



The background image shows a male teacher in a blue sweater leaning over a desk, assisting a young male student in a school uniform who is writing with a white marker. Another person is visible in the blurred background. There are two decorative circles on the left: a green dotted one and a purple striped one.

Recruitment Pack – English Lead/Head of English Full Time - Permanent

**Closing date: 19th April 12noon. Interviews will take place on Thursday
22nd April**

The interview process will consist of:

1. A 30 minute lesson (See slide 11 for Covid secure measures)
2. A 45-60 minute interview
3. A written task which will be sent and submitted in advance

Welcome to The Rise School - A Vibrant Learning Community.

Welcome to our school community. Our pupils are some of the most vulnerable children in society and we are passionate in our desire to see them blossom, experience success and develop confidence and strategies to overcome some of the challenges associated with their autism. We have two pillars that run throughout all our work: the academic and social progress of our pupils. These are of equal importance.

Vibrant

Our school is a vibrant place to work. We've got great facilities: a wellbeing garden, sensory room, soft-play room and a gym – which staff use too. Break and lunch times are opportunities to play and interact with our pupils, role-modelling our values. Learning also takes place outside the classroom via frequent trips, camping, externally-led workshops, community trips and after school clubs.

Learning

Learning is at the heart of everything that we do at The Rise – we make the effort to make sure 'learning is irresistible' for our pupils and is equally underpinned by the principle of being evidence-informed.

Learning is central for staff too - you are encouraged to take proactive ownership of your CPD. There are many ways to develop yourself which of course include conference attendance but goes beyond also: borrow a book from the staff library in the staffroom, read the L&T bulletin and platform, access an online learning course, talk and observe colleagues. Recommendations of books to add to our library, or courses you think look interesting, are always welcomed. We have a "Say Yes" approach to CPD.

Community

Team work is central to all our achievements at The Rise. You will find yourself part of a staff body who is empowered to be proactive and take their own initiative; are flexible and are willing to go above and beyond to support one another.

The sense of community is developed through our Wellbeing initiatives such as 'Secret Buddy' and Friday's 3-4pm slot where you can cultivate your wellbeing through learning something new or relating to your colleagues: we've had knitting, fitness, running, dance, relaxation, art sessions. Our community is strengthened by giving and receiving feedback to one another – it's how we all grow and develop. We support our families through half-termly 'Parent Meets' and socials.

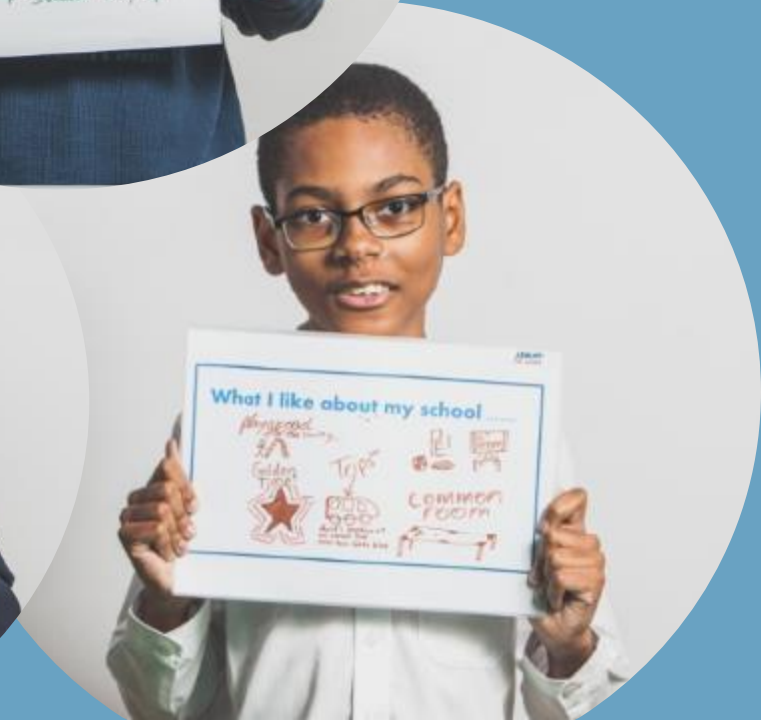
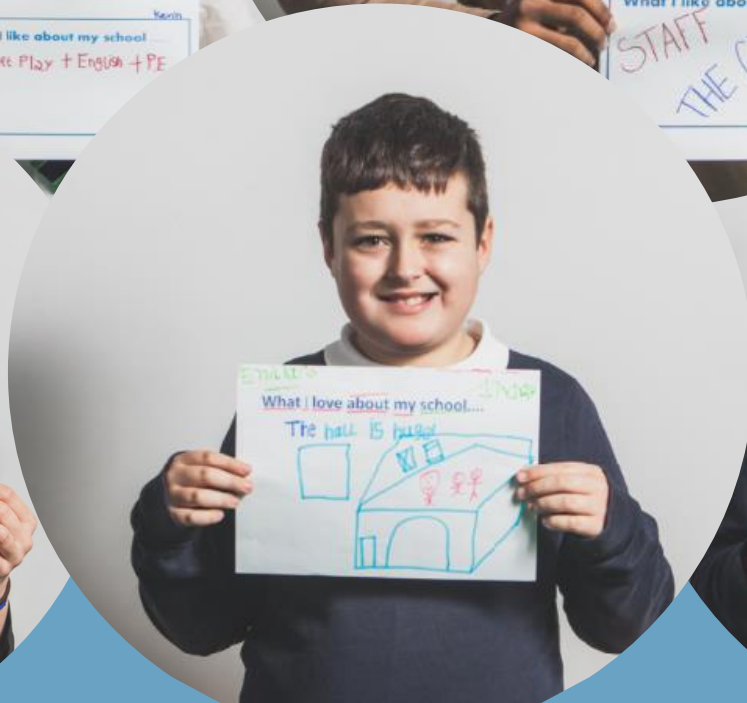
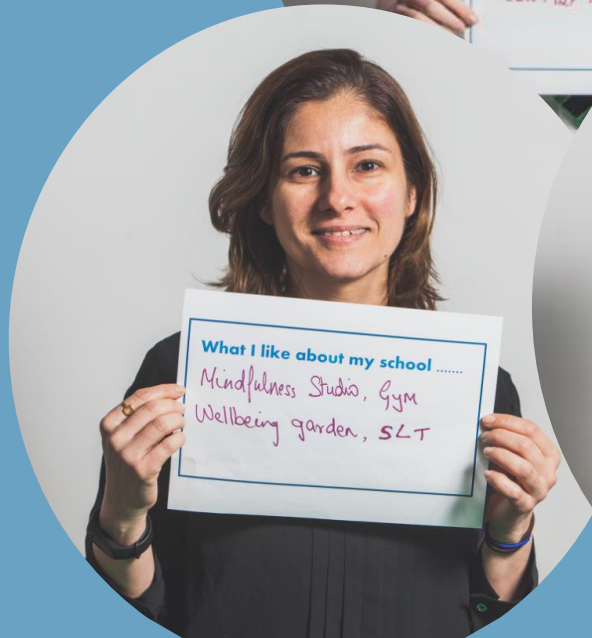
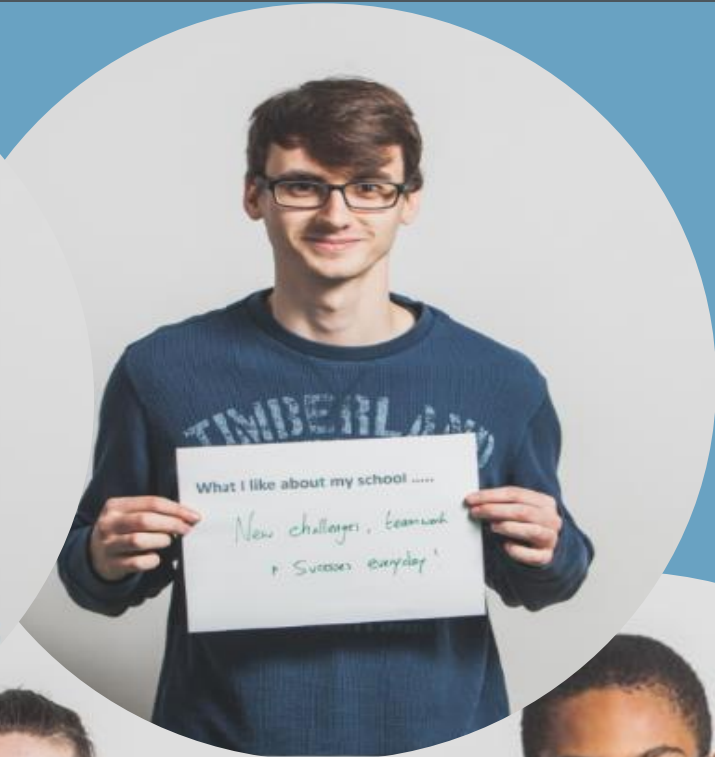
Values

Our school values are Be Kind, Be Resilient, Be Proud. They were generated collaboratively and underpin our community. We explicitly teach, embed and celebrate these values, for example our kindness trees are growing outside each classroom.

The Rise is a very special place for children and young people to learn, thrive and be happy, hand in hand with our families. It's an equally special place to work.

We hope to welcome you to our team!

Our School: What pupils and staff have to say:



Our School: What staff have to say (Annual Survey – May 2020)

97%

feel able to
manage their
WELLBEING

100%

would
RECOMMEND
The Rise as a
work place

93%

feel they
receive
regular
FEEDBACK

100%

feel **PROUD**
to work at
The Rise

98%

feel
MOTIVATED

97%

think The Rise
is well **LED**
and
MANAGED.

Our School: The Facilities



Our School: Finding Out More

We LOVE visitors and would absolutely encourage any potential applicants to come and see the school in action during the day. This is particularly relevant for mainstream teachers who might not be sure about making the switch to a SEND school (you definitely should!)

We are happy to host prospective applicants for a tour but appreciate that with covid, this may be more difficult for some. Please do use the links below to get a better sense of our school.

<http://www.theriseschool.com/>
<https://twitter.com/RiseSchoolUK>

[The Rise School Video – Who we are \(2020\)](#)
[The Rise School Tour with Head of School Helen \(2020\)](#)
[The Rise School Video – Oli's Tour: Values, Wellbeing \(2018\)](#)

[Ofsted Report \(June 2017\)](#)



Our School: English

English is a popular subject within The Rise.

- In a parent survey about remote education (Jan-March 2021), English was the most frequently mentioned subject, with 50% of respondents specifically including it as a subject their child seemed to particularly enjoy.

The Team

- You will work with a small team of primary and secondary teachers to deliver the English curriculum.
- Next year we anticipate having two classes in each year group from Year 6 – Year 11, with 16-20 pupils in each year group.

The Curriculum:

	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Autumn	Cosmic Disco Tales from the Caribbean	Skellig	War with Troy	A Christmas Carol	Animal Farm	Macbeth	English Language
Spring	Shackleton’s Journey	Clockwork	Much Ado about Nothing	A Midsummer Night’s Dream	Romeo and Juliet	Of Mice and Men	An Inspector Calls

- Outcomes

At KS4 our pupils study:

- IGCSE English Language – [CIE](#) (often sitting the exam early in October/November)
- IGCSE English Literature – [Pearson Edexcel](#)

34 pupils have left Y11 at The Rise since 2018, **94% with C** or above, **11% with grade A** in English Language.

As the Head of Department, there is significant scope for autonomy in terms of curriculum and specification options.



Job Description: English Lead (Head of English)

Job Band: MPS + TLR + SEN1 Allowance

Job Term: Permanent

Purpose:

- To continue to develop a rigorous and engaging KS2-KS4 curriculum in English
- To plan and teach high quality English lessons that enthuse and inspire so that all pupils progress and achieve their potential (including GCSEs) in English Language and Literature
- To support small numbers of pupils to resit IGCSE English Language at KS5, where needed

Key Tasks & Responsibilities

As the English Lead

- Develop the curriculum and assessment of English across the primary and secondary phases
- Keep up to date with educational developments and changes within the subject area
- Actively engage in relevant CPD opportunities, sourcing them for yourself and others in your department
- Be the budget holder for English/Literacy and follow school processes to order materials.
- Line leadership of a small number of English teachers
- Follow school processes for tracking and reporting to families and other stakeholders
- Analyse formative and summative data to identify any trends and implement actions to address
- Bring to the attention of the line manager any difficulties which arise within the department
- Attend and lead regular meetings, formal and informal, to discuss department matters and to ensure that the department works as a team
- Work closely with other staff to ensure that pupils are entered for public examinations in liaison with the examinations officer
- Ensure homework is set across the department as per the school timetable and ensure that it is regularly marked with constructive feedback
- Ensure the highest degree of confidentiality and data protection of all materials
- Demonstrate a continual commitment to Safeguarding and promoting the welfare of children and young people
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms / Schools Trust Equality, Diversity and Inclusion policy and procedures.

As an English Teacher

- Teach great lessons, ensuring that pupils progress through an ambitious, broad, balanced, relevant curriculum that is personalised in accordance with pupils' needs towards aspirational outcomes
- Work collaboratively with The Rise team to help pupils overcome potential barriers to learning and participation, using strategies and interventions that are evidence-based
- Ensure the adults supporting during lessons generate high levels of engagement and commitment to learning and offer sharply focussed and timely support and intervention that matches individual needs accurately
- Promote pupils' spiritual, moral, social and cultural development to enable them to thrive both within our supportive learning community and in their everyday lives
- Actively participate in the appropriate curriculum resources/activities/displays etc within the department
- Demonstrate, through practice, an understanding and personal commitment to safeguarding and promoting the welfare of children and young people
- Responsible for ensuring you are effectively communicating (the right information, to the right people, at the right time)
- Set work if you are absent in accordance with school guidelines
- Co-operate with other members of the school in cross-curricular activities

Training & Professional Development

- Be committed to continued professional development, in teaching, behaviour and curriculum (relevant to The Rise School)
- Participate in scheduled Line Management meetings
- Engage with personal CPD reading and opportunities on a regular basis

As a Class Tutor

- Line lead TLAs in the class team
- Promote the general focus and well-being of pupils assigned to them
- Ensure that ISPs are reviewed and updated as per the school calendar
- Lead annual review meetings
- Be responsible for the academic, disciplinary and pastoral welfare of pupils in their registration group
- Be the first point of call for parents
- Ensure registration times are purposeful and productive

To undertake any other appropriate responsibilities and duties that may arise as and when required.

Person Specification: English Lead (Head of English)

The personal specification shows the abilities and skills you will need to carry out the duties in the job description.

Education Levels & Qualifications

- Qualified Teacher Status
- Experience as an English teacher

Specific Knowledge, Experience & Technical Skills

- Knowledge of the National Curriculum Key Stages appropriate to phase
- Knowledge of good practice in curriculum planning, development, assessment and evaluation of pupil progress including preparing pupils for externally accredited awards and qualifications
- Experience and sound knowledge of teaching across various Key Stages
- Good understanding and proven experience of managing health and safety arrangements in the workplace, with particular reference to English teaching, to include education off-site / beyond the classroom
- Experience of managing assessment, recording and reporting
- Knowledge of school inclusion
- Commitment to The Rise School aims and objectives – able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people
- Knowledge of typically developing children
- Experience of curriculum development
- Proven experience of teaching pupils with ASD in the 4-19 age group within a mainstream or specialist settings

Personal Attributes

- Evidence of excellent interpersonal and communication skills (both verbal and written)
- Evidence of experience, ability and enthusiasm for collaborative working across multi-disciplinary team and with other settings
- Excellent organisational skills; able to balance conflicting priorities
- Good data analysis skills (assessment for learning)
- IT literate
- Physically and emotionally resilient in order to work with children and young adults with autism with challenging behavior

Safer Recruitment

The Rise School is committed to safeguarding and promoting the welfare of children and young people.

In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

- **Disclosure** This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred
- **Short listing** Short listing will occur on the 19th and 20th April 2021 with interviews taking place on Thursday 22nd April 2021. Interview candidates will complete a written task sent and submitted in advance, a 30 minute lesson and a 45-60 minute interview. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process.
- **Reference checking** References from the previous and current employers will be taken up for shortlisted candidates, possibly before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided
- **Probation** All new staff will be subject to a probation period (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides The Rise School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.
- **Equal Opportunities** The Rise School is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.

The Rise School is committed to ensuring that we are a covid secure environment. You can read our full risk assessments here: <https://theriseschool.com/families/latest-news/latest-information-for-families-regarding-coronavirus>

We think that the interview process is much better in person, for both candidate and school. Therefore, please see below for some specific measures that we'll take in order ensure everyone's safety.

- **Lateral Flow Testing**

Our staff and many of our pupils complete lateral flow tests twice per week.

On arrival, we will ask you to complete a lateral flow test and isolate in a separate room or your car for the 30 minutes whilst your test is being processed.


- **Masks and PPE**

We expect staff (unless exempt) to wear masks in communal spaces and encourage their use in the classroom. Masks can be collected at reception and there is adequate supply of hand sanitiser.

- **Social Distancing**

Our classrooms are set up to support 1-2metre social distancing wherever possible and there is a clearly defined space at the front of the room for the teacher to deliver from.

Equally, our staffroom and office space (for the interview) are all set up with 2m social distancing.



The Rise school is a vibrant, special school dedicated to educating pupils with autism ages 4 to 18.

Contact us

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🌐 theriseschool.com

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