



Blenheim

Deputy Head of English

September 2022

Salary Negotiable



www.blenheim.surrey.sch.uk

BACKGROUND INFORMATION

Blenheim has been under new leadership since April 2017. The school became Surrey's most improved secondary school in the 2017-18 academic year, was categorised as 'good' in all areas in May 2019 and attained its best GCSE results in the summer of 2019. In the summer of 2020, 5% of departing Sixth Form students secured places at Oxbridge and in January 2021 Blenheim was confirmed as Surrey's most improved school for the number of first preference Year 7 applications; an increase of 26%. In March 2022, Blenheim was oversubscribed for the third consecutive year. A number of comprehensive measures are in place that have improved the consistency of teaching, the quality of assessments and the impact of feedback, so that all students now make good or better progress. At the heart of the school's recent successes has been the comprehensive and consistent implementation of Formative assessment across the curriculum.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1293 students on roll including 205 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent. The intake comprises of students from all surrounding areas with ability levels being favourable; over 50% of all students have high prior attainment at the end of Key Stage 2. In recent years the school's popularity has grown significantly, as detailed below:

Year	2022	2021	2020	2019	2018	2017
Number of Year 7 Students Recruited	248*	248*	248*	234	209	188

* Waiting lists currently operate in these three year groups.

Blenheim revolves around a Growth Mindset where all members of the school community are expected to value and develop the characteristics of hard work, resilience, innovation and improvement. Since April 2017, there has been significant change to the school's structures and systems, including:

- New Headteacher and New Leadership Team of two Deputy Headteachers and nine Assistant Headteachers.
- A three-year Key Stage 4 and a six-period school day comprising of an increased number of double periods.
- Formative assessment is now embedded across the curriculum ensuring students have a clear understanding of their 'next steps'.
- An alternative pathway for Vocational Key Stage 4 learners providing high quality Vocational provision.
- An extended day for Year 11 and Year 13 students to 5pm Monday - Thursday.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extensive Co-Curricular programme helping ensure the development of the 'whole' student.
- A Chelsea FC Girls' Sixth Form Football Academy which boasts over 30 girls and fields two teams who compete in both the National Football Youth League and the English Colleges South Premier League.
- A comprehensive Easter revision programme for students in Years 11 and 13.
- Significant investment in the school's site and infrastructure, totalling over £1 million.
- An extra fortnight's holiday with a two week October half term and a seven week summer holiday.
- A strategic goal prioritising staff well-being, including the appointment of a whole school well-being lead.

In 2019, Blenheim was characterised as a 'good' school following a Section 5 Ofsted inspection. Please [click here](#) to read the Ofsted Report. Ofsted commented that the vast majority of the school's previous weaknesses had been rectified and that the school now had excellent capacity to continue improving. The Headteacher, Mr A A Bodell, has made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and has developed many community and primary school links. Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, an AstroTurf pitch, bespoke sixth form facilities and grass football and rugby pitches. The school has a significant capital reserve with complete autonomy to invest. Together with a very supportive and well qualified governing body the school has invested significantly in several areas, not least in the appointment of high-quality practitioners and site infrastructure. Visitors now comment on the calm, purposeful learning environment that pervades. Blenheim has an iPad for learning scheme through which 98% of students own an iPad. Naturally, teaching staff need to be willing to engage with new technologies and to want to develop their pedagogy.

BLENHEIM GCSE RESULTS

Blenheim's 2021 GCSE results involved all students receiving centre awarded grades, whilst 2018 and 2019 saw a significant increase in Blenheim's GCSE results. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well - timed interventions and consistent monitoring of student performance has led to increases in almost all areas of GCSE performance. This improved performance compares favourably with both Blenheim's 2016 & 2017 GCSE results and 2018 & 19 National GCSE results.

In 2017, apart from Maths and English, grades were attributed A* - G grades with A* - C being considered 'higher' grades or passes. By 2019, all subjects (bar a minority) were attributed 9 – 1 grades with 9 – 4 being considered 'higher' grades or passes.

Headline GCSE Results 2018 - 2021

	Blenheim 2021	Blenheim 2020	Blenheim 18 & 19	Nat. Av. 18 & 19
5 or more 9 – 4 or A* - C incl. Maths & English	78%	74%	65%	58%
Maths 9 - 4	84%	80%	76%	60%
English Language 9 - 4	87%	85%	75%	62%
English Literature 9 - 4	71%	81%	76%	73%

	Blenheim 2021	Blenheim 2020	Blenheim 18 & 19	Nat. Av. 18 & 19
9 – 7 grades	29%	30%	22%	20%
9 – 4 grades	82%	85%	74%	67%
Progress 8 Score	+0.65	+0.4	+0.2	0.0

Headline GCSE Results 2016 – 2021. 9 – 4 grades (A*-C)

	Blenheim 2020 & 2021	Blenheim 2018 & 2019	Blenheim 2016 & 2017
Maths 9 – 5	59%	58%	39%
English 9 - 5	64%	63%	65%
English	86%	79%	69%
Maths	84%	76%	70%
English Baccalaureate pass	30%	23%	20%
Combined Science (Double Science)	78%	64%	49%
Biology	100%	92%	86%
Chemistry	100%	91%	83%
Physics	100%	91%	81%
Geography	82%	70%	64%
History	84%	60%	65%
French	93%	84%	72%
Spanish	87%	78%	73%
Computing	83%	70%	48%

Headline GCSE Results 2016 – 2021. 9 – 7 grades (A*-A)

	Blenheim 2020 & 2021	Blenheim 2018 & 2019	Blenheim 2016 & 2017
English	28%	23%	18%
Maths	21%	20%	17%
Combined Science (Double Science)	32%	17%	12%
Biology	90%	32%	33%
Chemistry	90%	39%	36%
Physics	100%	35%	31%
Geography	35%	24%	23%
History	35%	27%	36%
French	52%	36%	25%
Spanish	31%	35%	33%
Computing	29%	28%	27%

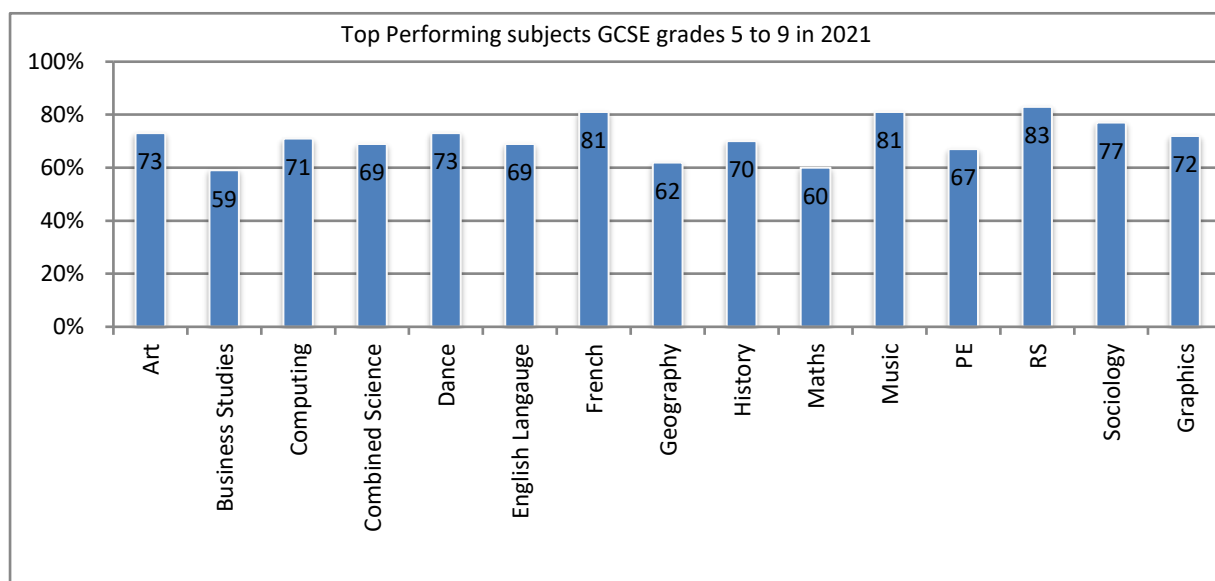
BLENHEIM GCSE RESULTS 2021

Achievement across a range of subjects

Blenheim's 9 – 4 pass rate was 82%. In all subjects studied as GCSE or BTEC course over half of all grades awarded were 9 – 5. In Technical awards, Blenheim achieved a 100% pass rate (Pass to Distinction*) in Level 2 Cambridge Technical iMedia, BTEC Health and Fitness and BTEC Travel and Tourism.

English and Mathematics

Results in these core subjects remained well above the national average for Blenheim students in 2021 with 84% gaining the 9 - 4 GCSE grade in Mathematics, 87% in either English Language or English Literature, with 29% of grades being the highest GCSE grade of 9 - 7 in English and 20% in Mathematics.



GCSE grades 7 to 9

29% of all our entries were awarded 9-7 grades, 37 students achieved average grades of 7 or higher, and 16 students achieved an average of grade 8 or higher. Our top performing student secured all grade 9s and one grade 8 across the ten subjects studied at GCSE.

JOB PROFILE



The Aim

To ensure that students make maximum progress. The successful candidate will emphasise a Growth Mind set modelling the characteristics of hard work, resilience, innovation and constant improvement.

Accountable to

- The Head of English

Supporting Roles

- The English Key Stage holders, the English Raising Standards Lead, members of the department, the school secretariat, Teaching Assistants and other Blenheim colleagues.

Job Purpose

- To contribute to the vision, leadership and direction of the curriculum area in order to ensure high quality teaching so that students reach the highest levels of achievement and attainment.
- Within the Curriculum Area be accountable for 'adding value'.
- Monitor students' achievements relative to their individual ability and intervene as necessary.
- To contribute to the formulation and implementation of school policy.
- To act as a professional role model for teaching and learning.
- To contribute to the achievement of whole school targets.
- To work in partnership with the Leadership Team and Curriculum Area Heads to maximise Progress and Attainment 8 outcomes.
- To implement the 10 Teaching and Learning non-negotiables consistently.

Safeguarding

- You are expected to be familiar with all school policies in particular safeguarding procedures and to promote the welfare of children.

Contributing to

- Line Management of Teaching and Support Staff within the Curriculum Area, including staff in receipt of TLR points.
- Students' performance across the Curriculum Area;
- Prudent fiscal management.

Leadership Qualities

- Be an active and supportive member of the Blenheim Community.
- Communicate and uphold the school's core values and ethos to all stakeholders.
- Recognise and celebrate success and achievement.
- Contribute to whole school planning and evaluation.
- Contribute as necessary to the day-to-day management of the school.
- Contribute to upholding excellent standards of behaviour and safety.

Key Accountabilities in conjunction with the Head of Department

- Accountable for the teaching and learning throughout the Curriculum Area.
- Ensure excellence in the delivery of teaching by motivating, training, monitoring and developing staff.
- Use data to inform teaching, monitor and evaluate progress and for target setting both in the classroom and across the Curriculum Area.
- Organise the Curriculum Area timetable and staffing in conjunction with the Deputy Headteacher – Curriculum.
- Ensure that staff implement agreed policy with regard to course content and teaching method including the use of iPad technology across the curriculum.
- Be accountable for the planning and delivery of the English curriculum at both Key Stage 3, Key Stage 4 and Key Stage 5.
- Evaluate and revise all course materials at regular intervals.
- Ensure that comprehensive schemes of work are prepared and available to all Curriculum Area staff and to senior colleagues.
- Verify subject examination entries and provide forecast grades.
- Identify developments in pedagogy through the use of iPads and introduce them into the English curriculum for the benefits of the pupils and staff.
- Chair regular Curriculum Area meetings (as part of meetings cycle).
- Participate in staff appointments and promotions.
- Carry out Performance Management and professional development of Curriculum Area staff ensuring that challenging objectives are set.
- Ensure effective induction of new staff, including student teachers, in the Curriculum Area takes place.
- Ensure high standards of student learning and achievement.
- Monitor progress and set targets.
- Ensure appropriate welfare and discipline takes place for those students working in the Curriculum Area.
- Ensure the effective tracking, assessment and reporting of students.
- **The post holder will be expected to run after school, each week, at least one voluntary 60 minute academic 'clinic' on their own subject to a group of KS4 or KS5 students as identified by the Head of Department, Deputy Head (Curriculum) or Headteacher. This clinic will not be part of the role rather it will be part of a wider, whole school, extended day.**
- **The post holder will be expected to run the equivalent of at least one 30 minute Co-curricular activity, of their choice, each week.**
- **The post holder will be responsible for staffing the reflection room for one lesson a fortnight.**
- **The post holder will be responsible for undertaking a Learning Walk for one lesson a fortnight.**
- **To reinforce consistently the school's 10 school uniform non-negotiables.**

Resources

- Accountable for the effective use of resources within the Curriculum Area.
- Take responsibility for the part of the building used by the Curriculum Area – including displays, corridors and classrooms (and any offices/other rooms in that area).
- Allocate and monitor all Curriculum Area financial resources.
- Ensure care and repair of all apparatus and equipment.
- Ensure that Health and Safety standards are met within the Curriculum Area.

Community. As necessary

- Be accountable for establishing a good partnership between parents/carers and outside agencies through effective communication.
- Promote the school to outside groups – educational/industrial/community.
- Work with both feeder schools and other educational establishments to best support Blenheim High School.
- Work closely with the Primary school's transition lead.

General

- Demonstrate a keen interest in all aspects of school life.
- Teach across the age and ability range.
- Help create an environment in which standards of excellence in all aspects of the school flourish;
- Help promote effective communication and good relationships with students, Governors, staff, parents and the wider community.
- Other specific whole school day to day responsibilities to be negotiated.
- To show solidarity by supporting school policy, and the Leadership team, publicly.
- To challenge school policy, and the Leadership team, privately.



THE APPLICATION PROCESS

Please complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

Please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by **12.00pm (noon) Monday 16th May 2022** with interviews scheduled for later that week. **The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.**

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

