

Recruitment Pack: Faculty Leader—English



Dorchester
Middle School

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Learn Today for Life Tomorrow



Welcome

APPLICATIONS CLOSE: Sunday 16th May 2021

SHORTLISTING: Monday 17th May 2021

INTERVIEWS: w/c 24th May 2021

SCHOOL VISITS:

Due to current restrictions, you are welcome to arrange a school visit after school hours. However, there is a virtual tour of the school on the school website.

<https://www.dorchestermid.dorset.sch.uk/virtual-school-tour/>

If you would like to arrange a visit, further information or to speak to the Headteacher, before submitting an application, please contact the Headteacher PA, Ali Araya on 01305 265651 or via email: aaraya@dmsschool.co.uk

Map reference: <https://www.google.com/maps/place/The+Dorchester+Middle+School/@50.7083943,-2.4533715,16z/data=!4m5!3m4!1s0x0:0x4a7c96caeb5eef55!8m2!3d50.7083943!4d-2.4489941>

Learn Today for Life Tomorrow

Introduction to our School

Mission Statement

At Dorchester Middle School we believe that every child is extra-ordinary and that education has the capacity and the potential to change lives for the better. We are committed to providing children with the best possible educational experience within a positive, caring and supportive environment.

At Dorchester Middle School teaching and learning is built upon a foundation that is inclusive, supportive, challenging and empowering.

It is our aim to ensure that every child is encouraged by high expectations and aspirations to achieve the highest standards. We offer opportunities that inspire our children and encourage them to become independent learners, which enable them to establish the values, qualities, skills and knowledge they need to achieve success, gain fulfillment in the future and become lifelong learners. When our pupils leave us at the end of Year 8, we expect them to be responsible, caring and confident young people ready and equipped to move on to the next stage of their education.

It is our aim to ensure that every child feels happy and safe in school. We work together to ensure that courtesy and mutual respect underpin all that we do and that all pupils have the opportunity to achieve their academic, personal and social potential for excellence.



"Pastoral leaders provide strong care and nurture for pupils."

"Teachers use their subject knowledge well to develop pupils' understanding..."

(Ofsted report May 2019)





“The school’s work to promote pupils’ personal development and welfare is good.”

“Pupils behave well around the school. They are confident and articulate”.

(Ofsted report May 2019)



About Dorchester Middle School

Dorchester Middle School converted to become a Single Academy school on 1 June 2012. There are currently 595 pupils, with a 5-form entry at Year 5.

On leaving Dorchester Middle School, pupils usually transfer to the neighbouring Thomas Hardy School (THS), which is part of the Wessex Multi Academy Trust.

Dorchester Middle School is part of a pyramid of local schools, receiving pupils from Damers First School and Prince of Wales First School in Dorchester as well as local village first schools.

There are strong links and good working relationships with all of the feeder First Schools and the Thomas Hardy School, which enables smooth transition between the various stages of our pupils’ education. The school is also part of the Dorchester Area Schools Partnership (DASP), designed to enhance and benefit learning within the pyramid.

Nearly all pupils are of White British heritage and the proportion of pupils with English as a second language is well below average.



"The classroom environment is typically conducive to learning."

(Ofsted report May 2019)



School Facilities

The school has a large playing field, tennis courts, playground, a Forest School area and garden areas with a wildlife pond.

The school has an ICT suite, a purpose built design and technology department, 2 fully equipped science labs, drama and music facilities and a full sized gym.

There is also a fully equipped Physical Disability base.

We offer a wide range of extra-curricular activities run by staff, parents and coaches, both at lunch-time and after school.

All these activities are fully inclusive.

Each Year Group supports a charity during the year with fundraising events organised through various activities. The school supports a Pupil Voice with representatives from each Year Group.



'Staff are responsive to pupils' ideas to make the school more environmentally aware.'

(Ofsted Report May 2019)



Curriculum

The school provides a rich and varied learning experience both within the school day and through extra-curricular activities. 'All aspects of the enrichment programme are fully inclusive, in line with the school's ethos.'

The curriculum is currently taught in mixed attainment groups by specialist subject teachers at KS2 and KS3.

The school constantly reviews the ongoing needs of all pupils and tailors learning in the classroom to ensure that pupils, of all needs and abilities, are appropriately challenged and make good progress.

A learning register is created and managed by the SENDCo and shared with staff. This identifies pupils with particular needs and provides strategies for learning and additional resources available to enhance their learning.

Faculty Leaders closely monitor teaching within their subject areas to identify gaps in pupil's learning and to help plan recovery strategies to raise standards in their subjects.

Assessment data is regularly recorded to track progress and support this ongoing monitoring.



'Disadvantaged pupils are supported well in terms of their pastoral needs'

(Ofsted Report May 2019)



Most Able Pupils

The provision for Most Able Pupils (MAP) reflects the general philosophy of Dorchester Middle School and is an integral part of the school's approach to teaching and learning. The school provides an inclusive environment by setting suitable learning challenges; responding to children's diverse learning needs and overcoming potential barriers to learning.

The school defines a more able child as any child who is attaining significantly above their Age Related Expectations. These pupils are extended and stretched to reach their full potential in lessons.

Teachers have high expectations of all pupils and offer appropriately varied work. This happens by employing a wide range of teaching and learning styles in the classroom and carefully monitoring progress. A range of enrichment opportunities are provided both within and outside school to broaden and deepen MAP pupils' understanding.

Pupil Premium

The progress and wellbeing of Pupil Premium (PP) children is a whole school priority and this is built into the School Improvement Plan.

A member of the leadership team has overall responsibility for managing the programme and monitoring outcomes for individual pupils.

In addition, there is a dedicated member of staff to mentor PP children with the aim of supporting their learning, homework, health and emotional well-being.



“The support provided enables pupils to be fully involved in the life of the school.”

(Ofsted Report November 2018)



Pupils with SEND

Dorchester Middle School has a very good reputation for providing for pupils with complex and challenging needs, and this is a particular strength of the school.

The SENDCo identifies pupils with additional needs and works with teachers and support staff to provide support and additional resources required to enhance these pupils' progress.

We have a specialist mainstream Physical Disability Base for 5 pupils. The Local Authority has responsibility for allocating pupils to this provision.

There is a significant number of pupils with EHCP's and others with additional needs. These are managed by the SENDCo and a team of specialist support staff.

The school aims to give all pupils the best chances in life, providing effective support for vulnerable pupils and for those who find learning more difficult. Pastoral care is a strength of the school with staff specializing in successful strategies to ensure full inclusion.

Dorchester Middle School is proud to be a strong, cohesive learning community that reflects well its values of co-operation, total inclusion and success for all.



“Governors are supportive of the school and share the ambition to raise standards.”

(Ofsted Report November 2018)



Staffing Structure

The school is currently led by the Headteacher, Caroline Pluck.

The current leadership structure consists of the Headteacher, Deputy Headteacher, Four Assistant Headteachers (2 x Key Stage Leaders, a Curriculum Leader, who is also Faculty Leader of Music, and a Faculty Lead of English), Business Manager and SENDCo.

There are 30.5 FTE teaching staff, 25 FTE support staff, which includes administrative, technical assistants and site/maintenance staff.

Governing Body

DMS has a dedicated and active Governing Body made up of representatives from staff, parents and the wider community. There are also Associate Governors who provide specialist knowledge to the various committees.

The Governors are currently considering the benefits to the school of joining a local MAT.

Community Links

We welcome and encourage parents and other members of the community to participate both in school and with extra-curricular events. Parents are provided with information regularly through newsletters, our website and parental consultation.

There is an active PTA, supporting the school through various fund-raising events as well as a Parent Voice Forum.

Policies

Policies, information about Pupil Premium and Attainment can be found on our website, as can the latest Ofsted reports (November 2018 and May 2019).

Job Description

Position	Faculty Leader
School name	Dorchester Middle School
Position reports into	Assistant Headteacher

The holder of this post is expected to carry out the professional duties and responsibilities described below, as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher. The Faculty Leader is integral to the promotion of the school's mission and ethos.

General

- To carry out the duties detailed in the job description of a teacher and as set out in the Teaching Standards.
- To carry out the duties of a Form Tutor.
- To be accountable for raising standards of student attainment, achievement and progress within the whole Faculty.
- To monitor and support student progress.
- To develop and enhance the teaching practice of the Faculty team.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Head Teacher of the school.
- To be accountable for leading, managing and developing Faculty staff.
- To effectively manage and deploy teaching/support staff, financial and physical resources to support the designated faculty.

Operational/Strategic Planning

- To lead on rigorous self-evaluation and review of subject area performance, recording outcomes with evidence in a focused, precise and evaluative manner.

- To formulate, in conjunction with the subject team, an annual subject improvement plan, which supports the school's improvement and development plan.
- To lead on the development of appropriate resources, schemes of work, marking, assessment policies and teaching and learning strategies, that are innovative.
- To motivate students to learn and staff to raise achievement across the subject.
- To ensure that health and safety policies and practices, including risk assessments (as appropriate), throughout the subject area are in-line with national requirements and are updated where necessary.

Curriculum Provision

- To ensure the delivery of an appropriate, comprehensive, high quality, well sequenced and cost-effective curriculum that has high subject expectations of achievement for all students.
- To be accountable for the development and delivery of all subjects within the Faculty.
- To lead the development of the subject and its delivery, reviewing it regularly in the light of school and national policies, as well as the impact on achievement.
- To foster the development and organisation of out-of-classroom

activities and outings, ensuring that they support the curriculum and pupils' learning.

- To be responsible for the implementation and preparation of examinations, ensuring coverage and providing the data manager with accurate and appropriate information when requested.
- To work with other leaders in order to embed cross-curricular Literacy, Numeracy and ICT across the curriculum.
- To work with DASP colleagues of curriculum development.

Staff Development: Recruitment/ Deployment of Staff

- To be responsible for the day-to-day management of staff within the Faculty and act as a positive role model, setting an excellent example in punctuality, energy and effectiveness as a teacher.
- To promote teamwork, consulting colleagues in decision making and to motivate staff to ensure effective working relations.
- To be responsible for the efficient and effective deployment of any technicians and support staff within the Faculty.
- To line manage the Faculty Assistant and other members of staff with a responsibility for development within the Faculty.

- To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Reviews and to act as appraiser for a group of staff within the designated Faculty.
- To make appropriate arrangements for classes when staff are absent, liaising with the Cover Manager to secure appropriate cover within the Faculty.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- To take responsibility for the development of NQTs within the Faculty.

Quality Assurance

- To ensure that challenging targets for achievement are set, communicated to staff and students and that all colleagues work positively towards reaching them.
- To work with the Faculty team to monitor and evaluate the work of the subject area, in line with agreed school procedures, including a focus on how well students are learning.
- To be accountable for ensuring rigorous and effective systems of self-evaluation and review are carried out in line with the school's policy. To ensure too that information collected through the process is used to make changes that will impact positively on student achievement.

Management of Information

- To ensure the maintenance of accurate and up-to-date information concerning the Faculty on the central management information system (Assessment Manager).
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the Faculty.
- To produce reports on examination performance, including the use of value-added data.
- In conjunction with the Data Manager, to manage the Faculty's collection of data.
- To provide the Governing Body with relevant information relating to the performance and development of the Faculty.
- To attend Governing body meetings when invited.
- To ensure that data is used in compliance with GDPR policy.

Communications

- To work collaboratively, listening to and taking into consideration the views of your team.
- To ensure that team members are informed in a timely manner of new policies, and information that is relevant to them.
- To ensure all members of staff are familiar with the aims, objectives and policies of the school and the subject area.

- Ensure effective communication/consultation as appropriate with the parents/carers of students.
- To attend meetings as appropriate.
- To arrange details for internal and external examinations, ensuring clear communication to parents and students.
- To communicate curriculum provision to parents via the school's website.
- To use school's social media to promote the Faculty's achievements and extra-curricular activities.
- To lead the development of effective subject links with partner schools and the community, attending, when necessary, liaison events in partner schools and the effective promotion of curriculum subjects at Open Days/Evenings and other events.

Management of Resources:

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To ensure that learning environments in the department supports learning.
- To work with the Senior Leadership team in order to ensure that the Faculty's teaching commitments are effectively and efficiently time-tabled and roomed.
- To evaluate and select appropriate learning materials, give guidance on their effective use and ensure access to differentiated resources.

Guidance System

- To monitor and support the overall progress and development of students within the Faculty.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure the Behaviour for Learning Policy is implemented in the Faculty so that effective learning can take place.

Person Specification

Requirements	Essential	Desirable
Education & Qualifications	<ul style="list-style-type: none"> Education to degree or equivalent level + QTS Evidence of recent professional development Committed to ongoing professional development based on research evidence about teaching and learning. 	<ul style="list-style-type: none"> Evidence of further professional study and/or qualification
Specialist Knowledge & Skills	<ul style="list-style-type: none"> Understanding of theory and practice of effective teaching and learning in your subject area Outstanding teacher Up to date knowledge of curriculum and assessment developments within your subject Understanding of how to use QLA to inform planning The ability to make accurate judgements about the quality of teaching and learning and use that information to raise standards Ability to use data and strategic information to raise student attainment ICT competency, including using ICT for remote learning Knowledge and understanding of safeguarding issues 	<ul style="list-style-type: none"> Understanding of Middle School data Ability to work with SIMS or other management system
Leadership & Management	<ul style="list-style-type: none"> Ability to set high expectations and to hold others to account Positive attitude towards change Innovative and self-reflective The ability to plan and prioritise, to complete tasks efficiently on time and to work with detail The ability to motivate and enthuse colleagues Excellent communication and interpersonal skills Ability to chair meetings effectively and delegate Good negotiating skills and the ability to diffuse situations Adaptable to changing situations Resilient when faced with complex situations Excellent time management skills and the ability to prioritise and meet deadlines under pressure 	<ul style="list-style-type: none"> Excellent presentation skills with the ability to lead staff training Experience of using coaching as a model for ensuring on going professional development
Relevant Experience	<ul style="list-style-type: none"> Experience of working in a leadership role Experience of working at either upper KS2 or KS3 Evidence of impact of the progress of SEND and High Attaining pupils. 	<ul style="list-style-type: none"> Experience of supporting other schools or colleagues Experience of both Upper KS2 and KS3
Additional Requirements	<ul style="list-style-type: none"> Commitment to continuous improvement Commitment to meeting the needs of all students Sense of humour Flexible approach Approachable and sensitive to the needs of others Openness and willingness to address and discuss relevant issues Presence, drive and passion Excellent organisation and the ability to work under pressure. Willingness to take part in extra-curricular activities, including trips and visits, and to make a significant contribution to the wider life of the school Work collaboratively with DASP colleagues. 	<ul style="list-style-type: none"> Make a significant contribution to the wider life of the school