfield Grammar School is rightly proud of its fine traditions and examination achievements. We are also a school which is intent on ensuring that the breadth and quality of education will, as far as is possible, equip all of our pupils to meet the rapidly changing demands of the future.

We are a Specialist Sports College and converted to Academy status in August 2011. The School has achieved the 'NACE Challenge' and 'Investors in People' awards. There is a strong commitment to supporting staff development.

The School is based on two sites. The Upper School is a mixture of original 16th and more recent 20th Century buildings and is situated just off the Market Square in the centre of Enfield Town. The Lower School, some five minutes' walk from the Upper School, is a 17th Century listed building which houses Years 7 and 8. The school roll is approximately 1100 boys, of whom some 210+ are in the Sixth Form.

The School has a strong commitment to extra-curricular activities of all forms and it is expected that all potential members of staff would be willing to support this commitment. As a comprehensive school dedicated to serving the local community, as it has done since 1558, we admit 180 boys each year, representing the full range of ability from diverse ethnic and cultural backgrounds.

ENFIELD GRAMMAR SCHOOL

Head of English

The English Department at Enfield Grammar School aims to make all boys powerful users of language. We encourage boys' creativity in writing and reading and try to make their English lessons both rigorous and enjoyable.

The opportunity to further develop levels of literacy across the school is an exciting one. A foundation has been laid for someone to enhance the existing initiatives (as well as developing new ones) that will develop our students into literate, and therefore independent, learners, thus improving their life chances outside of education. Similarly, we are starting to look at ways in which we can ensure that the students who leave us to go into higher education leave with an academic voice to enable them to succeed at the highest levels of academia.

The department consists of eight full-time members of staff. Media Studies GCSE and A Level are also taught by members of the English Department.

We currently prepare boys in Years 10 and 11 for the AQA GCSE for English Language and Literature. There are two sets for English Literature A Level (Edexcel). At Key Stage 3 we have a well-resourced and recently revised curriculum but there remains plenty of opportunity for teachers to draw on their own areas of interest and particular expertise.

Boys at Enfield Grammar respond very positively to the subject and are keen to participate in the enrichment activities we provide (author visits, theatre workshops, the annual KS3 Creative Writing Competition, the Speak Out Challenge) and attend the extra study sessions we provide for boys who want to improve their grades.

The English Department has been stable and successful and provides teachers with the chance to collaborate, and the freedom to exploit their own tastes in literature and film. This is an excellent opportunity for an enthusiastic and creative teacher to work with engaging students within a friendly and supportive department.

ENFIELD GRAMMAR SCHOOL

JOB DESCRIPTION



An Academy Trust
(Company No.07697044)

HEAD OF ENGLISH

Purpose of the job:

To provide professional leadership and management of up to eight subject staff and the curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievements of all students.

Responsible to: The Headteacher and Governing Body

Responsible for: The staff allocated to work in the department

Main Duties and Responsibilities:

This post is subject to the current conditions of employment of teachers contained in The School Teachers' Pay and Conditions Document.

AS HEAD OF DEPARTMENT

Strategic Direction and Development of the Subject

- Develop and implement policies and practices for the subject which reflect whole school aims and objectives.
- Create a climate, which enables other staff to develop and maintain positive attitudes towards the subject and teaching it.
- Demonstrate both enthusiasm and high standards of teaching to members of the subject team and students.
- Use the subject taught to prepare students for the opportunities, responsibilities and experiences of adult life.
- Establish short, medium and long term plans for the development and resourcing for the subject which contribute to whole school aims, policies and practices and identify realistic targets for the development of the subject

Leading and Managing Staff

- Help staff to achieve constructive working relationships with pupils.
- Establish clear expectations and constructive working relationships with staff; team working, devolving responsibilities and delegating tasks as appropriate.
- Involve and motivate staff
- Performance manage staff according to school policy.
- Lead professional development of subject staff and co-ordinate the provision of training.
- Ensure that trainee teachers and NQTs are appropriately trained, monitored, supported and assessed.
- Work with the SENCO and other SEN staff to help pupils who have special educational needs
- Ensure that the headmaster, senior managers and governors are well informed about subject policies, plans and priorities; ensure that all subject teachers contribute to the planning process.
- Agenda and manage meetings.
- Assist SLT with the implementation of the school's self evaluation policy
- Engage all staff in the creation, consistent implementation and improvement of schemes of work.

Teaching and Learning

- Ensure effective curriculum coverage, continuity and progression in the subject for all students by all members of the department
- Ensure that teachers are clear about teaching objectives in lessons, understand the sequence of teaching and learning and communicate the information to pupils.
- Provide guidance on the choice of teaching and learning methods to meet the needs of the subject and of different pupils.
- Ensure effective development of pupils' literacy, numeracy and ICT skills through the subject
- Establish clear policies for assessing, recording and reporting on student achievement, and using these to set targets for further improvement.
- Establish high expectations and ensure clear targets are set for student achievement including those with SEN and the more able.

- Evaluate the teaching of the subject in the school, identify effective practice, areas for improvement and take action to improve further the quality of teaching
- Establish a partnership with parents to involve them in their child's learning and develop effective links with the local community, including businesses and industry, in order to extend the subject curriculum
- Ensure that all subject staff understand, and are actively implementing, the school's behaviour and inclusion policies.

Efficient and effective deployment of staff and resources

- Establish staff and resource needs for the subject and advise the headmaster and senior managers of the likely priorities for expenditure.
- Allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money.
- Deploy staff involved in the subject to ensure best use of expertise.
- Ensure the effective and efficient management and organisation of learning resources, including ICT.
- Maintain existing resources and explore opportunities to develop and incorporate new resources
- Use accommodation to create an effective and stimulating environment for teaching and learning which is safe and where risks are properly assessed.

AS CLASSROOM TEACHER

Planning

- Identify clear teaching objectives and specify how they will be taught and assessed.
- Set tasks which challenge pupils and ensures high levels of interest.
- Set appropriate and demanding expectations
- Set clear targets for pupils building on prior attainment
- Identify SEN and more able pupils
- Provide clear structures for lessons, maintaining motivation, pace and challenge
- Select and prepare and organise resources with the help of support staff where appropriate.
- Make effective use of assessment and ensure coverage of the scheme of work/programme of study

Teaching and Learning

- Establish a purposeful learning environment where pupils feel secure and confident.
- Teach clearly structured lessons which interest and motivate pupils.
- Organise teaching and learning time effectively.
- Organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate
- Set high expectations for pupils' behaviour and manage pupils' behaviour constructively.
- Use ICT effectively.
- Provide homework and other out-of-class work which consolidates and work extendscarried out in class .
- Work collaboratively with other colleagues
- Evaluate teaching in order to improve effectiveness
- Consult with subject leader and staff development manager about professional development

Monitoring and Assessment

- Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- Monitor and assess pupils' work giving constructive feedback to support pupils as they learn.
- Set targets for progress.
- Assess pupils' progress accurately, using, as appropriate, National Curriculum, requirements of Awarding Bodies etc.
- Record pupils' progress and achievements systematically.
- Use records as a basis for reporting on pupils' attainment and progress orally and in writing for parents, carers other professional and pupils.

Selection Criteria/Person Specification

D = Desirable

I = Interview

- Qualified teacher status
- Degree which includes a substantive element for English

- English to GCSE
- English to 'A' level
- the National Curriculum in English
- ICT and the learning of English

- the issues concerning raising the attainment of boys
- the issues regarding the teaching of English to both able pupils and pupils with SEN
- the needs of a diverse comprehensive school community
- the AFL agenda in English

- co-operate effectively with colleagues
- support the school policy of recording and reporting
- accept advice and criticism and act accordingly
- form effective relationships with pupils and staff
- employ effective strategies of classroom control and management
- perform clerical and administrative tasks efficiently

- determination to raise the achievement of all pupils
- has high expectations for all
- willing to teach all ages and abilities (up to at least GCSE)
- to contribute to curriculum development
- to support the school's equal opportunities policy
- to contribute to extra-curricular activities

- enthusiasm for English
- sense of humour

E	D	How tested
E		A
E		A
E		A, I
	D	A, I
E		A, I
E		A, I
	D	A, I
	D	A, I
	D	I
E		
E		I
E		A, I
E		I
E		A, I
E		A, I
E		I
E		I
E		I
E		I
E	D	A, I
E		I
E		I

IF YOU ARE CALLED FOR INTERVIEW

Our intention is to inform the chosen candidate of their success on the day of the interview. For this reason, we would ask all candidates to bring the following with them:

1. Original certificates to support your qualifications
2. Your DfE registration Number
3. Immigration details and work permit (if applicable)
4. Your bank details including bank sort code, account name and number
5. Documents to support your Enhanced with Barred List check through the Disclosure and Barring Service (DBS)
6. Three most recent salary slips.