



Hessle High School & Sixth Form College

# Information for Candidates

## Assistant Head of Department - English

Mr V Groak  
Headteacher

Part of The Hessle Academy  
Hessle High School  
& Sixth Form College  
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## Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for students aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a founding member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of students are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of students, quality of teaching, behaviour and personal development of students and leadership and management were all judged to be good. In recent years, outcomes for students have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 300 teams, clubs, and events.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

*"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".*



## Multi Academy Trust

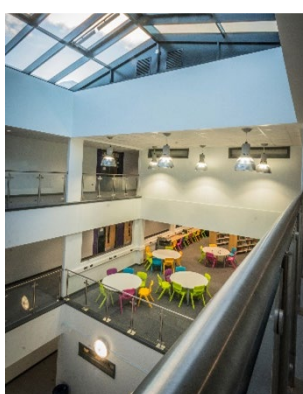
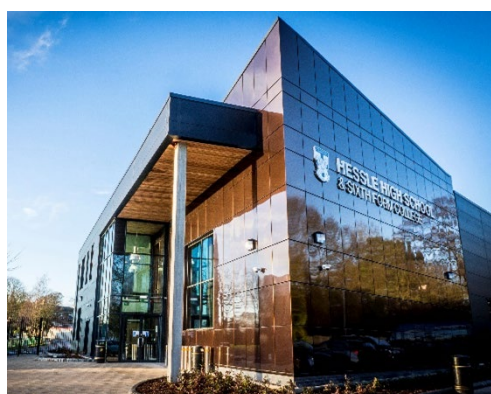
In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.



## Values and Vision

*"Everyone can achieve the extraordinary"*

Our Vision for Our People:

# HESSLEVISION

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.

# HESSLEVALUES



## Respect

We respect ourselves; we respect each other; we respect our diverse community and our environment.



## Resilience

We are determined, we do not give up when things get tough. We persevere. We know that learning is often hard but we know that it will be worth it.



## Aspiration

We aim high; we have ambitious expectations of ourselves and others. We believe that we can make a difference to our local community.



## Responsibility

We take responsibility for our own actions; equally, we are not blamed when we make mistakes. We see mistakes as an opportunity to do it better next time.



## Integrity

We do the right thing. We are honest with each other and ourselves. We are comfortable in ourselves and proud of our values.



## Kindness

We treat each other with kindness, courtesy and have good manners.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

## **New Staff and Newly Qualified Teachers**

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at Hessle High School and Sixth Form College.

Newly Qualified Teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner and our Director of Studies. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

## **Staff Development and Wellbeing**

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from students to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our students and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

*"It won't be easy, but it will be worth it."*

## **Standards of Achievement at Hessle - Validated**

In the 2019 GCSE exams:

68% of students achieved a Grade 4 in both English and Mathematics

49% of students achieved a Grade 5 in both English and Mathematics

The school achieved a positive Progress 8 score of 0.25.

In the 2019 A Level exams:

47% of grades achieved were Grades A\*-B

80% of grades achieved were Grades A\*-C



## Leadership Team

The Senior Leadership Team at Hessle High School & Sixth Form College is an experienced, ambitious and committed team. All members believe firmly in the school's vision and values and all share a determination to secure continuous improvement and achieve the best for students. The Senior Leadership Team comprises:

**Headteacher**  
**Deputy Headteacher**  
**4 x Assistant Headteachers**  
(Inclusion and Safeguarding, Standards, Student Welfare, Director of Sixth Form)

The Operations Manager is a senior member of the support team, the leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team. Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

## The Vacancy

Applications are invited for the post of Assistant Head of Department for English in this popular and successful school to start in September 2021. *Salary to be determined by experience and qualifications plus a Teaching and Learning Responsibility TLR2c.*

This is an excellent opportunity for any candidate who has ambitions, ultimately, for senior leadership in the future.

The successful candidate will join a successful and committed team. They will have the ability to teach English across Key Stages 3 and 4, and the opportunity to teach at KS5 is available for the right candidate.

### Personal Qualities and Experience Required:

This is an exciting time for an ambitious and innovative teacher and leader to join the team. We are looking for someone with excellent teaching and communication skills, who will be creative, enthusiastic and committed.

The successful candidate will hold a Degree or equivalent in a field related to English and have the ability to transfer their enthusiasm and knowledge of the subject to students across the age and ability range.

They will be a talented and creative teacher, consistently delivering high quality lessons. The successful candidate will have a passion for their subject and a desire to inspire students to develop their love of English.

They will have the ability to enable students to achieve high educational standards and to develop positive and strong relationships with students and staff alike. They will have a knowledge of, and embrace, the current developments in English teaching. They will be able to both deliver within existing schemes of learning and contribute to their review and the development over time.

The successful candidate will have the qualities to develop further in their career. They will be able to demonstrate a passion for developing themselves both inside and outside the classroom through a commitment to CPD. An experienced colleague would be motivated to support the further development of others; equally we provide a supportive programme for newly qualified teachers.

## **The Department**

The team of ten teachers is led by an inspirational Head of English, supported by a Deputy and an Assistant in Department. In most cases, teachers have the opportunity to be based within their own teaching room.

In January 2016, we moved into our new purpose built school. The department has ten classrooms, all equipped with 82 inch LED televisions as well as up to date computer systems running the latest operating system. All subject areas have access to a staff work room which includes computer access, printers and photocopiers and additional resource space.

## **The Curriculum**

The department aims to provide broad and balanced study of English Language and English Literature for all students using a wide variety of teaching and learning styles.

All staff teach all aspects of English at both KS3 and KS4. Our students follow a three year Key Stage 3 with students taught a range of topics, issues and skills. In Year 10, students commence their GCSE studies. We follow the AQA specifications for both English Language and English Literature, with some students taking the GCSE English Language exam in the Summer of Year 10. English Language and English Literature are popular options at Sixth Form level and we offer A Levels in both subjects, following the AQA specification for English Literature and OCR for English Language.

## **Extra Curricular Activities**

The department prides itself on the support and assistance given to students at lunchtime and after school to help them achieve the highest possible grades across all the Key Stages. We run a range of clubs and revision sessions, as well as theatre trips and special events to mark occasions such as World Book Day.

## **How to Apply**

Complete our application form and return to:

Electronic applications:	hr@hessleacademy.com
Paper applications:	Human Resources Department The Hessle Academy Tranby House Heads Lane Hessle East Riding of Yorkshire HU13 0JQ

In support of your application you may choose to provide a letter of application incorporating any special contribution you could bring to the department/school.

The closing date has been extended to 9.00 am on Monday 10 May 2021.

*Please note that we reserve the right to close this post early or extend the deadline.*

Should you have any queries, please contact:

Sarah Greenley

Operations Manager

Telephone: 01482 648604

Email: hr@hessleacademy.com

We wish you every success with your application.

## Job Description

<b>Job Title</b>	Assistant Head of Department, English (TLR2c)
<b>Accountable To</b>	Head of Department, English
<b>Teaching Periods</b>	41/50

### Main Purpose of the Job

To be responsible for a Key Stage in English ('the Key Stage') as directed by the Head of English. To play an active role in the leadership and management of that Key Stage to secure high levels of progress and to raise the standards of attainment for all students. To uphold the values of the Hessle Academy and the principles of ethical leadership in all interactions with colleagues, students and parents.

### Core Accountabilities

1. **Responsibility for standards of attainment and progress**
2. **Responsibility for strategic development**
3. **Responsibility for staff and staffing**
4. **Responsibility for student achievement and welfare**
5. **Responsibility for resources**

### Key Tasks

1. **Responsibility for standards of attainment and progress**
  - a. Ensure that all students follow a well-planned and strategically-intentioned curriculum for the Key Stage which challenges and inspires students to develop a thirst for learning
  - b. Support the Head of English to ensure that appropriate targets for student attainment and progress in the Key Stage are met in line with performance indicators (school and national)
  - c. Maintain accurate and comprehensive records of student progress in the Key Stage
  - d. Ensure that all available data is used in planning, assessment and teaching and learning in the Key Stage, to enable all student groups, including disadvantaged students, to achieve attainment and progress targets
  - e. Monitor, follow up and report on student progress as required by the Head of English
  - f. Analyse student data in order to identify issues and implement appropriate intervention where required
  - g. Report on student progress and provide the Head of English, for the Leadership Team and/or Local Governing Body, relevant information relating to performance in and development of the Key Stage and support by attending Progress Meetings as required
  - h. Play an active part in ensuring that assessment and examination procedures in the Key Stage are robust and follow agreed school policy
  - i. Contribute to the school procedures for quality assurance of teaching and learning, including the assessment and moderation of students' work
2. **Responsibility for strategic development of department**
  - a. Play an active role in communicating and embedding the agreed vision for English as determined by the Head of English
  - b. Engage in development opportunities and contribute to a high performing team
  - c. Lead a Key Stage in English as determined by the Head of English
  - d. Contribute to the formulation of aspects of the English Improvement Plan related to the Key Stage to secure continuous improvement
  - e. Contribute to the development of a school-wide ethos that enables everyone to work collaboratively, celebrates success and accepts responsibility for outcomes
  - f. Play an active role in reviewing the curriculum at the Key Stage keeping abreast of school and national initiatives
  - g. Lead and make a significant contribution to designing schemes of learning and curriculum plans, to include appropriate differentiation for SEND and the most able students, for the Key Stage. Ensure all schemes of learning are reviewed and revised
  - h. Support the Head of English to ensure the integration of school policies into schemes of learning and monitor delivery by all staff
  - i. Contribute to self-evaluation processes
  - j. Undertake regular Monitoring and Evaluation, as directed by the Head of English, to ensure high standards of teaching and learning
  - k. Be proactive in seeking out best practice internally, from within the Academy Trust as well as externally



### **3. Responsibility for department staff**

- a. Maintain personal expertise in English and share it with others
- b. Act as a role model of good classroom practice for other teachers by being effective and proactive in implementing high quality teaching and learning
- c. Maintain an up to date knowledge of educational research in the fields of teaching and learning and CPD, and use this to inform practice
- d. Contribute to the whole school Teaching and Learning CPD programme
- e. Improve standards in teaching and learning through the use of performance data in the Key Stage
- f. Responsible for the day-to-day leadership and development of designated staff within English, as agreed with the Head of English
- g. Assist with the efficient and effective deployment of staff and physical resources including timetabling and rooming
- h. Support the coordination of the work of non-teachers within the curriculum area including Cover Supervisors
- i. Participate in the staff recruitment process and to ensure effective induction of new staff in line with school procedures
- j. Effectively support the subject's involvement in teacher training programmes and/or coaching in school
- k. Have full consideration for staff well-being and developing morale

### **4. Responsibility for students in the department**

- a. Provide for the learning needs of all students in the Key Stage through appropriate differentiation, stretch and challenge in all lessons
- b. Liaise with Learning Support through the SENCO to ensure Teaching Assistants are deployed and used efficiently
- c. Maintain a safe and productive learning environment for all students, dealing with discipline issues that occur by following and actively supporting the school's Behaviour and Rewards policy
- d. Seek opportunities to develop the behaviour management skills of the staff
- e. Instil a sense of pride, worth and achievement

### **5. Responsibility for resources in the department**

- a. Work collaboratively with the Head of English and other members of the team to monitor use of teaching areas to ensure an effective and stimulating environment is maintained.
- b. Assist in the management of curriculum area budgets as required.
- c. Collaborate with other schools and other organisations for purposes of subject improvement
- d. Lead the development of effective subject links with partner schools and the community ; attending, where necessary, liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
- e. Contribute to the school Health and Safety File as appropriate.

### **Core Purpose of a Teacher**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### **As a member of staff of The Trust**

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust schools
- Contribute to systems of evaluation and performance of the organisation positively

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required..

## Personal Specification

Category	Essential	Desirable	Evidence
Qualifications and Training	<ul style="list-style-type: none"> <li>• Degree/Equivalent in relevant subject</li> <li>• PGCE/Equivalent</li> <li>• Commitment to continue own personal development</li> <li>•</li> </ul>		Application form References Qualification Certificates
Experience	<ul style="list-style-type: none"> <li>• Effective experience as teacher or trainee teacher</li> <li>• Experience as teacher or trainee teacher in the role of form tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of assessment of students' progress in English</li> <li>• Ability to teach across the key stages</li> </ul>	Application form Interview References
Skills, knowledge and aptitude	<ul style="list-style-type: none"> <li>• Good understanding of the National Curriculum in English and recent changes</li> <li>• Good understanding of curriculum developments in English</li> <li>• Potential to contribute to the development of courses</li> <li>• Good ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Literature specialist</li> </ul>	Application form Interview References
Personal Attributes	<ul style="list-style-type: none"> <li>• The desire to convey interest in English to young people</li> <li>• To be able to work as part of a team and build positive relationships, supportive of others</li> <li>• An ability to take initiative and seek advice where appropriate</li> <li>• Energy, ambition and enthusiasm. Self-motivated</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Ability to establish good working relationships with all relevant stakeholders, good interpersonal skills</li> <li>• Good organisational skills</li> <li>• Good health record and sense of humour</li> </ul>		Application form Interview References