

**Primary, Secondary & Sixth Form**

**“A SCHOOL FOR EVERYONE…” Ofsted 2020**

**English Teacher**

**Secondary Phase**

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**An Introduction to Washwood Heath Academy**

**Dear Candidate**

**I am delighted that you are considering applying for the positon of English Teacher at Washwood Heath Academy. Washwood Heath Academy is a successful and popular All-through Academy with learners aged 4 – 18 years. It is a large academy with 1700 learners from a range of socio-economic and cultural backgrounds.**

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**In March 2020, Washwood Heath Academy experienced its first Ofsted inspection as an All-through Academy and was graded ‘Good’ in all categories. Ofsted reported that *‘Leaders have a clear and ambitious view of what pupils should learn. They have reviewed the curriculum, and made changes in short and longer term’.***

**Since I became Headteacher in 2019, we have had a relentless focus on curriculum and teaching and we have a strong CPD programme in place to support this. In September 2019, Washwood Heath Academy embarked on its journey to develop and implement a knowledge-rich curriculum across all phases of the Academy. To date, we have embedded a knowledge-rich curriculum into Key Stage 3 and Key 4 subject areas and work is still very developmental in Primary and Key Stage 5. In addition, we have embedded Direct Instruction into Key Stage 3 and we are keen to introduce it into the Primary phase as a catch-up strategy. Staff at Washwood Heath Academy use research to help improve teaching and learning, curriculum and pastoral care.**

**To support teaching, we have a whole school behaviour policy that teachers consistently use. This means that behaviour in lessons is good and low-level disruption is rare. We want our teachers to focus on their pedagogy and practice, not managing disruptive behaviour. Our behaviour policy also promotes diversity and inclusion and we are proud to be a school that stands against bullying and discrimination. We are part of the Anti-Bullying Alliance and in November 2021 we were awarded the UNICEF Gold Rights Respecting Schools status.**

**Our pastoral system is at the heart of everything we do at Washwood, with pupils being assigned to one of seven houses within school – each with its own designated colour and name. We have one house dedicated to Year 11 pupils, so that the pastoral team, supported by Academic Mentors, can target support and guidance specifically towards the needs of these pupils as they reach this critical time in their education. In the Secondary Phase, the remaining six houses each have a range of ages within them with 2 form classes per year group making up the 8 forms in each House. The Heads of House work closely with their Guidance Managers, and SLT links to support the development of pupils through the school. Pupils remain in the same house from Year 7 to Year 10 which helps foster and develop supportive relationships between the pastoral teams, the form tutors and the pupils. Houses really become a strong factor in the pupils’ identities at Washwood Heath Academy, each one building its own identity, led by the Head of House, and developing a close family feel within the larger overall Washwood family. In addition, we are in the early stages of introducing the House system to our Primary pupils too.**

**At Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for all of our children and we also do this for each other as well.  We are a caring and nurturing environment, which aims to develop all of our core HEARTS values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief.  We go above and beyond to ensure that everybody within our school community feels respected, challenged, supported and safe.  We believe in being: Ready, Respectful and Safe and we expect all visitors to our school to uphold our three rules.**

**We aim to equip our pupils with the right tools for them to achieve and we aim to provide them with the most effective environment that ignites curiosity and wonder throughout our pupils’ journey with us. We have been developing the links between our Primary and Secondary phases, with a particular focus on utilising the expertise of subject specialists in Secondary and the extensive facilities in the school. Primary pupils have access to music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space – a real benefit to the all-through school.**

**We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely both emotionally and mentally.**  **Together as one school, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly effective staff whose main aim is to ensure a continuing ethos of resilience and respect in learning.**

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**Washwood Heath Academy really is *‘a school for everyone’* and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.**

**English Faculty**

**The English Faculty plays a pivotal role in the success of Washwood Heath Academy, and it is very highly regarded by parents and pupils alike. Results are consistently good at both GCSE and A Level but staff are not complacent and are consistently striving for further improvement.  The Department’s clear and aspirational vision underpins all of the work that we do. It is our aspiration that every child leaves our classrooms with:**

**1. A lifelong love of language and reading.**

**2. An academic excellence, which is commensurate with their ability.**

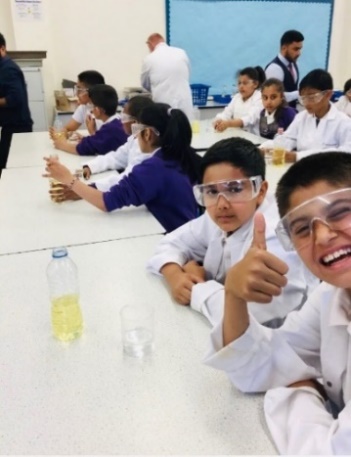
**3. An empowering command of the written and spoken word (We are a Voice21 school).**

**The opportunities for Professional Development afforded to staff within the Department have been considerable and are ongoing, and teachers within the Department continue to enjoy significant opportunities to develop their capacity to be ‘outstanding’ practitioners. In any academic year, teachers are afforded many opportunities tailored to meet their individual needs.**

**Key Stage 3 Curriculum - The focus in Years 7-8 is on teaching pupils explicitly the core skills of reading and writing, as well as spoken language, through a broad and balanced curriculum which offers continuity and progression to pupils of all abilities. Typically, this knowledge rich curriculum includes both literary and non-literary prose, poetry, drama – including Shakespeare in all years – and independent reading.**

**Key Stage 4 Curriculum - Pupils at Washwood Heath study AQA English Language and English Literature at GCSE, and we deliver the English Literature texts in Year 9. Our Year 10 take their English Literature qualification at the end of that year, and English Language at the end of Year 11. The curriculum is structured to enable all pupils to aspire to the very best grades possible and to build on the skills learned at Key Stage 3.**

**Key Stage 5 Curriculum – Pupils are offered the opportunity to take Edexcel A Level English Literature. We also offer re-take AQA English Language GCSE.**

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**JOB DESCRIPTION**

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| **Post Title** | English Teacher- Main Scale/UPS | |
| **Purpose** | * + To implement and deliver an appropriately broad, balanced, relevant and knowledge-rich curriculum for pupils and to support the assigned English curriculum area as required.   + To monitor and support the overall progress and development of pupils as a teacher and Form Tutor   + To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential   + To contribute to raising standards of achievement and maximising pupil attainment   + To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth   + To be committed to the safeguarding of children | |
| **Reporting to** | Head of Department | |
| **Liaising with** | Head teacher/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents. | |
| **MAIN (CORE) DUTIES** | | |
| **Teaching:** | | * + To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere   + To use teaching strategies which will stimulate learning appropriate to pupil needs and demands of the syllabus and curriculum   + To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required   + To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils   + To ensure that ICT, Literacy, Numeracy, cross-curricular aspects and school subject specialism(s) are reflected in the teaching/learning experience of pupils   + To undertake a designated programme of teaching   + To ensure a high quality learning experience for pupils which meets internal and external quality standards   + To prepare and update subject materials   + To maintain good order, discipline and respect for others; to promote understanding of the school’s rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To safeguard health and safety and to develop relationships with and between pupils conducive to optimum learning   + To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures   + To mark, grade and give written and verbal and diagnostic feedback to pupils of individual work and group work they have undertaken |
| **Operational/ Strategic Planning** | | * + To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of pupils   + To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department   + To contribute to the department’s Improvement Plan and its implementation.   + To contribute to the whole school’s planning activities   + To contribute to the department process of self-review and evaluation and Improvement Plan activities   + To contribute to department and whole school enrichment opportunities   + To contribute to department intervention and revision opportunities |
| **Curriculum Provision and Development:** | | * + To assist the Head of Department, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives   + To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school’s Strategic Commitment, Purpose and Intent. |
| **Staffing**  **Staff Development:**  **Recruitment/ Deployment of Staff** | | * + To take part in the school’s staff development programme by participating in arrangements for further training and professional development   + To continue personal development in the relevant areas including subject knowledge and teaching methods   + To engage actively in the Performance Appraisal Review process   + To ensure the effective/efficient deployment of classroom support   + To work as a member of a designated team and to contribute positively to effective working relations within the school |
| **Quality Assurance:** | | * + To adhere to and to help to implement school quality procedures   + To contribute to the process of monitoring and evaluation of the department in line with school procedures, including evaluation against quality standards and performance criteria. To implement modifications and improvement where required   + To review from time to time methods of teaching and programmes of work   + To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school |
| **Management Information:** | | * + To maintain appropriate records and to provide relevant accurate and up-to-date information for the school’s management information system   + To complete the relevant documentation to assist in the tracking of pupils   + To track the progress of your assigned pupils and use this information to inform your teaching and learning |
| **Communication:** | | * + To communicate effectively with the parents of pupils as appropriate   + Where appropriate, to communicate and co-operate with persons or bodies outside the school   + To follow agreed policies for communications in the school   + Attend meetings according to the school’s Directed Time Policy |
| **Marketing and Liaison:** | | * + To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with other schools in the Multi Academy Trust   + To contribute to the development of effective subject links with external agencies/schools |
| **Management of Resources:** | | * + To contribute to the process of the ordering and allocation of equipment and materials.   + To assist the Head of Department to identify resource needs and to contribute to the efficient and effective use of resources   + To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the pupils   + To co-ordinate and manage the work of other staff, such as support staff, participating in the teacher designated lessons |
| **Pastoral System:** | | * + To be a Form Tutor to an assigned group of pupils   + To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole   + To liaise with a Head of House and Guidance Manager to ensure the well-being and educational development of your assigned pupils   + To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life   + To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required   + To contribute to the preparation of action plans, progress files, individual education plans, and other reports   + To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved   + To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff   + To contribute to PSHE and Citizenship and Enterprise according to school procedures   + To apply the behaviour management procedures so that effective learning can take place   + To support with the Whole School Reading and Literacy Programme |
| **Other Specific Duties**: | | |
| * to play a full part in the life of the school community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and pupils to follow this example * to promote actively the school’s policies * to continue personal, professional development * to actively engage in the school’s self-review and evaluation processes * to actively engage in the school’s Appraisal of Performance processes * to comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate * to attend meetings as determined in the meetings policy and as directed by the Executive Principal * to undertake any other duty as specified by School Teachers’ Pay and Conditions Document, not mentioned in the above * to comply with the school’s procedures concerning safeguarding and to ensure that training is accessed | | |
| 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 maintain a standard of dress conducive to their position as professionals and in setting an example to pupils. | | |
| This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. | | |

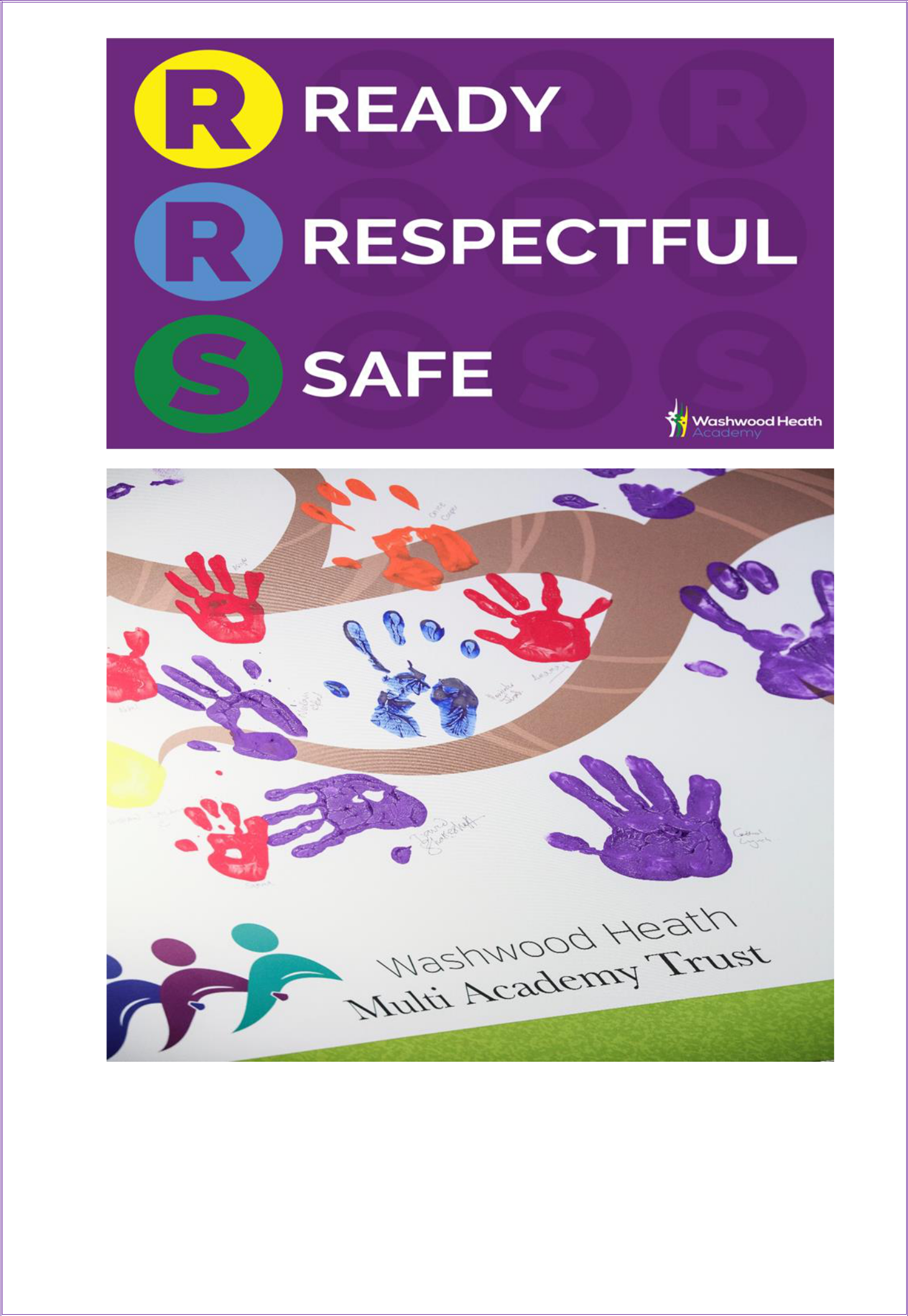
**January 2023**

**Job Title: English Teacher Main Scale/UPS**

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** | **Method of Assessment** |
| **Knowledge/Qualifications** | | | |
| Qualified Teacher Status | ✓ |  | Application |
| Degree in English Literature or English Language | ✓ |  | Application |
| A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate | ✓ |  | Interview |
| Sound knowledge of the developments in the current curriculum for the subject | ✓ |  | Application/Interview |
| Good ICT skills | ✓ |  | Application/Interview |
| **Experience** | | | |
| Enthusiasm and passion for teaching | ✓ |  | Application/Interview |
| Excellence as a classroom practitioner | ✓ |  | Application/Interview |
| Ability to offer a 2nd subject e.g. Media |  | ✓ | Application/Interview |
| Imagination and creativity in the classroom | ✓ |  | Application/Interview |
| Experience in writing schemes of learning | ✓ |  | Application/Interview |
| A commitment to the extra-curricular life of the school | ✓ |  | Application/Interview |
| A commitment to safeguarding and promoting the welfare of children and young people | ✓ |  | Application/Interview |
| A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning | ✓ |  | Application/Interview |
| A commitment to the school’s Strategic Purpose, Commitment and Intent | ✓ |  | Application/Interview |
| **Personal Skills** | | | |
| An effective team member | ✓ |  | Application/Interview |
| Ability to work under pressure | ✓ |  | Application/Interview |
| Excellent communication skills | ✓ |  | Application/Interview |
| Able to motivate and inspire pupils | ✓ |  | Application/Interview |
| An excellent teacher with enthusiasm and a commitment to education and developing young people | ✓ |  | Application/Interview |
| Able to develop good personal relationships with pupils and adults | ✓ |  | Application/Interview |
| Approachable and willing to help pupils both in and outside of lessons | ✓ |  | Application/Interview |
| Ability to initiate ideas |  | ✓ |  |
| Ability to set own targets and meet own and other  people’s deadlines | ✓ |  | Application/Interview |
| **Equal Opportunities** | | | |
| Must have an understanding of and commitment to the Trust’s equal opportunities policies and procedures | ✓ |  | Application/Interview |
| To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting | ✓ |  | Application/Interview |





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