

# Briefing Pack for Applicants Assistant Subject Leader of English



STOCKSBRIDGE  
HIGH SCHOOL

— This is Just the Start —

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

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## Section 1: Post Advertisement

**Post:** Assistant Subject Leader of English  
**Location:** Stocksbridge High School  
**Pay scale:** Teachers Main/Upper Pay Range, plus TLR2B (currently £4,786)  
**Contract:** Full-time, Permanent  
**Start date:** 01 September 2022

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High is an 11-16 comprehensive school with 900 students on role. We are proud to serve our local community and, through our provision, support high ambitions and aspirations. The school culture is open and welcoming with a great student body and dedicated staff team.

We are looking for a dedicated, hardworking and ambitious teacher to add further leadership capacity to the English department. The successful candidate will work with an experienced subject leader and a supportive department to develop the curriculum, teaching and learning of English. You will have opportunities to create extra-curricular or enrichment activities and to foster a love and passion for English in all our students. This is an ideal opportunity at an exciting time at the school for an outstanding English teacher to take their first steps into school leadership.

Candidates are encouraged to visit the school or have an informal discussion about the role with Andy Ireland- Headteacher. Arrangements for this can be made by contacting Hannah Taylor- Personal Assistant to the Headteacher via e-mail [htaylor@stocksbridgehigh.co.uk](mailto:htaylor@stocksbridgehigh.co.uk)

**The closing date is 9am on Monday 31 January 2022 and interviews will take place on Monday 07 February 2022.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

The application form and information pack is available on the school and Minerva Learning Trust website [www.stocksbridgehigh.co.uk](http://www.stocksbridgehigh.co.uk) [www.minervalearningtrust.co.uk](http://www.minervalearningtrust.co.uk) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration.

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'Andy Ireland', with a stylized, flowing script.

Andy Ireland  
**Headteacher**

## Section 4: About Stocksbridge High School

### ...THIS IS JUST THE START...

#### Our Mission

All Students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

#### Our Vision

Our vision is based upon the principles of "Believe, Achieve, and Succeed".

- **Believe** - Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.
- **Achieve** - Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.
- **Succeed** - Successful students have high expectations of themselves and strive to meet these expectations every day.

#### Our Values

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

- **Be positive** -We will be positive in all that we do.
- **Be caring** -We care for and support each other.
- **Be courageous** -We make choices to enable us to succeed, even when those choices are difficult.
- **Be reflective** -We consider the impact of our actions on ourselves and others.

#### Our Beliefs

- We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.
- We will create an environment in which all members of our school value and enjoy learning.
- We will work to remove barriers to learning for all our students.
- We will do all that we can to ensure all members of our school community are safe and happy.
- We will ensure that all learning experiences are of the highest possible quality.

## ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality first teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)

## Section 5: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

|                                |                                                                                                                            |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>POST TITLE</b>              | Assistant Subject Leader of English                                                                                        |
| <b>GRADE/SALARY</b>            | Teachers Main/Upper Pay Range, plus TLR2B (£4,786)                                                                         |
| <b>HOURS/WEEKS</b>             | Full-time, Term-time                                                                                                       |
| <b>LOCATION</b>                | Stocksbridge High School                                                                                                   |
| <b>RESPONSIBLE TO</b>          | Subject Leader of English and Senior Leadership Team link                                                                  |
| <b>RESPONSIBLE FOR</b>         | The duties and responsibilities of a Schoolteacher as defined in the current "Schoolteachers' Pay and Conditions Document" |
| <b>PURPOSE OF THE JOB</b>      | Lead learning within a major part of the English curriculum                                                                |
| <b>RELEVANT QUALIFICATIONS</b> | Relevant teaching qualifications                                                                                           |

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

### **MAIN DUTIES**

- The effective and appropriate delivery of high-quality teaching and learning to students at Stocksbridge High School.
- The effective leadership of teaching and learning across the English Department The effective evaluation, review and planning required to develop and improve teaching and

learning and standards within English.. This may be in liaison with other school leaders as appropriate.

- The monitoring of student performance within English including key groups e.g. pupil premium, SEND, vulnerable groups, more able students.
- Contribute and lead on effective curriculum intent, implementation and impact for English
- The development of targeted intervention strategies to support student attainment and achievement of all groups of learners.
- To deputise for the Subject Leader as appropriate.
- The development and implementation of effective assessment procedures across English
- To adhere to and implement the policies, standards and ethos of Stocksbridge High School, as agreed by Minerva Learning Trust, the Stocksbridge High Governing Body and the Senior Leadership Team.

### **Leadership**

- Support the Subject Leader to monitor, manage and develop, in an effective and participative manner, the quality of teaching, learning and the curriculum within the English department, in order to maximise quality of delivery and therefore achievement for students of all abilities.
- Monitor, support, coordinate and evaluate the effective deployment of subject resources, including staffing, and evaluate the need for and introduction of new resources.
- Seek, compile, evaluate and disseminate information appropriate to the maintain and further develop the effective delivery of teaching and learning within English
- Manage and develop administrative systems appropriate to the English Department.
- Support the Subject Leader to manage the English department in terms of: effective design of the curriculum to meet government requirements, the delivery of quality teaching and learning, strategies for monitoring, appropriate differentiation, continuity, progression, assessment, recording, reporting and encouragement and support for positive behaviour.
- Develop, coordinate, monitor and evaluate strategic planning within English in order to improve standards within the subject.
- Manage the tracking of student progress, including data analysis as required, and devise and implement appropriate intervention plans where appropriate.
- Ensure all staff within the English team are aware of and meet internal tracking deadlines by submission of all relevant data.
- Ensure the accuracy of estimated grades and assessment data through rigorous QA of tracking entries.
- Contribute to and lead meetings to monitor impact of improvements strategies as appropriate
- Design, implement and evaluate communication systems for the English team including subject meetings and communications with parents / carers.
- Nurture positive relationships with all members of the team and work with other leaders to ensure a positive, collective departmental ethos.

### **Teaching and learning**

- Be accountable for sustained improvement of teaching and learning within English
- Be responsible for subject assessment and tracking and the coordination of target setting for groups and individual students Coordinate and support the development,

implementation and evaluation of intervention strategies within English in order to maximise student attainment and achievement.

### **Curriculum**

- Lead and support on the development of the intent, implementation and impact of the English curriculum
- Ensure the intent of the English curriculum are clear, shared and understood by all.
- Monitor programmes of learning in terms of short, medium- and long-term planning, specifically focusing on appropriate differentiation for students of all abilities.
- Hold meetings and lead other activities as appropriate to develop the overall department effectiveness.

Collaborate with other middle leaders in the school and across the trust to develop provision and share effective practice. Contribute to and support the implementation of the middle leader development plan for English.

### **Quality Assurance**

- Lead the professional development review cycle for identified members of the English team and ensure that ambitions are appropriate and aligned to the trust policy
- Hold colleagues to high account, in line the professional expectations of the school and trust

### **Staff Development**

- Establish and lead departmental (and whole school) training and development as appropriate.
- Participate in and engage with whole school and trust CPD as required
- Contribute to staff coaching and CPD as appropriate.
- Develop the English team and other colleagues by acting as a positive role model for middle leadership and classroom practice.
- Support development and training needs for members of the English team as required.

### **Special Educational Needs and Disability**

- Know the range of student abilities and specific needs within English across all Key Stages and ensure that all students make progress in their learning.
- Ensure colleagues are aware of the individual learning needs of the students in each teaching group, through systems such as MINT
- Ensure that learning resources are appropriate and enable students of all abilities to access learning at the highest possible level.
- Use and promote a range of appropriate learning strategies / activities to meet the needs of all students.
- Work with the SEND team to meet the needs of individual students within English lessons.

### **Resources**

- Support the Subject Leader to monitor and manage the effective deployment of all resources within English, including departmental capitation.
- Be accountable for ensuring that all school and trust policies are met by members of the English team.

### **Communication**

- Attend Middle Leader meetings as outlined on school calendar by agreement with the subject leader
- Support contributions to school communications with parents, including school newsletter / social media.

### **Admin**

- Establish and ensure consistent use of subject wide systems for smooth running of the English department.
- Be accountable for examination entries and ensure that all staff within English meeting examination office deadlines as required.
- Be accountable for internal tracking deadlines and ensure that all staff within English meeting deadlines as required.
- Support staff attendance at parental consultation evenings and other events involving parents such as recruitment evenings.

### **Responsibilities to be shared between subject leader and assistant subject leader**

- Leadership of quality assurance processes within the department
- Monitoring, review and implementation of the reward system within English.
- Monitoring, review and implementation of the homework policy within English Provision of clear support mechanisms for members of the English team, including an induction programme for staff new to the department team.
- Monitoring and evaluation of staff development within the subject.
- Monitoring and support for staff who are causing concern – QA / outcomes / attendance / complaints etc.
- Design, implementation and evaluation of communication systems within English.
- Participation in meetings within the agreed 1265 time budget at a level commensurate with the post.
- Any other reasonable duties as directed by Head teacher at a level commensurate with the post.
- Lead on Literacy development across the Subject and support whole school literacy initiatives.
- Lead on numeracy development across the Subject and support whole school numeracy initiatives.

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.

- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Assistant Subject Leader of English**

| Minimum Essential Requirements                                                                                                                           | Method of Assessment |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>QUALIFICATIONS AND TRAINING</b>                                                                                                                       |                      |
| Qualified Teacher Status                                                                                                                                 | AF/I                 |
| A further qualification, degree, diploma, certificate in relevant subject                                                                                | AF/I                 |
| Ability to teach English at Key Stages 3 and 4                                                                                                           | AF/I                 |
| <b>KNOWLEDGE AND EXPERIENCE</b>                                                                                                                          |                      |
| Experience of delivering good classroom management in secondary education.                                                                               | AF/I                 |
| A knowledge of the assessment arrangements.                                                                                                              | AF/I                 |
| Evidence of sustained successful teaching in English across the full range of abilities                                                                  | AF/I                 |
| Experience of teaching across all key stages                                                                                                             | AF/I                 |
| Evidence of sustained impact on pupil's achievement, both through your own teaching and through support for and working with others                      | AF/I                 |
| Successful experience of strategically and supportively leading a team                                                                                   | AF/I                 |
| Knowledge and experience of how to use data in order to target and intervene with pupils to raise attainment                                             | AF/I                 |
| Experience of raising standards through effective planning and delivery of CPD                                                                           | AF/I                 |
| Understanding of and the ability to apply a range of appropriate assessment techniques.                                                                  | AF/I/A               |
| <b>PROFESSIONAL DEVELOPMENT</b>                                                                                                                          |                      |
| To take part in the school's staff development programme by participating in arrangements for further training and professional development.             | AF/I                 |
| To engage actively in the Performance Management Review process                                                                                          | AF/I                 |
| To support the professional development of colleagues in the department                                                                                  | AF/I                 |
| Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape. | AF/I                 |
| <b>SKILLS</b>                                                                                                                                            |                      |
| Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work.      | AF/I                 |

|                                                                                                                                 |         |
|---------------------------------------------------------------------------------------------------------------------------------|---------|
| Knowledge and awareness of good practice in identifying individual needs and providing support to students and colleagues       | AF/I    |
| Excellent communication skills                                                                                                  | AF/I    |
| Excellent written, verbal and IT Skills                                                                                         | AF/I/AA |
| Excellent time management, including ability to prioritise, delegate, and problem solve                                         | AF/I    |
| Understanding of and commitment to diversity and equality of opportunity in all working practices                               | AF/I    |
| Ability to use ICT as an integral part of teaching and learning programmes.                                                     | AF/I    |
| <b>QUALITIES AND ATTRIBUTES</b>                                                                                                 |         |
| Flexible approach to work                                                                                                       | AF/I    |
| A positive team approach to work                                                                                                | AF/I    |
| Excellent interpersonal skills and ability to build and maintain highly effective relationships with colleagues                 | AF/I    |
| Strong ongoing commitment to developing your own knowledge skills and understanding as an educator                              |         |
| Sets high standards and expectations of self, colleagues and students                                                           | AF/I    |
| Is committed to ensuring that students of all ages and abilities achieve their potential and are successful and happy           | AF/I    |
| Is a role model of best practice to young people and the school community.                                                      | AF/I    |
| A commitment to support the school's aims, vision and ethos.                                                                    | AF/I    |
| Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion. | AF/I    |
| Energy and commitment to professional responsibilities and to the betterment of all students.                                   | AF/I    |
| A willingness to contribute to the wider life of the school.                                                                    | AF/I    |
| <b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>                                                                                     |         |
| An understanding of safeguarding issues and promoting the welfare of children and young people.                                 | AF/I    |
| A commitment to safeguarding students.                                                                                          | AF/I    |
| Suitability to work with children.                                                                                              | AF/I    |
| A commitment to equal opportunities.                                                                                            | AF/I    |
| Ability to recognise discrimination and willingness to put Equality Policies into practice.                                     | AF/I    |

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form  
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training  
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment  
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment  
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees  
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application  
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details.  
**Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview  
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview  
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback  
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment  
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications  
When you have completed your application, the completed form and covering letter should be e-mailed to [htaylor@stocksbridgehigh.co.uk](mailto:htaylor@stocksbridgehigh.co.uk) by the closing date.