



# JACK HUNT SCHOOL (TRUST)

A Specialist Language and Sports College



## Application Pack





# Jack Hunt School (Trust)

A Specialist Language College and Sports College

Bradwell Road, Peterborough, PE3 9PY  
Tel. 01733 263526 Fax 01733 330364  
email [info@jackhunt.net](mailto:info@jackhunt.net)  
website ~ [www.jackhunt.net](http://www.jackhunt.net)

Headteacher: Mrs P J Kilbey, BEd (Hons), PG Dip Ed, NPQH  
Group 8 (11-18), Roll 1748 (258 in Sixth Form)

***“A securely good school” – Ofsted January 2017***

## **TEACHER OF ENGLISH (CPS) 1 year contract in the first instance**

Required to start September 2018,  
an enthusiastic teacher of English to join an extremely successful and well-resourced  
curriculum area. Applications are welcomed from trainees,  
newly qualified teachers and experienced teachers.

The successful candidate will be required to teach both Key Stage 3 and  
Key Stage 4 with the possibility of Key Stage 5.

**Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational,  
comprehensive school with outstanding community cohesion.**

**The school provides an exceptional in-house CPD programme to enhance  
career development. If you want to truly make a difference to the lives and aspirations  
of our students we look forward to hearing from you.**

***The Governing Body of Jack Hunt School is committed to safeguarding and promoting the  
welfare of children and young people.***

***Further details and how to apply are available on the Jack Hunt School website:  
[www.jackhunt.net](http://www.jackhunt.net)***

**Closing date: Wednesday 7 February 2018 at 9.00 am  
Interviews: Friday 9 February 2018**



Our Head Prefect Team 2017-2018



JACK HUNT TRUST  
The Governors & Staff



Ofsted  
Good  
Provider



# JACK HUNT SCHOOL (TRUST)

A Specialist Language and Sports College

Bradwell Road, Peterborough, PE3 9PY Tel: (01733) 263526 Fax: (01733) 330364 web: [www.jackhunt.net](http://www.jackhunt.net) email: [info@jackhunt.net](mailto:info@jackhunt.net)  
Headteacher: Mrs P J Kilbey, BEd (Hons) PG Dip Ed NPQH  
Deputy Headteacher: Ms K A Simpson-Holley, MA (Hons) Cantab MA PGCE NPQH Deputy Headteacher: Ms A M Ford, MA (Hons) Cantab Med PGCE AST

## Welcome Letter from Headteacher

February 2018

Dear Applicant

### Application for post as English Teacher – 1 year contract in the first instance

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

Thank you very much for your interest in the above vacancy. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

Our priorities as a school are to continue the laser sharp focus on raising attainment and improving progress whilst providing a caring and aspirational environment for our students where they are given a range of opportunities to experience and excel in. We are an inclusive, truly comprehensive school committed to achieving the best outcomes for all our students. We want them to achieve more than they themselves thought possible.

We have won a number of awards for our work, especially the exceptional progress our students make from their starting points; our students attend Russell Group Universities; represent England and Great Britain in a range of Sports; and contribute positively to the school and wider community. The successes we have had and the excellent reputation we have in the City has been as a result of the relentless hard work of the entire staff body.

In this post we are seeking someone who is keen to develop professionally and who is prepared to work in a collaborative way with colleagues. Individual contribution to teamwork and a positive 'can do' outlook is essential.

Our selection criteria for the post are clearly outlined in the documents on the school website for applicants. If you do truly want to make a difference to the lives and aspirations of our students and if you aspire to work in a supportive, professional environment with a learning and reflective culture, we would be very pleased to receive an application from you.

Yours sincerely

Mrs P J Kilbey  
Headteacher



Our Head Prefect Team 2017-2018



JACK HUNT TRUST  
One Community • One Vision





## **THE ENGLISH CURRICULUM AREA**

English is taught by a lively and dedicated team of teachers who have established a culture of sharing the planning and production of work. The responsibility structure is built around:

- Curriculum Area Leader and member of Extended SLT
- Deputy Curriculum Area Leader (TLR 2b)
- Lead Practitioner and member of Extended SLT
- Responsibilities in English (TLR 2a) x 2 (KS3 & KS5).

Other allowances are held by other teachers in the curriculum area for responsibilities which are not English specific.

The curriculum area has its own suite of rooms and enjoys the support of Administrative Support as well as two full time HLTAs. The curriculum area is overseen by a member of the Senior Leadership Team (SLT).

The curriculum area works very closely with the Learning Support Team and also runs a successful intervention programmes including Sound Reading, Accelerated Reader and Bedrock for students who need additional support.

English is taught in broadly mixed ability groups in Years 7 - 8 and, where necessary, English as a Second Language and both More Able and Special Needs Support is given within the mainstream curriculum. Groups are loosely set in Years 9, 10 and 11 as students undertake Key Stage 4 programmes of study. In Years 7-8, students study a range of units each year which cover the full range of reading, writing and speaking and listening skills they need to develop to succeed in further study and in life beyond school.

In Years 10 and 11, students study AQA GCSE English Language and English Literature. This requires them to read four Literature texts, including an Anthology of poetry and study a range of unseen extracts and poems. Results at GCSE are good, with 76% of our pupils achieving a grade 4+ in English Language or Literature in 2017. We also very proud to consistently achieve above national average rates of progress from Key Stage 2 to 4 in English.

The Advanced Level Courses in English Literature and English Language and Literature are both popular options for KS5 students. The department also offers WJEC Film Studies 'A' Level, which is growing in popularity. 'A' Level results in both are very good. We also offer a Year 12 one year GCSE re-sit course to some individuals, based on their needs. Students regularly go on to read English and related courses at degree level.

The curriculum area has a thriving tradition of theatre and poetry visits as well as success in public speaking competitions. As we adapt to the changes that both the school and education system are currently undergoing, we remain a cohesive and collaborative team who are committed to the excitement of teaching English; all prospective candidates need to share our child-centred approaches and enthusiasm for this endeavour.

## JACK HUNT SCHOOL

### GENERIC JOB DESCRIPTION - SUBJECT TEACHER

**Post:** Teacher of English

**Accountable to:** Curriculum Area Leader

**Date reviewed:** May 2017

*The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

The following job description refers to the main duties and accountabilities of a Subject Teacher.

#### **Purpose of the Job:-**

To provide high quality lesson planning, preparation, teaching and assessment to allocated classes and students.

In respect of these duties the Subject Teacher is accountable to and supported by the Curriculum Area Leader.

#### **The Main Accountabilities are:-**

##### **Teaching and Learning**

- To teach assigned classes as appropriate.
- To develop appropriate materials and teaching methods which take into account each student's individual needs.
- To treat all students fairly, with equality of regard for gender, religion, culture and social context.
- To employ a variety of motivating and stimulating approaches to student learning.
- To plan lessons carefully, taking into account the need for differentiation and relevant schemes of work.
- To set and assess homework in accordance with the school policy.
- To contribute to the teaching of whole school developments e.g. ICT, Numeracy, Literacy, Work Related Learning and Citizenship/PDE, incorporating them into lessons as per schemes of work.
- To ensure high standards of effort, accuracy and presentation are encouraged.

## **Behaviour Management**

- To apply the correct procedures to ensure good behaviour as outlined in the school's Behaviour for Learning Policy.
- To be in the corridor awaiting the arrival of the students, where possible.
- To ensure that students enter the room and exit quietly and calmly and sit in their allotted place.
- To record student attendance at each lesson.
- To reward good behaviour and achievement in accordance with the school's Reward Policy.
- To ensure that mutual respect, self-discipline, mature behaviour and good work habits are encouraged.
- To create a classroom environment where all students feel valued.

## **Monitoring and Assessment**

- To assess students accurately using relevant National Curriculum Level descriptions, criteria from national qualifications, predictive data etc. and use the assessment as a basis for setting targets with high expectations that students will achieve their potential and beyond.
- To use SATs, NFER, 4MATRIX, and ALPS to identify vulnerable students and then use appropriate intervention strategies to improve their attainment and progress. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To provide opportunities for students to assess, reflect on and improve their performance.
- To mark students' work on a regular basis in line with the school/ department's Marking Policy.
- To write reports to parents for all students in accordance with the school policy.

## **Performance Management**

- To maintain an up-to-date knowledge of subject areas and national educational strategies.
- To undertake relevant professional development to participate in the school's Performance Management scheme, liaising with Team Leader/Curriculum Area Leader about appropriate Performance Management objectives and aiming to meet all objectives.

## **Health, Safety and Resources**

- To ensure that the classroom is a well organised learning environment.
- To ensure that classroom displays are up-to-date, motivating, in good condition and support learning.
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Curriculum Area Leader.
- To contribute to the development of up-to-date resources for departmental use in the classroom and for communal areas of display.

## **Duties**

- To contribute and co-operate as a member of a team in the creation of schemes of work, shared resources, departmental planning, attendance at meetings.
- To carry out two supervisory duties each week ensuring that the duty is covered in times of absence.
- To fulfil the role of Personal Tutor (please refer to your Personal Tutor job description).

## **Collaborative Work**

- To support collaborative partner work with schools, colleges, universities and businesses, where appropriate.
- To maintain a good relationship with all stakeholders in the community.
- To show a willingness to be involved in extra-curricular activities and whole school initiatives.
- To support the school in its commitment in safeguarding and promoting the welfare of children and young people.

## Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the "Conditions of Employment of School Teachers" schedule 3 of the Teachers Pay and Conditions Act 1991, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

# JACK HUNT SCHOOL

## GENERIC JOB DESCRIPTION – PERSONAL TUTOR

**Accountable to:** Head of House

**Date reviewed:** May 2017

The following job description refers to the main duties and accountabilities of a Personal Tutor.

### **The Purpose of the Job:-**

To ensure students' well-being and personal development and learning by collaborating/liasing with other staff and parents and assisting where appropriate in work with external agencies.

The Personal Tutor will receive support from the Head of House and Student Support Officer and the wider pastoral team attached to the House team, to enable these duties to be fulfilled effectively.

### **The Main Accountabilities are:-**

#### **Registration Duties**

- To be responsible for the good order and safety of the Tutor Group during Lesson 5.
- To complete registers according to agreed school procedure.
- To monitor absences and positively encourage attendance and punctuality and where necessary take follow-up action as per agreed procedures.
- To check uniform, encourage pride in uniform and issue uniform cards where necessary. Persistent refusal to adhere to the uniform policy must be referred to the Head of House.
- To check and sign student planners once each week for parent signature and any relevant communication.
- To communicate information provided from staff briefings and other sources.
- To carry out the planned activity for the day including the 'Thought for the Day' and SEAL (Social, Emotional Aspects of Learning) as directed by the Head of House.
- To report promptly to the classroom teacher/Head of House damage to furniture and fittings in the Form room.
- To attend relevant assemblies and monitor behaviour of students during this time.

## **Monitoring, Support and Assessment**

- To have an oversight of the general welfare of students whilst at school and endeavour to follow up any individual personal needs.
- To use student attainment data (SATs, NFER, 4MATRIX, and ALPS) to track student progress, assist students in setting their personal targets across the curriculum and endeavour to provide support for all students. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To write reports to parents and ensure they are collated for despatch at the agreed times and the returns are checked where necessary.
- To attend Head of House meetings.
- To assist in consultation regarding the students, including Individual Educational Plans (IEPs), Special Educational Needs/Disability (SENCO), CiC, (SENs) review meetings and liaison with outside agencies.

## **Rewards and Sanctions**

- To implement the school policy on Behaviour for Learning.
- To monitor and record rewards and sanctions and report to Head of House.

## **Liaising with Others**

- To liaise closely with Subject Teachers, Head of House, Student Support Officer, Learning Support Department and parents regarding the educational progress, welfare and behaviour of students.

## **Performance Management/Professional Development**

- To liaise with the Head of House about pastoral professional development needs and Performance Management objectives, if appropriate.
- To undertake Professional Development concerned with the role of the Personal Tutor.

## **Staff Attached to a House**

All staff attached to and supporting the Head of House should implement this job description. They should check with the Head of House if they are unsure of their duties.

### Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the "Conditions of Employment of School Teachers" schedule 3 of the Teachers Pay and Conditions Act 1991, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.



## APPOINTMENT OF AN ENGLISH TEACHER

*The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

### The Post

We require an enthusiastic, qualified English teacher to join the English Curriculum Area as from September 2018 until August 2019 in the first instance.

The successful applicant will be prepared to play a full part as a team member in the development of the department.

If appointed you will, besides teaching English, join a House team in the school and will have responsibility for a Vertical Tutor Group of around 20 students from Years 7 to 13. General job description for both Subject Teacher and Personal Tutor are in this application pack..

### Person Specification

Applicants will be judged against the criteria detailed in the table on the following page.

### Pay and Conditions of Service

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the "School Teachers Pay and Conditions Document 2017". The Governors have their own pay policy in line with this document.

The successful applicant will be registered with the National College of Teaching and Leadership (NCTL) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Governors of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo a DBS check and if necessary, a medical examination.

### Relocation

You may qualify for the school's relocation package, details of which are found in the Information Booklet for Applicants on the website.

### Application Procedure

To apply you will need to go the Careers Page on our school website [www.jackhunt.net](http://www.jackhunt.net) and click on the relevant post and then click on apply now button. As part of the application you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed on the following page.

The closing date for **Wednesday 7 February 2018, at 9.00 am.** Interviews will be held on Friday 9 February 2018.

## Generic Person Specification (CPS)

Attributes	Essential	✓	Desirable	✓	How Assessed
1. Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Graduate.</li> </ul>		<ul style="list-style-type: none"> <li>• Evidence of desire to undertake a teaching qualification.</li> <li>• Evidence of a commitment to continuing professional development</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> </ul>
2. Experience	<ul style="list-style-type: none"> <li>• Evidence of effective teaching experience in the secondary age group</li> <li>• Experience of teaching a wide range of ability including SEN and Gifted and Talented</li> <li>• Demonstrate a high regard for the safeguarding of children</li> <li>• Experience of contributing to school life beyond the classroom</li> </ul>		<ul style="list-style-type: none"> <li>• Experience of a multi-cultural school</li> <li>• Experience of a large 11-18 school</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> <li>• Interview</li> <li>• Teaching task</li> </ul>
3. Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Secure subject knowledge</li> <li>• Ability to teach to GCSE or equivalent</li> <li>• Understanding of equal opportunities issues in schools</li> <li>• Knowledge and understanding of how to enhance literacy, numeracy and ICT in teaching</li> </ul>		<ul style="list-style-type: none"> <li>• Keep abreast of subject developments</li> <li>• Sound knowledge of national policies and developments in education</li> <li>• Ability to teach to AS/A2 Level or equivalent</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> <li>• Interview</li> <li>• Teaching task</li> </ul>
4. Skills and Personal Qualities	<ul style="list-style-type: none"> <li>• Able to communicate effectively orally and in writing</li> <li>• Ability to form good relationships with students, adults and parents</li> <li>• Proven classroom management skills</li> <li>• Ability to work collaboratively within a team</li> <li>• Ability to be well organised and efficient including completing agreed tasks within set timescales</li> <li>• Ability to use ICT packages and systems</li> </ul>				<ul style="list-style-type: none"> <li>• Application form</li> <li>• Letter of application</li> <li>• References</li> <li>• Interview</li> </ul>