

## **Candidate Pack**

### **Teacher of English, 2<sup>nd</sup> in department with Whole School Literacy Lead**

**Kings International College  
An 11 – 16 School**

**Judged as Good in all areas  
Ofsted January 2016**

*‘A warm and welcoming culture with a shared drive for continual improvement is evident from the top down. Leaders, teachers and pupils are proud of their college’s success.’*



### **Our Vision Statement**

**To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.**

## **Candidate Information**

**Job Title:** Teacher of English, 2<sup>nd</sup> in department with Whole School Literacy Lead

**Responsible to:** Head of Faculty

**Salary:** London Fringe plus TLR2.1 £2,873

## **Contents**

The aim of this pack is to give you a flavour of Kings International College and to help you decide if you wish to apply for this role. If you would like any further information, or wish to arrange a tour of the school prior to applying, please contact [pa@kings-international.co.uk](mailto:pa@kings-international.co.uk)

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## **Information about the College**

Kings International College is a mixed comprehensive 11-16 school located on an attractive, accessible site in North West Surrey. We currently have approximately 750 students and our numbers are still growing. As a relatively small secondary school parents, students, governors and staff all value our strong sense of community.

One parent described the college as '*a wonderful, friendly, supportive community enriching my child's life in all areas*', adding that '*[their child] has gained a love of learning from Kings*'.

Other quotes from parents include:

*Teachers know their pupils' strengths and weaknesses well and have high expectations.*

*Pupils are safe and secure in the college and they feel content here.*

*Parents and their children are rightly proud of the college. They recognise that it offers a caring and compassionate community where pupils are kept safe.*

*Pupils are polite, courteous and respectful to each other, staff and visitors.*

*Pupils value the opportunities that they have to learn about keeping themselves safe, in and around the college as well as online.*

During their time at Kings International College their Head of Year and their tutor will oversee their academic and pastoral needs. We also have a welfare officer who works closely with students as required.

Behaviour in the school is very good and strong systems are in place to maintain expected standards. The College has an 'Inclusive Learning Centre' which helps a minority of students with various needs to reintegrate or to secure regular attendance.

Each year the College selects a student leadership team who lead the student body. There is a strong Student Council which reports to the Governing Body and SLT.

### **Extra-Curricular Activities**

Staff go the extra mile to provide students with a rich programme of extra-curricular activities. We have business and education links with Wellington College, Surrey University, Farnborough 6<sup>th</sup> Form and Bank of America to name a few.

### **Staffing**

The College's Senior Leadership Team consists of the Headteacher, Deputy Headteacher, three Assistant Headteachers and the Bursar.

The school has a strong team of Middle Leaders in its Heads of Department, Curriculum Leaders, Heads of Year and Heads of Key Stage.

The College's SENCO works closely with the SEN Administrator and team of skilled and dedicated Teaching Assistants.

The support staff are well qualified and committed to the vision and values of our College.

## Vision statement

**To have uncompromising aspirations for every individual and for the school to be an exceptional, caring and inspirational community.**

We will achieve this through:

- High quality, inspirational and innovative teaching and learning.
- Inspirational and accountable leadership at all levels.
- Consistently high academic standards and expectations for every individual.
- Creative, exciting and memorable experiences inside and outside the classroom.
- A safe, secure and caring environment in which to work and learn.
- First class resources and state of the art facilities to support learning.

We want students to:

- Develop the attitudes, characteristics and self-belief to tackle any challenges in future life.
- Enjoy their time at school and be recognised as individuals.
- Develop good relationships and lasting friendships celebrating diversity.
- Acquire the skills, commitment and resilience to become successful, independent life-long learners.
- Take responsibility for leading themselves and others.
- Receive recognition and praise for their efforts and achievements in all areas of school life.
- Be active members who contribute to the school and wider community.
- Accept hard work and discipline as requirements for success.

We want staff to:

- Receive innovative, developmental and effective training.
- Be supported, cared for, challenged and valued.
- Feel trusted and empowered to take risks in the classroom.
- Have opportunities to develop and fulfil their potential in leading the school and their own professional development.
- Participate in, contribute to and benefit from partnerships beyond the school.
- Be a cohesive group with time and opportunities to develop partnerships and relationships with others within school.
- Enjoy their work and find it fulfilling.

## Values

We are a values driven school and our core values should be at the forefront of all that we do. These values were decided upon through consultation with staff, students, governors the definitions of them were articulated by the students.

Our values are:

**Aspiration** – wanting to be the best you can be with passion, enthusiasm and commitment

**Community** – working together and supporting each other to ensure we can all do our best

**Integrity** – honestly doing the right thing even if no one ever knows.

**Respect** – accepting and valuing our differences with courtesy and consideration

**Responsibility** – doing the things you are expected to do and accept the consequences or results of your actions



KINGS  
INTERNATIONAL COLLEGE

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WWW.KINGSINTERNATIONAL.CO.UK ■ INFO@KINGSINTERNATIONAL.CO.UK  
HEADTEACHER: JO LUHMAN

Dear Applicant,

**Teacher of English, 2<sup>nd</sup> in department with Whole School Literacy Lead**

On behalf of all our students and staff, I would like to thank you for taking an interest in the post of Teacher of English, 2<sup>nd</sup> in department with Whole School Literacy Lead at Kings International College.

This role is suitable for an enthusiastic and capable English teacher who is looking for a middle leadership role with whole school responsibility.

The English department is staffed by a skilled, experienced team of specialists and is part of the English and Languages Faculty. All rooms are equipped with an interactive whiteboard and a PC.

The successful applicant will be expected to teach across the age and ability range.

The KS3 syllabus is delivered through a series of well-developed schemes of learning that aim to engage the students and provide a solid platform for GCSE. We also aim to give teachers a clear pathway through a unit, whilst providing staff with the autonomy over their own teaching styles. Examples of units include Sherlock Holmes, A Midsummer Night's Dream and an election unit preparing students for transactional writing.

At KS4 students follow the Edexcel 9-1 courses in English Language and English Literature. Texts that are currently studied include An Inspector Calls, Macbeth, Romeo and Juliet, A Christmas Carol, and poetry based on the theme of conflict.

Kings International College is a comprehensive 11-16 school. It is a school where knowledgeable and passionate staff believe that with great teaching all young people can aspire to and achieve the highest possible standards. I joined the school as Headteacher in January 2018 and as recognised in our recent section 5 Ofsted inspection I have an ambitious vision for the school.

At Kings we offer students of all abilities and interests an opportunity to be part of a school community that puts student learning at the heart of every decision that we make. Underpinning our success are the excellent relationships between staff, students and parents. These are based on mutual respect and a strong commitment to high expectations and challenge. Our students are happy, feel safe and enjoy coming to school and our staff offer a high level of care, guidance and support which enables them to thrive.

Support for staff is strong. We have a well-established programme for newly appointed staff which enables them to settle into the College routine quickly and effectively. There are a number of regular CPD sessions on offer to all teachers throughout the academic year and we expect all staff to be pro-active in their professional development.

We have a culture of professional learning at all levels and would particularly welcome applications from candidates who are ambitious to engage in nationally accredited leadership development programmes.

Our pastoral provision is effective, essential to the well-being and progress of our young people and fundamental to high levels of achievement. In addition to the leadership team, a well-trained safeguarding team of supports students' needs.

The College is fully staffed, not least because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations. We have a well-established programme for newly appointed staff which enables them to settle into the College quickly and effectively.

The enclosed Job Description summarises the main responsibilities of the post. The Whole School Literacy Leader Job Description is also detailed. I hope the information supplied in this pack describes your type of school; if so your application is most welcome. I am proud of our school and I would actively encourage you to visit us to discover for yourselves the growing sense of excitement about the opportunities we can offer local young people to learn and succeed. If you would like to visit us before applying or before attending an interview, then please email [pa@kings-international.co.uk](mailto:pa@kings-international.co.uk) to arrange this.

To apply, please complete the application form – C.V.s are not required. Application forms are available via the website: [www.kingsinternational.co.uk](http://www.kingsinternational.co.uk). Electronic applications are welcome, please send them to [recruitment@kings-international.co.uk](mailto:recruitment@kings-international.co.uk)

Thank you for your interest in this post and I look forward to reading your application.

Yours sincerely

Jo Luhman  
Headteacher

## Second in Department

### Kings International College

This job profile recognises the requirements of the current School Teachers Pay and Conditions Document, and reflects the policies established by the governors of Kings International College. It is supplemented by the attached job profile of a MPS Teacher.

**Job Title:** 2nd in Charge of English

**Job Purpose:** To ensure that the negotiated aims, objectives and policies of the English Faculty reflect and support those of the College. To ensure this is achieved by effective management of the curriculum, staffing and resources for the benefit of Kings International College students.

**Accountable to:** Faculty Leader English

KEY ACCOUNTABILITIES	KEY TASKS
1. <b>Accountable for the experiences offered to students within the English Faculty.</b>	a. to plan, deliver and evaluate quality lessons ensuring appropriate differentiation to challenge every student to achieve their full potential b. to develop the quality of their own teaching, assess the standards of students' achievements and set targets for improvement. c. using students' prior attainments to assess students' achievements and progress with college and faculty policies when planning and to follow college and faculty policy on recording progress. d. to monitor through a programme of observations and Learning Walks, the quality of teaching and learning.
2. <b>Support the Head of Faculty in ensuring the highest standards of Behaviour for Learning, attainment and progress.</b>	a. to take a lead in monitoring standards across the faculty by carrying out half-termly work scrutiny reviews and making recommendations for improvements as appropriate. b. to take responsibility for reviewing, co-ordinating and implementing the new assessment framework at KS3 and KS4 using 9-1 grades.
3. <b>Accountable for maintaining a high profile for English within the school and community.</b>	a. to maintain external links relating to the faculty b. to continue to raise the profile of English in the local community and foster strong links with Primary Schools. c. to provide opportunities for parents and the local community to appreciate faculty outcomes.
4. <b>Accountable for the provision of support to Head of Faculty</b>	a. to review, amend and implement, with the Head of Faculty, schemes of work in line with new curriculum initiatives b. to deputise for the Head of Faculty as necessary including chairing meetings c. to advise the Head of Faculty on new curriculum developments and initiatives d. to accept responsibilities as delegated between the Head of the Faculty and the post-holder.

This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



## **JOB DESCRIPTION**

**JOB TITLE:** Whole School Literacy Leader

**Pay:** London Fringe

**Reporting to:** Head of faculty

**Responsible for:** Leading, managing and developing literacy across the school

**Job Purpose:** Develop and implement a vision for improving standards of literacy across the school. Through expert co-ordination, the progress of all students' literacy proficiency will improve across all aspects of the curriculum.

### **Main Duties**

#### **Operational/Strategic planning:**

- Develop a strategic vision for literacy development
- In consultation with a range of stakeholders, devise and implement an evidence based strategy of tiered support to improve whole school literacy in line with EEF Guidance (July 2019)
- Ensure that schemes of learning and resources support the development of literacy in subject areas
- Lead, develop and enhance the literacy teaching practice of others.
- Support colleagues with selecting appropriate resources and techniques to support students with literacy difficulties.
- Provide training as needed.
- Support the Assistant Headteacher for Teaching and Learning with evaluation of literacy practice across the college through lesson observations and learning walks.
- Evaluate the effectiveness of the Whole School Literacy Policy and Literacy Development Plan. Revise as needed.

#### **Curriculum Provision:**

- To liaise with the Curriculum Team Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost- effective curriculum programme that complements the school's strategic objectives.

#### **Curriculum Development:**

- Ensure that Literacy is contextualised against real life scenarios and linked cross-curricular.
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- Audit and embed explicit teaching of tier 2 and tier 3 vocabulary in all subjects.

#### **Staff Development and Recruitment/deployment of staff:**

- Be a role model of professionalism and good practice.
- To work with the Curriculum Team Lead and Leadership Team to ensure that staff development needs are identified and appropriate programmes are designed to meet such needs.
- To contribute to Monitoring & Evaluation procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure effective and efficient deployment of classroom support.

#### **Quality Assurance:**

- To ensure the effective operation of quality control systems.
- To help to establish common standards of practice and develop the effectiveness of teaching Literacy across the school.
- To contribute to the school procedures for lesson observation.
- To participate in the monitoring and evaluation of English and Literacy in line with agreed



- school procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required within English and the delivery of Literacy across the school.

**Management Information:**

- To ensure maintenance of accurate and up-to-date information concerning Literacy on the management information system.
- To assist in the use of analysis and evaluation of performance data.
- To help to produce reports within the quality assurance cycle.

**Communication:**

- To help ensure that all staff within the school are familiar with its Literacy aims and objectives.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous and provide a welcoming environment to visitors and telephone callers.

All teachers are expected to maintain/exceed the Teacher's Standards relevant to their pay scale.

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, commensurate with the grade and job title.

## How to apply

Your completed **application form** and **Statement of Application** should be submitted electronically to [recruitment@kings-international.co.uk](mailto:recruitment@kings-international.co.uk) by the closing date stated on the advert.

All received applications will be acknowledged electronically. Candidates will not receive any further communication unless they are shortlisted.

In compliance with Safer Recruitment, CVs will not be accepted.

Appointment is subject to pre-employment screening: medical clearance, two satisfactory references, evidence of qualifications and enhanced Disclosure and Barring Service clearance. Shortlisted candidates will be asked to bring relevant documents to the interview.

All applicants should be eligible to work in this country and will be asked to provide evidence of this.

**Closing Date for Applications:** 19<sup>th</sup> April 2021

**Interview Date:** TBC

**\*Variable Deadline:** We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

You should be aware that in addition to assessing your ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children and young people including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to the use of authority and maintaining discipline.

*Kings International College is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake a disclosure check by the Disclosure and Barring Service at an enhanced level for this post.*

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