

**Hugh Christie School  
White Cottage Road  
Tonbridge  
Kent  
TN10 4PU**

**EXECUTIVE PRINCIPAL  
HEAD OF SCHOOL**

**Jon Barker  
Mark Fenn**

**[www.hughchristie.kent.sch.uk](http://www.hughchristie.kent.sch.uk)**

**Briefing Pack for:**

**Appointment of  
Assistant Principal for English  
September 2021**



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## **HUGH CHRISTIE SCHOOL**

### **Assistant Principal for English Curriculum Area**

#### **Assistant Principal Spine L8 to L12 £50,150 - £55,337 (from September 2021)**

Hugh Christie is a mixed wide ability 11 to 18 high school based in Tonbridge, Kent. Hugh Christie is 'the place to be' happy, successful and where pupils are well prepared for adult life. Hugh Christie is a good school with a stable and well-motivated staff. Staff are supported well through a bespoke INSET programme led by our Lead Practitioner Group. Staff are encouraged to progress with most the Senior Leadership Team being former middle leaders in the school. The school finishes at 1-30pm on a Friday and has a two week holiday at the end of Term 1 to promote wellbeing.

We are looking to recruit a highly motivated Assistant Principal with responsibility for English and Media with a commitment to developing their team, promoting academic excellence and helping every child succeed. Working as part of a large team, you will play an important part in developing the school's English provision. You will plan and deliver high quality lessons and be committed to achieving excellent results for their students, instilling in them a love for the subject and a desire to learn. You will hopefully also contribute to wider whole school development.

Our ideal candidate will:

- be passionate about teaching English and committed to achieving excellent results for their students
- be a strong team player and committed to bringing out the best in their colleagues
- demonstrate high levels of ambition and optimism regarding what the school and its students can achieve
- have the resolve to make a real difference to the lives of pupils, especially those who are disadvantaged.
- be committed to the school's values

In return, you will have the opportunity to work with great colleagues and make a difference to our students in a critical subject for their future

If you are seeking a challenging and highly rewarding position, enriching the lives of our students, we would be delighted to hear from you.

Please visit our website for more information. An application pack is available from the college website, email [nriddle@tonbridgefederation.co.uk](mailto:nriddle@tonbridgefederation.co.uk) or on 01732 353544. Closing date for applications – Monday 15<sup>th</sup> March 7am



**February 2021**

Dear Applicant,

Thank you for expressing an interest in the post of Assistant Principal with responsibility for English. The vacancy arises because our current Head of Department is moving to Spain.

Hugh Christie is part of the Tonbridge Federation – a small collaboration between Long Mead Primary School and Hugh Christie. Both schools share resources and expertise working together to support some very disadvantaged children within our community. Our website contains lots of information about our values, ethos and organisation - [www.hughchristie.kent.sch.uk](http://www.hughchristie.kent.sch.uk).

I have been at Hugh Christie for nearly sixteen years and thoroughly enjoyed my time here. It is a great place to work with wonderful colleagues who share my passion to do the very best for our students. All of my own children have attended Hugh Christie.

We are a wide ability school but, because of the local selective system, do have a larger proportion of disadvantaged pupils. Our staff are therefore committed to make a difference to these young people by challenging them to achieve their very best.

We are seeking someone who is an excellent practitioner who has vision and ambition to take this important curriculum area forward. You need to be a good team member and effective communicator.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please complete the school application form in this pack and include a statement (no more than two sides of A4) that describes what qualities and experience you would bring to this role. Please refer to the job description and standards later in this pack.

If you have any specific questions you would like to ask about the application process, then please contact us on 01732 353544 EXT 240 or by email [nriddle@hughchristie.kent.sch.uk](mailto:nriddle@hughchristie.kent.sch.uk).

I look forward to meeting short listed candidates at interview.

Yours sincerely  
Jon Barker  
Executive Principal

# **Hugh Christie School and Long Mead School**

## **Vision Statement**

### **Aspiring to be outstanding:**

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We bring in experts from outside to validate the schools' self-assessment at least once a year, including safeguarding.
- We monitor the schools' appraisal systems to ensure staff are meeting the required standards and being provided appropriate training opportunities to develop and meet their aspirations.

### **Our schools are tolerant and inclusive places where every child and member of staff has the right to be safe, happy, respected and receive equality of opportunity:**

- We have appointed a Governor with responsibility for Equality and Diversity.
- We challenge Senior Leaders to ensure staff workload and wellbeing are considered before making changes and expect unnecessary burdens, that do not positively impact on pupils, to be removed.
- We receive and challenge information from Senior Leaders about any incidents of discrimination.
- We ensure our schools are both physically and emotionally safe places by challenging Senior Leaders, receiving surveys, visiting and speaking to stakeholders.

### **Every child has the opportunity to receive a high quality of education:**

- We review the aims of the curriculum to ensure it is meeting the needs of learners and we monitor its implementation to ensure it is delivered.
- We check that teaching supports the acquisition and retrieval of knowledge, skills and vocabulary over time.
- We receive reports on the impact of the curriculum in terms of external exam results, course completion rates and pupil destinations, which are challenged.
- We monitor attendance, behaviour, and participation to ensure all children are fully engaged.

### **Disadvantaged and SEND children receive equality of opportunity:**

- We have appointed Governors with responsibility for disadvantaged and SEND children.
- We require high expectations and aspirations for all SEND and disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding on disadvantaged children and support for SEND children.

- We challenge data on outcomes, attendance and behaviour for disadvantaged and SEND children.
- We check that the range of opportunities available at the schools to build social and cultural capital and experiences are shared equally.

### **Our 'Learning Journey' prepares children well for the future:**

- We check the curriculum offer in our schools fulfil statutory responsibilities, meet the needs of all children and prepare them well for their future.
- We check that the curriculum is appropriately sequenced and enriched by a range of additional opportunities available to all children.
- We monitor the additional opportunities provided to prepare every child well for their future.
- We find out if stakeholders are satisfied with the curriculum and additional opportunities available.


### **Developing a strong sense of community, leadership and character underpinned by British values:**

- We challenge Senior Leaders as to how they are instilling a strong sense of community locally, nationally and internationally.
- We monitor the strength of the schools' community through discussions with stakeholders.
- We check how students and staff are being supported to develop their leadership potential.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We monitor the provision for Personal, Social, Health and Citizenship Education to ensure it meets statutory responsibilities and the needs of the pupils.
- We investigate how character and values are taught, modelled and developed.
- We check to ensure any radicalisation or extremism is effectively tackled.

### **Preparing for the future:**

- We are building capacity, anticipating challenges, minimising risks and developing personnel.
- We monitor policies, finance, staff development and appraisal.
- We attend training to keep ourselves informed of changes and challenges ahead.
- We check all children are well prepared through the information, advice and guidance they receive by receiving information on destinations and speaking to children.

# ENGLISH & MEDIA SUBJECT INFORMATION

	<p><u><b>The Team</b></u></p> <ul style="list-style-type: none"> <li>• <b>Mrs Kelly Coleman</b> – Director of Learning</li> <li>• <b>Miss Jan Giovanni</b> – Second in Department</li> <li>• <b>Mrs Melanie Davies</b> – Second in Department</li> <li>• Mrs Jenny Sullivan – Lead Practitioner</li> <li>• Miss Sarah Jacobson</li> <li>• Miss Georgina Stevens</li> <li>• Miss Claire Simpson</li> <li>• Miss Beth Wade</li> <li>• Mrs Heather Swinnerton</li> </ul>
<p><b>Subject Intent</b></p>	<p>The English department sets out to foster a love of reading and citizens who are confident at reading, writing and verbally communicating their ideas and opinions. We aim to develop citizens who are critical thinkers, free to express their views and to challenge the ideas of others. We wish to broaden their knowledge of social and historical topics in order to develop excitement and enthusiasm for our subject and the possibilities that the power of words can have.</p> <p>We strive to develop their knowledge of our subject by teaching engaging texts from different periods and providing opportunities for a range of activities that will develop reading, writing and oracy skills. We will, set out, to raise the self-esteem of those students who lack in confidence and to enrich the vocabulary and cultural capital of all our students.</p> <p>Our team passion for our subject, and drive for teaching each and every person in front of us, no matter what their strengths and weaknesses, will provide students with the self-belief that they can succeed in our subject and can apply these skills in their chosen career.</p>
<p><b>Age Related Learning Objectives (ARLOs)</b></p>	<p><u>Year 7</u>  <u>Year 8</u>  <u>Year 9</u></p>

<b>Knowledge Organisers</b>	<u>Year 7</u> <u>Year 8 (Private Peaceful)</u> <u>Year 8 (Boy in The Striped Pyjamas)</u> <u>Year 8 (Letters Lighthouse)</u> <u>Year 9 (Romeo and Juliet)</u>
<b>Exam Board Specifications</b>	<u>AOA GCSE English Language 8700</u> <u>AOA GCSE English Literature 8702</u> <u>AOA ELC Step Up to English 5970</u> <u>AOA A-Level English Literature A 7711/7712</u> <u>BTEC Level 3 Creative Digital Media</u>
<b>Subject Learning Journey</b>	<u>English Language</u> <u>English Literature</u> <u>Media in Years 12 and 13</u>
<b>Key Stage 3</b>	<p>All students study the Key Stage 3 National Curriculum in English.</p> <p>During Key Stage 3, we aim to both revisit, and develop, the skills learnt at Key Stage 2. In doing this, we cover a broad range of texts that will begin to prepare students for the requirements of GCSE once they are in Year 10. The mastery of literacy and vocabulary remains at the heart of the Key Stage 3 English curriculum. All students study a range of prose, poetry, drama and non-fiction texts, as well having regular library lessons and the opportunity to take part in Accelerated Reader.</p>
<b>Key Stage 4</b>	<p>The Key Stage 4 curriculum is split into separate English Literature and English Language lessons. This is to focus thoroughly on the different skills and requirements of each paper. All students are entered for both Literature and Language at the end of Year 11. Our current set texts are: 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and the AQA Poetry Anthology: Power and Conflict cluster. A number of staff within the department are GCSE Examiners and run masterclasses to support students with exam skills.</p> <p>For students who require additional support to access the GCSE English qualifications, we also offer the Step Up to English qualification at the end of Year 9 and 10. This focuses on the basic skills of English with a thematic approach. This enables students to achieve a qualification and to build up their mastery of skills, as well as their confidence, before completing their GCSE English examinations in Year 11.</p>



<p><b>Key Stage 5</b></p>	<p>English Literature at Key Stage 5 continues to build on the skills from GCSE Literature, but with a greater focus on literary criticism and academic writing. There are two exam papers and an independent coursework unit which allow students to plan, research and compare texts of their choice.</p> <p>Creative Digital Media Production is a refreshing and exciting course designed to provide a specialist work-related programme of study that covers the knowledge and skills required to progress successfully in the media industry but also provides a firm basis for Higher Education. The core units provide an underpinning knowledge of the media as well as core production skills including units on how to research, plan, prepare, budget and create moving image and print media products. An appreciation of media audiences and representations will also be developed alongside acquiring knowledge of different media industry practice. This course also deals with client liaison and commissioning issues so that creative skills are developed with a firm focus on their use in the workplace.</p> <p>This course is comprised of four units to be taught over two years (360 guided learning hours): A BTEC Level 3 National Extended Certificate in Creative Digital Media Production will prepare students for training or apprenticeships in this competitive field or could lead to a degree level course in Media Studies or Film Studies or prepare students for a range of career opportunities, including writing, publishing, teaching, journalism or media.</p>
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# Assistant Principal for English

## Job Description

Line Leader: Palak Shah – Senior Deputy Principal

To meet the Teaching and leadership standards set out in the school's Appraisal Policy.

### **Standards for Leadership**

**We expect all Heads of Department and Assistant Principals to work towards the following standards. In your letter of application, please provide some examples of how your current work demonstrates your capability to achieve these.**

### **Standards for Head of Department**

1. Ensures that decisions are taken on the basis of individual student need.
2. Looks at data thoroughly and bases action and intervention accordingly. Setting (where appropriate) is proposed on hard, unequivocal evidence.
3. Is acutely aware of the strengths and weaknesses of the Quality of Education within their department or curriculum area through the school's Deep Dive process and has a plan of action for all weaknesses whilst prioritising those that will maximise improvement.
4. Ensures interventions that take place are driven by a diagnosed need and have impact by reviewing afterwards. Always focuses on the impact of action.
5. Looks at the outcome of assessments and takes bold actions on future examinations, student groupings and staffing issues.
6. Lets nothing get in the way of moving things forward. Doesn't wait to be asked by line manager – just gets on, communicates regular updates and makes things happen. Is always prepared.
7. Ensures the expectations and priorities of the department / curriculum area are shared explicitly with their team. Uses student data / evidence from deep dives / work scrutinies / assessments and regular communication to update and engage team members.
8. Is happy to step back and heap reward and praise on their team without the need for prompting.
9. Galvanise their teams by leading from the front but awarding responsibility in conjunction with accountability.

## **Standards for Leadership**

1. Ensures that the moral purpose is known and understood by all the team, leads by example and ensures that the school has students at the heart of its decision making.
2. Makes themselves aware of new ideas for addressing issues, has a detailed overview and understanding of the school data and quality of education, has their finger on the pressure points and ensures intervention and other action can take place with little hindrance.
3. Makes clear what the dangers are and is 'all over' the data and team of middle leaders. Is aware of any weaknesses in terms of predictions and compensates appropriately. Leaves absolutely nothing to chance and has few surprises.
4. Ensures all school wide actions have impact and is hot on follow through. Refuses to allow action without measures of impact and engenders this in the whole school.
5. Discusses and facilitates necessary action by middle leaders even if upsetting to some. Ensures the organisational priorities are bigger than any one person.
6. Never waits to 'see what happens' or lets emotions get in the way of necessary action. Ensures that scheduled meetings are necessary, kept a priority, do happen and are followed up. Are open to scrutiny and advice.
7. Establishes a system to ensure that action plans are agreed and will meet the needs for improvement. Uses appropriate displays of quality of education, student data and assessment to ensure a consistency of understanding and compulsion.
8. Will find opportunities to offer deep personal gratitude for the work of team leaders in open and closed forum and will create a culture of positive support and encouragement.
9. Offers regular but timely praise to their teams ensuring that rewards are imaginative, personal and impactful.

## **Specific areas of responsibility**

### **Quality of Education**

- Produce an annual departmental action plan in line with the school's procedures.
- Agree, and constantly evaluate, a subject intent for English that reflects the values of the school and the needs of the pupils.
- Promote literacy both within the department and across the school. Develop a 'love of reading culture' that fully utilises the school library and Accelerated Reader programme.
- To plan a Learning Journey that meets the requirements of the National Curriculum and Exam Specifications as well as reflecting the needs of the learners at Hugh Christie as identified through the intent.
- To lead, oversee and contribute to the planning of schemes of work that deliver the Learning Journey.

- Monitor the delivery of the Learning Journey across the department.
  - Plan a range of assessments to measure the impact on learning of the Learning Journey.
  - To ensure a Record of Progress is in place for all learners and that the work inside is assessed and moderated to the same standard across the department.
  - To plan the teaching and delivery of the curriculum and contributing to the organisation of an effective timetable.
  - To organise students into teaching groups based on their needs and prior attainment.
  - Oversee the formal entry of students into public examinations.
  - Participate in the school's Deep Dive subject review process. Respond to any areas for development through the production of an action plan which will be regularly reviewed and monitored.
  - Speak to students across the department, and monitor the work they are doing, to regularly review impact.
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- To lead and monitor student learning through effective teaching in accordance with the Department's schemes of work and policies.
  - To ensure continuity, progression and cohesiveness in all teaching.
  - To use a variety of methods and approaches (linked to the school's Pillars of Excellence) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
  - To ensure the department sets appropriate homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
  - To work with SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
  - To lead the department team, working alongside the Lead Practitioner, to improve the quality of teaching and learning, linked to the school's Pillars of Excellence
  - To set high expectations for all students, to deepen their knowledge, skills, vocabulary and understanding in order to maximise their achievement.
  - To use, and support colleagues in using, positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

## **Monitoring, Assessment, Recording, Reporting, and Accountability**

- To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge and across their department.
- To oversee the assessment of students' work systematically in line with the school's Marking Policy and use the results to inform future planning, teaching and curricular development.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents and support colleagues with this.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
- To use data to plan and provide both in class, independent and extra-curricular intervention strategies that will raise student attainment.

## **Subject Knowledge & Understanding**

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- To keep up to date with research and developments in pedagogy and the subject area and share these with colleagues.

## **Professional Standards & Development**

- Monitor the wellbeing and welfare of staff within the department and adjust work patterns where possible to relieve any points of pressure.
- To be a role model to colleagues and students through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Safeguarding, PHSE, Literacy, Numeracy and ICT.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and procedures.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities

relating to all current legislation, including the role of the education service in protecting children.

- To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- To be aware of the role of the Governing Body of the School and to support it in performing its duties.
- To be familiar with and implement the relevant requirements of the current AEN Code of Practice.
- To consider the needs of all students within the English Curriculum (and to implement specialist advice) especially those who:
  - have AEN
  - are disadvantaged
  - are gifted and talented
  - are not yet fluent in English.

# The Emotional Intelligence Competencies

## ***SELF-AWARENESS***

Emotional Self-Awareness:  
Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

Accurate Self-Assessment:  
Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

Self-Confidence:  
A strong sense of one's self-worth and capabilities.

1. Is confident in job capability
2. Believes in oneself
3. Is self assured
4. Has presence

## ***SOCIAL AWARENESS***

Empathy:  
Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

Organisational Awareness:  
Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

Service Orientation:  
Anticipating, recognising and meeting customers' or clients' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

## ***SELF-MANAGEMENT***

Emotional Self-Control:  
Keeping disruptive emotions and impulses in check.

1. Shows restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

Transparency:  
Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits to mistakes
4. Acts on values

Adaptability:  
Flexibility in handling change.

1. Open to new ideas
2. Adapts to situations
3. Handles unexpected demands
4. Adapts or changes strategy

Achievement Orientation:  
Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

## ***RELATIONSHIP MANAGEMENT***

Developing Others:  
Sensing others' development needs and bolstering their abilities.

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

Inspirational Leadership:  
Inspiring and guiding individuals and groups.

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

Change Catalyst:  
Initiating or managing change.

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

Influence:  
Having impact on others.

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the scenes support



**Initiative:**

Readiness to act on opportunities.

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

**Conflict Management:**

Negotiating and resolving conflict.

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions

***SELF-MANAGEMENT***

**Optimism:**

Persistence in pursuing goals despite obstacles and setbacks.

1. Has positive expectations
2. Is optimistic about the future
3. Is resilient
4. Learns from setbacks

***RELATIONSHIP  
MANAGEMENT***

**Teamwork & Collaboration:**

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

1. Co-operates
2. Solicits input
3. Encourages others
4. Builds bonds