

**Application Pack**

**Deputy Curriculum Leader of English with Responsibility for Literacy**

**Full time**

**MPS/UPS plus TLR 2B**

Thank you for your interest in our vacancy.

The following information contains further details regarding the school and the role.

**Sandbach High School and Sixth Form College are proud to be registered with ‘Investors In People’ and continue to support the development of our teachers and support staff.  We offer regular training programmes as well as staff well-being activities. Our school offers an exciting, rewarding and supportive environment for all our staff enabling them to grow and build on their skills.**

We take pride in being a caring and well-ordered community where everyone is encouraged to develop self-awareness and personal responsibility and play a full part in the life of the school. Our Code of Conduct is based on respect, courtesy and consideration. We make sure that students who work hard, help others and show responsibility in their behaviour are properly recognised through our awards system. Commitment and success in sport or music are celebrated in the award of distinctive colours badges.

Our extensive curriculum is broad and balanced, giving all students the opportunity to develop their potential. A wide range of learning and teaching strategies is used to actively involve students in the learning process. Progress is carefully assessed and monitored.

The Trustees are seekinga well-qualified, enthusiastic and inspiring graduate to join our English department as Deputy Curriculum Leader with specific responsibilities for a substantial part of the English Curriculum.

The successful candidate will be creative, imaginative and an excellent team player with a proven record of excellence in the classroom.

Applications from experienced and recently qualified teachers are welcomed.

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| **Appointment Type** | Permanent |
| **Start Date** | January 2024 |
| **Salary Scale** | MPS/UPS plus TLR 2B |
| **Closing Date** | Monday 2nd October 2023 -9am |
| **Interview Date** | TBC |

**Deputy Curriculum Leader of English with Responsibility for Literacy**

**The ideal candidate will:**

* Be a well-qualified English teacher with a record of planning and delivering lessons that are engaging challenging and enjoyable to pupils of all ability levels.
* Have a PGCE qualification and QTS.
* Have the ability to teach pupils throughout KS3, KS4 and KS5.
* Be able to inspire and make positive relationships with students to encourage great learning.
* Have evidence of supporting students to reach their full potential.
* Be a resilient character with a strong personal drive.

**We can offer you:**

* The opportunity to work in an Ofsted rated ‘Good’ school.
* The opportunity to work alongside a collaborative, forward thinking Headteacher and Senior Leadership Team whose priority is to support and develop you.
* A dedicated, hardworking and supportive English team who are all passionate about their subject.
* Friendly and highly motivated students who are keen to learn and take pride in their achievements.
* A comprehensive induction programme when joining the school
* An Investors in People approved school where staff are supported and encouraged to take part in professional development programmes with the opportunity to share best practice within your own department and with staff from other specialisms.

**Job Description – DCL English (including responsibility for Literacy) Job Title:** DCL English

**Accountable to:** Curriculum Leader of English and Strategic Lead of Literacy

**Job Purpose:**

To contribute to raising standards of student achievement in English by teaching a timetable of lessons and supporting the Curriculum Leader in the achievement of whole school and department goals as stated in the department’s strategic plan.

To contribute to the raising of standards of Literacy across the school as a whole.

**Job Description – Deputy Curriculum Leader English**

**Qualified teacher of English with experience of Literacy**

The current conditions of employment of school teachers as laid down by the Department for Education.

The Post

This is a key post and as such the postholder will be expected to make significant contributions and have key responsibilities within the English Curriculum Area and across the whole school through their Literacy role. They will support and when appropriate deputise for the Curriculum Leader in ensuring that the breath within the Curriculum Area is designed to promote students’ knowledge and skills through academic, creative, expressive, technical, moral and spiritual development. They will also work closely with the Literacy team and with the Strategic Literacy Lead to ensure that all staff are kept abreast and informed of the newest developments in Literacy.

The postholder will deputise the English department and lead on a Key Stage dependent on their area of expertise. The postholder will directly line manage some staff within the English Curriculum Area and will report to the English Curriculum Leader. They will also report to the Strategic Lead for Literacy.

Core Purpose

* To be responsible and accountable for pupil achievement and outcomes within a significant part of the Curriculum Area and hold responsibility for a Key Stage.
* To be responsible and accountable for Literacy across the school working closely with the Strategic Lead.
* To ensure that all Curriculum Area members have the highest possible expectations of

their pupils and help create a culture of high aspirations across the team.

* To support all staff across the school with Literacy and to work alongside the Literacy team to ensure successful implementation.
* To work closely with the Curriculum Leader and support them in driving the Curriculum Area forward.
* Support, develop and implement the vision, ethos and policies of the school across the Curriculum Area and which reflect the school’s commitment to high achievement, positive behaviour and attitudes to learning.
* To support the Curriculum Leader in monitoring, evaluating and reviewing the performance of the Curriculum to promote good practice and raise standards which will improve outcomes for pupils.
* To support the Curriculum Leader in monitoring and analysing data within a significant part of the Curriculum Area and will use this analysis to implement effective strategies and intervention to raise pupil achievement.
* To support the Curriculum Leader to ensure teachers give careful consideration to planning and sequencing knowledge-rich programmes of study across all key stages with particular focus of the Key Stage of your responsibility. There is a foundation of metacognition and retrieval in its delivery.
* To support effective working practices with Pastoral Leads and relevant support staff across the Curriculum to ensure the best outcomes for pupils.
* To support effective partnerships and communication with parents across the Curriculum Area to ensure the best outcomes for pupils.
* In collaboration with the Curriculum Leader to assist in the effective and efficient management and organisation of learning and financial resources.
* In collaboration with the Curriculum Leader use accommodation to create an effective and stimulating environment for teaching and learning within the Curriculum Area
* To help ensure that there is a safe working and learning environment in which risks are properly assessed.
* To deputise for the Curriculum Leader.

Strategic Leadership and Development

* Contribute to the self-evaluation and strategic development planning of the whole school and the Curriculum Area Growth plan as well as action plans to tackle any areas of underachievement.
* To contribute to and support the vision for the Curriculum Area to help drive it forward.
* To contribute to and support the vision for Literacy across the school to help drive it forward.

Leading Staff

* To lead, support and challenge staff in achieving school and Curriculum Area priorities and targets and delegate responsibilities for appropriate aspects of work. To challenge any staff underperformance to secure improvements within the Curriculum Area.
* To consider and take responsibility for professional development. In addition to supporting and encouraging the professional development of staff within a significant part of the Curriculum Area (a Key Stage), in line with whole school policy and practice. Contribute to training and development activities within the Curriculum Area and ensure actions are closely aligned with the school’s evidence-based strategy and practice in developing teaching and learning and pedagogy.
* To establish clear expectations and constructive working relationships

within the Curriculum Area, including through team working and mutual support, coaching, devolving responsibilities and delegating tasks, as appropriate; evaluating progress and developing an acceptance of accountability.

* To directly line manage some members of the Curriculum Area and the Literacy team through the appraisal process.

Leading Teaching and Learning

* To lead teaching and learning across the Curriculum by example through being an excellent classroom practitioner themselves.
* To be responsible and accountable for the quality of teaching and learning within a significant part of the Curriculum Area (a Key Stage).
* To support the evaluating of learning and teaching within the Curriculum Area in the context of the school and use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching and learning.
* To support and implement clear practices for assessing, recording and reporting on pupil achievement in line with school policy and to use this information to recognise achievement and to assist pupils in setting targets for further improvement within a significant part of the Curriculum Area (History and Politics)

Other

To undertake any reasonable duty at the request and discretion of the Headteacher.

**Person Specification**

**Job Title: DCL English**

The Trustees are seeking to appoint a graduate who is able to demonstrate the following qualities and experience:

Key: AF Application Form I Interview LO Lesson observation R References

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| **CRITERIA** | **ESSENTIAL** | | **DESIRABLE** |  |
| **Qualifications** | * Well qualified graduate in English * Qualified teacher * Secure Literature and Language subject knowledge and pedagogical content knowledge | | * Evidence of continuing professional development * 2:1 or above in English Literature or Language is desirable. | AF  LO  I |
| **Experience** | * Experience of teaching KS3 and KS4 English * Ability to communicate passion for the subject to students * Proven record or evidence from teaching of potential to help students reach high standards of learning and achievement * Ability to be an effective member of the pastoral team in the role of form tutor (including the delivery of PSHCE /Life Choices) * Successful collaboration with all colleagues to ensure the aims of the school are met and that workplace relationships are positive * Experience of positive contributions to school culture amongst staff and students * Experience of line management including appraisal | | * Experience of teaching KS5 Literature, Language or Film Studies * Successful experience of subject/department/team leadership | AF  LO  I  R |
| **Knowledge** | * High standard of subject knowledge (English) * Excellent classroom practitioner with a commitment to a safe learning environment and the ability to inspire and nurture students to see the value of Humanities both in and out of the classroom * Expert knowledge of the English National Curriculum * Knowledge of current developments in Teaching & Learning * Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve * Understanding and use of strategies to raise achievement * Ability to communicate the school’s vision and inspire others to align themselves with the school’s vision and values. * Ability to build effective working relationships with pupils and staff * The ability to collaborate with other subject leaders in other schools to share best practice around Curriculum and Teaching and Learning. * Ability to build effective working relationships with staff and other stakeholders * The ability to contribute and sustain a positive school culture amongst staff and students. * Ability to adapt teaching to meet pupils’ needs * The ability to provide constructive feedback enabling continuous improvement of colleagues and self. * Knowledge of guidance and requirements around safeguarding children * Good IT skills * Effective communication and interpersonal skills | | * Experience and understanding of supporting students with SEND. * Experience and understanding of supporting students with LITERACY. | AF  I  R  LO |
| **Personality** | * Ability to inspire & motivate students and peers. * Commitment to safeguard & promote the welfare of children. * Professionalism/integrity. * Be an effective team member, proactive at contributing to leading departmental activities * Ability to promote the ethos, culture and principles of Sandbach High School and Sixth Form College by modelling servant leadership and integrity in behaviour and interaction with all colleagues. * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * An ability to uphold a commitment to the school in all actions. * To demonstrate emotional intelligence in the leadership of others showing careful collaboration of concern and compassion for the individual whilst maintaining the best interests and smooth running of the organization. * Ability to work under pressure and priorities effectively * Maintain confidentiality at all times adhering to the school’s Code of Conduct and data protection practices. * Commitment to safeguarding and equality. * Commitment to own professional development and that of others. * High levels of professionalism at all times in all actions and communication with all colleagues. | | * Self confidence * Flexibility/adaptability * Willingness to adapt practice in light of current educational initiatives * Understanding of the importance of assessment and tracking in achieving the best outcomes for every student * Innovative | AF  LO  I  R |
| **Personal Attributes** | | Desire to contribute to and be involved in the wider life of the school.  Promote respect for all members of our school community  Work with energy, commitment and good humour  Excellent record of attendance and punctuality  Have a passionate commitment to our school’s culture, vision and values  Organised with excellent time management and planning skills | | AF  I  R  LO |

**The English Department**

The English Department is a team of twelve specialist English teachers. We are a passionate and hard-working department who pride themselves on excellent subject knowledge. Our schemes of work are robust and intend to promote a love of literature; we ensure that our students are exposed to a broad range of female authors and authors from range of different cultures. We have clear components of knowledge that are taught across Key Stage 3 in order to help students to prepare and progress towards Key Stage 4 whilst still igniting a passion for the subject. At Key Stage 4, we have a thematic approach to our teaching of texts and, as a department, we work hard to ensure that we have kept abreast of the most current training and literature to aid with the study of our chosen texts. At Key Stage 5, we offer English Literature, English Language and Film Studies and these are all popular choices for our Sixth Form students. We have high expectations for the students in our subjects across all Key Stages and we are ambitious with our teaching, hence our excellent subject knowledge.

The English department are a collaborative team and we are continually looking to develop our teaching of English. We have regular meetings where we discuss subject and pedagogical knowledge. As a department, we align with the school’s culture, visions and values to develop each student’s academic, intellectual and social potential and we ensure that all students from all backgrounds are given the opportunity to thrive and flourish in English and across the wider school.

The main aims of teaching English at Sandbach High School and Sixth Form College are that students:

* Develop an appreciation and a love of reading and literature.
* Make links with their study of English studies across other subjects.
* Develop a broad range of ambitious and effective vocabulary.
* Develop vital, relevant skills that will serve them in the future by equipping students with the skills needed to articulate and express their ideas.
* Develop their understanding of the wider world and to offer their viewpoints and perspectives on events.

Wherever possible we provide students with extra-curricular opportunities to enhance their passion for the subject. As a department, we have a fantastic Journalism club which is very popular with all students across all Key Stages. The Journalism Club is responsible for the school’s newspaper ‘The Voice’. We also run an exciting ‘Book Club’ and ‘Multi-Lingual Club’ which are exciting extra-curricular opportunities across the school.

The English department has many dedicated teaching rooms in the Henshall building of the school. All rooms have projectors and access to a variety of visual aids. The school has a well-equipped Library and the main building has a number of computer rooms along with laptop access if needed. These facilities can be booked for use during lesson time.

We offer a robust programme of induction into the school as a whole and into the department for all new staff.

Mrs L Cooke

Curriculum Leader of English

**THE REHABILITATION OF OFFENDERS ACT**

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2½ years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.\* This job is one of those to which the provisions of the above Act in relation to spent convictions\*, **do not apply**. Applicants **must therefore disclose** whether they have any previous convictions\*, whether or not they are spent.

Should an applicant have a criminal conviction\*, this will be discussed in confidence at interview. However only convictions\* that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

Certain spent convictions\* are ‘protected’ and are not subject to disclosure to employers, and cannot be taken into account by a recruitment manager. Guidance and criteria on the filtering of these convictions\* can be found at the following link:

<http://www.legislation.gov.uk/uksi/2013/1198/pdfs/uksi_20131198_en.pdf>

\*including cautions, reprimands or warnings.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

**DISCLOSURE & BARRING SERVICE (DBS)**

Successful applicants will be asked to apply for an Enhanced Criminal Record Check (Disclosure) from the Disclosure and Barring service.

A copy of the Disclosure and Barring Service Code of Practice is available on request.

Further information about the Disclosure scheme can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>

**SAFEGUARDING CHILDREN**

Sandbach High School and Sixth Form College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## All staff at Sandbach High School and Sixth Form College are expected:

* To adhere to the school’s corporate standards, policies, systems and procedures in relation to Safeguarding and Child Protection, and health and safety
* To set a personal example that contributes to the positive ethos of the school
* To be committed to the life of the school and to support its distinctive mission and ethos
* To behave at all times in accordance with the school’s values
* To agree annual performance targets with their Line Manager
* To promote the school favourably in the community
* To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
* To participate in training and other professional development learning activities as required.
* To promote equal opportunities and celebrate diversity in all aspects of the school.
* To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
* To adhere to the school’s Staff Code of Conduct and the Dress Presentation Code.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance ‘Keeping Children Safe in Education’ and the school’s Safeguarding/Child Protection policies.
* To be aware of and comply with all school policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

**Safeguarding**

* Sandbach High School and Sixth Form College is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.

**Health & Safety**

* The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies.

**Policies & Procedures**

* The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

**Equality Act 2010**

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

We will consider any reasonable adjustments under the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Applications

Visits to the school, and informal enquiries, prior to application, are warmly welcomed please contact Helen Hulse, School Business Manager, on 01270 765031 to discuss or email

To apply for this post, please complete an application form with a supporting statement of no more than two sides of A4 on your suitability for the post and the school, with reference to your areas of expertise.

The closing date for applications is Monday 26th June 2023- 9am.

Thank you for your interest in our school.

We look forward to receiving your application.

All applications should be emailed to [recruitment@sandbachhigh.co.uk](mailto:recruitment@sandbachhigh.co.uk)

