



# FROGMORE

## COMMUNITY COLLEGE



FACULTY LEADER OF ENGLISH & COMMUNICATION  
CANDIDATE INFORMATION



# WELCOME TO OUR SCHOOL

Dear Candidate

I am delighted that you have shown an interest in the role of Faculty Leader of English and Communication at Frogmore Community College.

At Frogmore, we believe that everyone can flourish, given the right environment, support and challenge. As a relatively small school, with 706 students on roll, we care deeply about the achievement and wellbeing of every individual. Ofsted captured this ethos when they visited in February 2022, stating: "The school is a happy and friendly place to learn. Pupils say they feel that they belong to the 'Frogmore family'. They feel well supported and cared for by staff."

Leadership at Frogmore Community College is strong. Our Senior Leadership Team is united by a shared commitment to achieve the very best for every child. Regular and supportive line management, coupled with high levels of professional trust, mean that our exceptional team of middle leaders are proactively engaged in driving the school forward. Our small size leads to high levels of consistency and relationships in the school are incredibly positive. We are not complacent, however, and continuously seek to improve. We know that the key to every student flourishing is great teaching: every lesson, every day.

We are seeking an English and Communication faculty leader who will energise the subject teams in both English and modern foreign languages and inspire students through a passion for great teaching and great learning in the subjects. You will be an excellent English teacher and leader, who is able to translate this excellence in order to support the subject leader for modern foreign languages and her team. You will have a commitment to providing students with a rich and creative curriculum experience, including extra-curricular opportunities and visits.

You will be joining a strong and collegiate faculty that has achieved great outcomes for students over recent years. The right candidate will find this appointment extremely rewarding and a fantastic opportunity to develop their own career and make a difference in our community.

In normal circumstances, we would invite you to come and tour the school. During the period of school closure brought about by the coronavirus pandemic, this will not be possible. Should you wish to find out more, you are welcome to contact the school to request an informal conversation with the headteacher.

Frogmore Community College is a happy and supportive place to work. We are proud of our school and are always excited by the opportunity to welcome new staff into our 'Frogmore Family'. If you are similarly excited by the prospect of joining us, then I very much look forward to receiving your completed application.

Yours faithfully

Chris Vaudin

Headteacher

## **The Communication Faculty at Frogmore Community College**

The Communication Faculty at Frogmore Community College has a strong tradition of excellence in both English and Modern Foreign Languages. The outcomes for students have been consistently strong in English Language, English Literature, German and French over the years. Students also demonstrate genuine enthusiasm and engagement in all aspects of communication.

The faculty benefits from being located on the ground floor of the main school building linked by a spacious central office hub. This enables a collaborative and cohesive ethos across the faculty. The faculty currently consists of five specialist English teachers and four specialist Modern Foreign Languages teachers; this includes both ECTs and more experienced members of staff. The Faculty Leader is supported by an Assistant Faculty Leader for English as well as a Subject Leader of MFL and an Assistant Subject Leader of MFL.

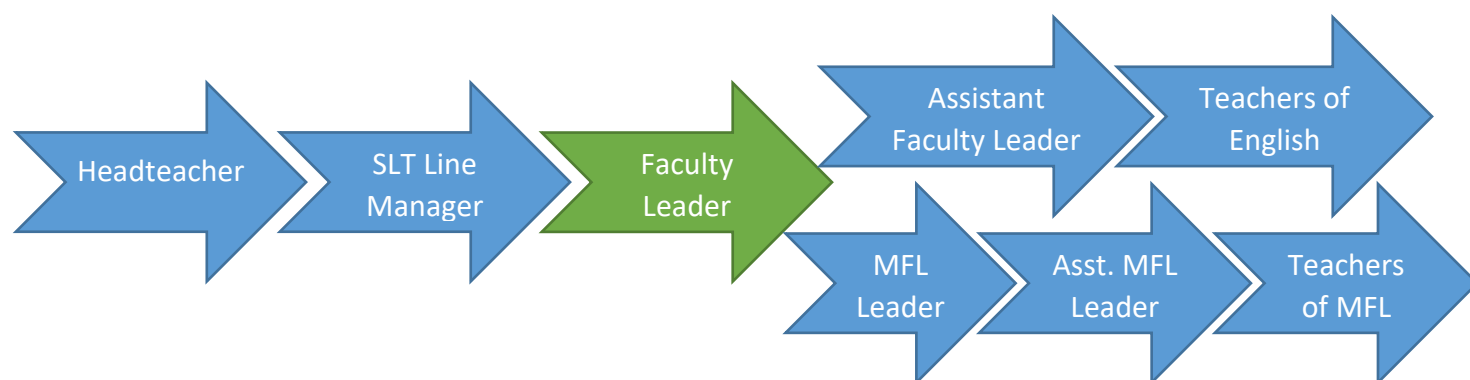
In key stage 3, year 7 students have 6 lessons of English per week with years 8 and 9 having four which includes a fortnightly library lesson. Students follow a theme-based curriculum that has recently been strengthened, in order to prepare students more effectively for the rigours of the GCSE course. At GCSE level, students currently have five lessons a week. All students study the AQA course for both English Language and Literature. The Literature texts they currently study are 'An Inspector Calls', 'A Christmas Carol', 'Macbeth' and the 'Power and Conflict' poetry cluster from the AQA Anthology.

In Modern Foreign Languages, students study both French and German in year 7, before focusing on their chosen language in years 8 and 9 for three lessons per week. At Key Stage 3, we follow the EPI method, focusing on structures and communication in preparation for an optional GCSE in either language. GCSE languages at Frogmore are popular and results are strong.

# Job Description for Faculty Leader of English & Communication

<b>Role Title</b>	<b>Faculty Leader of English &amp; Communication</b>
<b>Faculty</b>	English & Communication
<b>Role Purpose</b>	<p><b><u>Leadership and Staff Development</u></b></p> <ul style="list-style-type: none"> <li>• To be able to communicate a vision for learning in English and Communication and engage the faculty team in striving to achieve it.</li> <li>• To lead the faculty team, extolling and modelling the highest possible professional standards.</li> <li>• To develop team members' teaching expertise.</li> <li>• To be accountable for the performance management of English and Communication Faculty staff.</li> <li>• To support faculty members in gaining a clear understanding of best practice in English and Communication education.</li> </ul> <p><b><u>Teaching and Learning</u></b></p> <ul style="list-style-type: none"> <li>• To secure excellent progress and outcomes.</li> <li>• To set high expectations for, and to monitor, the quality of learning and teaching within the English and Communication faculty.</li> <li>• To monitor and develop further processes of assessment.</li> <li>• To analyse and monitor student progress in English and Communication.</li> <li>• To manage the learning environment, promoting the faculty through a range of curricular and extra-curricular activities.</li> <li>• To set high expectations for the behaviour of students within the framework of the School Behaviour Policy, ensuring faculty members are supported fully with discipline and behavioural issues.</li> <li>• To develop further opportunities for recognising, rewarding and celebrating success and achievement in English and Communication.</li> </ul> <p><b><u>Improvement Planning and Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• To be responsible for the faculty's strategic direction and improvement planning in accordance with the School Improvement Plan.</li> <li>• To evaluate all aspects of the work of the faculty in order to recognise strengths and identify areas for development.</li> <li>• To lead the development of the English and Communication curriculum throughout KS3 and 4; to assess and review course content and schemes of learning and to promote continued development.</li> <li>• To identify and implement interventions to tackle underachievement.</li> </ul> <p><b><u>Management</u></b></p> <ul style="list-style-type: none"> <li>• To work co-operatively with the member of the SLT responsible for timetabling to ensure appropriate deployment of faculty staff.</li> <li>• To be responsible for monitoring faculty expenditure through regular liaison with the Bursar.</li> <li>• To work co-operatively with the Examinations Officer regarding entry procedures.</li> <li>• To have oversight of the arrangements for the usage, storage, security and care of faculty equipment.</li> <li>• To be responsible for health and safety issues related to the English and Communication Faculty.</li> <li>• To arrange, participate in and receive INSET as appropriate.</li> <li>• To report on the work and progress of the faculty as required by the headteacher.</li> </ul>
<b>Reporting To</b>	Deputy Headteacher
<b>Working Time</b>	Full Time as specified within the STPCD
<b>Salary/Grade</b>	Classroom Teachers' Pay Scale plus TLR 1c
<b>Disclosure Level</b>	Enhanced

## Organisation



## Accountabilities of all teaching staff

Accountability	Expectations
<b>Safeguarding, Student Safety and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Be fully committed to safeguarding and promoting the welfare of children</li> <li>• Undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.</li> <li>• To attend all safeguarding and child protection statutory training as required</li> <li>• Adhere to safeguarding policies and procedures and the Staff Behaviour Policy, upholding professional standards at all times</li> <li>• Demonstrate empathy and kindness towards students and fellow staff</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of a range of teaching, learning and behaviour management strategies and use and adapt them to meet the needs of all learners</li> <li>• Plan for progression, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge</li> <li>• Design opportunities for learners to develop their literacy, numeracy and ICT skills</li> <li>• Plan homework and other out-of-class work to sustain learners' progress and to extend and consolidate their learning</li> <li>• Teach lessons and sequences of lessons which:               <ul style="list-style-type: none"> <li>○ use a range of teaching strategies and resources</li> <li>○ are adapted to suit the learner and take practical account of diversity and promote equality and inclusion</li> <li>○ build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives</li> <li>○ introduce new ideas and concepts clearly, and make effective use of explanations, questions, discussions and plenaries</li> <li>○ demonstrate the ability to manage the learning of individuals, groups and whole classes</li> </ul> </li> <li>• Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary</li> <li>• Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts</li> <li>• Establish a clear framework for classroom discipline in line with the school's behaviour policy to manage learners' behaviour constructively and promote their self-control and independence</li> <li>• Ensure the effective/efficient deployment of classroom support staff</li> </ul>
<b>Assessment and Monitoring</b>	<ul style="list-style-type: none"> <li>• Know the assessment requirements and arrangements for the subject/curriculum area(s), including those relating to public examinations and qualifications</li> </ul>



	<ul style="list-style-type: none"> <li>• Utilise a range of approaches to assessment, with an emphasis on regular formative assessment</li> <li>• Use local and national statistical information to evaluate the effectiveness of teaching, to monitor learners' progress and to raise levels of attainment</li> <li>• Assess the specific needs of learners in order to set challenging and appropriate learning objectives</li> <li>• Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development</li> <li>• Support and guide learners to reflect on their own learning, identifying the progress they have made and their emerging learning needs</li> </ul>
<b>Subject and Curriculum</b>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge and understanding of the subject/curriculum area and related pedagogy</li> <li>• Know and understand the relevant statutory and non-statutory curricula and frameworks</li> <li>• Plan and deliver extra-curricular opportunities for students to enhance their learning in the subject</li> </ul>
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• Assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies within the faculty</li> <li>• Contribute to the faculty's development plan and its implementation</li> <li>• Contribute to whole school planning activities</li> <li>• If you are a teacher who has successfully passed through Threshold, you will tutor/coach Pre-Threshold Classroom Teachers as directed by your Line Manager/SLT.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Take part in the school's staff development programme by participating in arrangements for further training and professional development</li> <li>• Continue personal development in relevant areas including subject knowledge and teaching methods</li> <li>• Engage actively in the Performance Management Review process</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>• Contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> <li>• 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</li> </ul>
<b>Management Information</b>	<ul style="list-style-type: none"> <li>• Maintain appropriate records and provide relevant accurate and up-to-date information for assessment, registers, etc.</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Communicate effectively with the parents of students as appropriate</li> <li>• Where appropriate, communicate and co-operate with persons or bodies outside the school</li> <li>• Follow agreed policies for communications in the school</li> </ul>
<b>Marketing and Liaison</b>	<ul style="list-style-type: none"> <li>• Take part in marketing and liaison activities such as open evenings, parents evenings and liaison events with partner schools</li> <li>• Contribute to the development of effective subject links with external agencies</li> </ul>
<b>Management of Resources</b>	<ul style="list-style-type: none"> <li>• To assist the Senior Leadership Team to identify resource needs and to contribute to the efficient/effective use of physical resources</li> <li>• To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the students</li> </ul>
<b>Tutorial System:</b>	<ul style="list-style-type: none"> <li>• Be a tutor to an assigned group of students</li> <li>• Promote the general progress and wellbeing of individual students and of the tutor group as a whole</li> <li>• Liaise with the Director of Progress to ensure the implementation of school and house policies and procedures</li> <li>• Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life</li> <li>• Deliver and contribute to the PSHCE and tutorial programme</li> </ul>

**Other:**

In addition to the above we expect all staff to adhere to all school policies, attend and participate in staff meetings as required and make your own contribution to the community life of the school. Employees are expected to be courteous to colleagues and welcoming to all, in person, on the telephone or in written correspondence.

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. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the school.

Frogmore Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Frogmore Community College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## Person Specification – Faculty Leader of English and Communication

<b>Key:</b> <b>App</b> – Application Form <b>Ref</b> – Reference <b>SP</b> – Selection process. This could include a range of exercises, including an interview.		
QUALIFICATIONS		
		How Identified
Graduate	Essential	App/Checking at interview
Qualified Teacher Status or other educational qualification	Essential	App/Checking at interview
Commitment to further professional development	Essential	App
Further qualification in a related area	Desirable	App
EXPERIENCE, KNOWLEDGE AND SKILLS		
Excellent classroom practitioner who models best practice	Essential	App/SP/Ref
Experience of supporting other staff to develop and improve their classroom practice	Essential	App/SP/Ref
Successful implementation of strategies for raising student achievement	Essential	App/SP/Ref
Ability to lead	Essential	App/SP/Ref
Relevant leadership experience	Desirable	App/SP/Ref
Have a vision for the English & Communication faculty and be able to communicate this in order to inspire and motivate others	Essential	App/SP/Ref
Understanding of effective strategies for faculty improvement and self-evaluation	Essential	App/SP/Ref
Experience of managing a budget	Desirable	App/SP/Ref
Ability to motivate and inspire pupils and staff	Essential	App/SP/Ref
Experience of making effective use of data	Essential	App/SP/Ref
Knowledge of National Curriculum and GCSE and other course requirements	Essential	App/SP/Ref
Effective behaviour and classroom management	Essential	App/SP/Ref
Ability to use ICT to support teaching and learning	Essential	App/SP/Ref




PERSONAL & PROFESSIONAL QUALITIES		
<b>Self Awareness</b> Emotional self-awareness Accurate self-assessment	Essential	SP
<b>Social Awareness</b> Emotional intelligence Organisational awareness Understanding of appropriate professional behaviours in self and others	Essential	SP
<b>Self-management</b> Emotional self-control Transparency Adaptability Resilience Initiative Optimism	Essential	SP
<b>Relationship Management</b> Developing others Leadership attributes Sense of humour Conflict management Team work and collaboration	Essential	SP
SPECIAL WORKING CONDITIONS		
To attend any training as deemed appropriate	Essential	SP
Agreement to the Governing Body undertaking a Disclosure & Barring Service check	Essential	SP
Experience of and commitment to effective inclusion and safeguarding strategies and practices	Essential	SP
Work in ways that promote equality of opportunity, participation, diversity and responsibility	Essential	SP



Frogmore Community College  
Potley Hill Road  
Yateley  
Hampshire  
GU46 6AG

01252 408444  
[adminoffice@frogmorecollege.co.uk](mailto:adminoffice@frogmorecollege.co.uk)  
[www.frogmorecollege.co.uk](http://www.frogmorecollege.co.uk)

 @FrogmoreCollege  
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