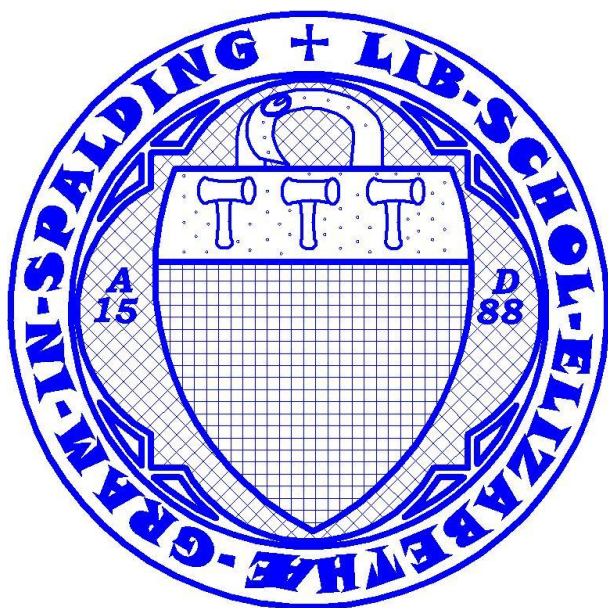


# **Spalding Grammar School**



## **Appointment to the position of Head of Department: English**

**September 2026**

## CONTENTS

### Page

3	General Information
4	The English Department
5	Job Description
6	Person Specification
8	Application Process

## GENERAL INFORMATION ABOUT THE SCHOOL

Founded in 1588 by Royal Charter, Spalding Grammar School was located within a part of Spalding Parish Church, called St Thomas's Chapel, until the 19th century. The School moved to its current site in 1881 and doubled in size when it amalgamated with Moulton Grammar School which closed in 1939. The School now occupies an enviable, spacious site, including 17 acres of Governor-owned playing fields, five minutes from the town centre. Teaching accommodation has been significantly improved and developed in the last twenty years, incorporating a large sports complex, a new English block and Library, a dedicated Business Centre, extended Sixth Form facilities and a multi-purpose Atrium. The School was awarded Academy status in 2013.

The School is academically selective and admits the top 25% of the population as determined by standardised verbal and non-verbal reasoning tests. There are generally five forms of entry with an admission number of 150 pupils. Pupils are taught mainly in mixed-ability groups throughout the School, although setting does operate in mathematics from Year 7, and in English, modern languages and science from Year 9.

There is a common curriculum for the first three years, in which pupils study the National Curriculum core and foundation subjects. Every student studies a modern foreign language as well as Latin. Pupils also engage in lessons in core physical education and PaCE (Personal and Careers Education).

At GCSE, the majority of pupils will take ten subjects, including three options. A modern foreign language is compulsory. Depending on ability, some pupils will take a second qualification in mathematics; others will take dual award science, rather than three separate disciplines. Pupils continue to pursue both core physical education and PaCE.

The Sixth Form, which is coeducational, has grown in recent years and now attracts many students seeking to join us from other schools. At present there are over 270 students in the Sixth Form, of which approximately one quarter are female. Our curriculum model, in light of post-16 reform, is that all students take three A-level courses, alongside an enrichment elective in Year 12.

The School aims to develop individuals, both personally and academically, and has thus implemented a vertical form system which allows all year groups to come together each day and support each other through a variety of structured activities such as mentoring, personal study, presentations and debating sessions. Evidence suggests that this system is having a positive impact on both lower and upper school students; it helps to develop constructive personal relationships, the ability to co-operate and work with others and the capacity to face the challenges of the wider world. All teachers, as well as some members of the support staff, carry out the role of Vertical Form Tutor within one of the School's six Houses.

A large part of what goes on at the School happens outside the classroom. The School's main sports are Rugby, Football, Hockey, Athletics and Cricket, but numerous other options are available. The School competes very successfully with many other schools in the county and beyond. Many students are involved in the Duke of Edinburgh Award Scheme and are developed through the challenges and opportunities that this affords. We also offer a skiing trip each year, exchanges and work experience activities in France and Germany, as well as several other foreign visits.

The School's principal aim is to ensure that all students and staff have every opportunity to attain their potential intellectually, socially and personally. Relationships between staff and students of all ages are exemplary, and there is a friendly and orderly atmosphere which, in combination with a stimulating academic environment, develops the qualities that lead to successful examination results.

Staff have the use of a modern staff room, complete with catering and reprographic facilities. Many staff who join the School speak of the warmth with which they have been received and they consider it a very friendly place to work. Continuing Professional Development for the staff, under the guidance of a dedicated Staff Tutor, is of paramount importance and there are many opportunities for individuals to both develop their practice and advance their career. The teaching and learning environment is supported by a dedicated team of support staff who work in harmony with the teaching staff to create a mutually supportive work place.

The School operates as a cohesive community. The Parents' Association is very strong; it enriches the life of the School through a wide variety of events, as well as raising in excess of £20,000 for the School each year. Support for charities and community projects is also very positive, with about £15,000-20,000 raised each year. The Governing Body is also highly supportive of the School and its members are often a visible presence around the place.

Located in South Holland, Spalding is a pleasant market town in a largely rural area within easy reach of Peterborough and the A1. The people are very friendly and the pace of life is relaxed. There is a local entertainment venue, the South Holland Centre, in the town which provides a variety of live entertainment. House prices compare very favourably with those in most other parts of the country and there are a number of primary schools within the local area which provide for all abilities and faiths. The town is also served by our sister grammar school (Spalding High School) and a comprehensive school.

## THE ENGLISH DEPARTMENT

This is a thriving department which consists of six teachers. The department has a suite of six large classrooms; all rooms have projectors and large whiteboards. A suite of laptops is readily available. The department also has access to the school's spacious and well-stocked library.

The English curriculum at Spalding Grammar School is designed to produce students who are confident communicators, reflective and critical readers and thoughtful, articulate writers. We aim to equip our students with the skills they need to join in an ongoing conversation about the world they live in, informed by carefully selected texts from a wide range of genres and periods.

Staff have worked together to develop a curriculum that is tailored to the needs and interests of boys in Years 7-11, making careful choices of set texts and activities to spark enthusiasm and ensure challenge. Resources are produced in-house and can be adapted to meet the needs of different groups, depending on whether students need support to embed specific skills or tasks that offer greater depth and challenge.

The curriculum is divided into four units per year. In KS3 the same text types are covered by all three year groups in each unit (Unit 1 – novel, Unit 2 – poetry, Unit 3 – Shakespeare, Unit 4 – non-fiction). This allows us to revisit specific skills and text types: the curriculum is a 'spiral' in which successive units introduce more challenging texts and concepts and build on and extend the disciplinary knowledge, skills and understanding gained in previous years.

In KS4 we follow the AQA specifications for both English Language and English Literature. The courses are taught alongside each other, so students will tackle part of the English Language course alongside one of the English Literature set texts in each phase. Students have all of their lessons with the same English teacher, and most will keep the same teacher for the two years of the GCSE course.

Skills and knowledge are mapped out across all five years in order to ensure coverage of all elements of the two GCSE courses. In KS3 students develop the skills of exploring themes, ideas and characters in a range of texts. They examine the ways in which texts from all four genres can be used to tell stories, convey thought and represent the world. They learn how to describe and analyse the methods writers use to create particular effects and begin to consider the ways in which writers are influenced by the contexts in which they live. They also learn to evaluate the effectiveness of particular texts and are encouraged to develop their own opinions and interpretations.

The texts chosen for study present increasing levels of challenge and are drawn from a range of periods and genres. We are working hard to diversify the curriculum by introducing a wider range of texts written by women and by writers of colour, whether as part of the key units or within students' wider reading. To this end, we have introduced Zana Fraillon's *The Bone Sparrow* in Year 7 and novels such as *The Other Side of Hope* (Beverley Naidoo), *Coram Boy* (Jamila Gavin), *Between Shades of Gray* (Ruta Sepetys) and *Hell and High Water* (Tanya Landman), together with the English and Media Centre's multicultural short story collection *Iridescent Adolescent*, in wider reading lessons. Our Year 8 unit on *The Tempest* explores issues of colonialism and representation through a close study of the character of Caliban, and students in Year 9 explore the representation of marginalised groups further in their unit on nineteenth-century non-fiction.

In the Sixth Form our students work towards AQA qualifications in both English Language and English Literature.

Intervention strategies are applied across the ability range to ensure that every student reaches their potential. Staff usually offer one lunchtime session to support students from their Year 11 classes, and we hold a 7-9 Extension session on a Monday after school to support students who are aiming for the highest grades.

Enrichment opportunities in the department include a Creative Writing Club, Poetry by Heart and frequent writing competitions. For the past few years, we have welcomed West End in Schools and Box Clever Theatre into school to run theatre performances and workshops.

## **JOB DESCRIPTION**

### **Head of Department**

**Salary:** £32,916 - £51,048, depending on experience + TLR D (£10,242 currently)

**Purpose:**

- To raise standards of student progress within the whole curriculum area and to monitor and support that progress
- To be accountable for student progress, development and conduct within the subject area
- To develop and enhance the teaching practice of others
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the School and the curricular policies determined by the Governing Body and Headteacher
- To be accountable for leading, managing and developing the subject/curriculum area
- To manage and deploy teaching/support staff, financial and physical resources within the department effectively to support the department development plan

**Reporting to:** member of Senior Leadership Team

**Responsible for:** Teaching staff and other relevant personnel within the department

**Liaising with:** Head/Deputy/Assistant Heads, other Heads of Department, Additional Needs Team, relevant staff with whole-school responsibilities, relevant non-teaching support staff, and parents

### **MAIN DUTIES**

#### **Operational/Strategic Planning**

- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department
- The day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources
- To monitor and follow up student progress
- To implement and uphold School Policies and Procedures, e.g. Equal Opportunities, Health and Safety
- To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School
- To ensure that the needs of all students with SEND, Medical Needs or are Disadvantaged are met.
- To collaborate with the Literacy Across the Curriculum Coordinator, Senior Leaders and Librarian to support with our drive on developing best practice in reading and supporting literacy development.

#### **Health and Safety**

Ensure the ongoing and daily protection and Health and Safety of all students and staff operating in the departmental area by:

- Keeping up to date with relevant H&S regulations and advice, along with the use of guidance from DT related professional bodies.
- Developing and implementing full departmental Health and Safety Risk Assessments for all aspects of the subject.
- Regular monitoring, reviewing, and evaluating departmental risk assessments to ensure their appropriateness.
- Maintaining accurate records and evidence for all Health and Safety aspects within the department
- Ensuring departmental colleagues are aware of, and adhere to, the departmental risk assessments and procedures at all times.
- Ensuring all students follow procedures and have received appropriate training, which is evidenced and accessible
- Ensuring all machinery and equipment is kept in a good state of repair and regularly serviced, in support of the DT Technician
- Identifying training needs for those working in the department (including the HOD?) and implementing appropriate CPD.
- Following School procedures and policy for near misses, accidents and incidents and ensuring departmental H&S RAs are updated if deemed necessary.

### **Curriculum**

- To liaise with the SLT Line Manager to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan
- To be accountable for the development and delivery of the department's curriculum
- To keep up to date with and respond to national developments in the subject area and teaching practice and methodology
- To liaise with the Examination Officer to maintain accreditation with the relevant examination and validating bodies

### **Staff Development: Recruitment/Deployment of Staff**

- To work with the Professional Tutor to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- To be responsible for the efficient and effective deployment of the department's support staff
- To undertake Appraisal Review and to act as reviewer for a group of staff within the designated department
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover
- 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 promote teamwork and to motivate staff to ensure effective working relations
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model
- To ensure the effective, efficient deployment of classroom support

### **Quality Assurance**

- To ensure that the department's Quality Assurance procedures meet the requirements of Self QA model and the School Development Plan
- To establish the process of the setting of targets within the department and to work towards their achievement
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles
- To contribute to the School's procedures for lesson observation
- To ensure effective operation of monitoring systems and seek/implement modification and improvement where required
- 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 an annual examinations analysis and department review as part of the School's self-evaluation cycle
- To analyse and evaluate, with the department, performance data provided and take appropriate action in response
- To provide senior leaders and the governing body with relevant information relating to departmental performance, as required

### **Communications**

- To ensure that all members of the department are familiar with departmental aims and objectives within the framework of the School Development Plan
- To disseminate information, as appropriate, from Middle Leader meetings
- To ensure effective communication/consultation as appropriate with the parents of students
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies
- To represent the department's views and interests
- To organise and run effective department meetings
- To ensure effective communication with staff and, as appropriate, with the parents of students and with governors

### **Marketing and Liaison**

- To contribute to the School's liaison and marketing activities, e.g. the collection of material for press releases and the School website
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events

### **Management of Resources**

- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures which includes managing the department budget
- To work with the School timetabler in order to ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed
- To cooperate with other departments to ensure a sharing and effective usage of resources to the benefit of the School and the students

### **Pastoral System**

- To ensure the Behaviour Management system is consistently implemented in the department so that effective learning can take place
- To monitor and support the overall progress and development of students within the department
- To monitor student attendance together with students' progress and performance, with the class teacher, 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 Form Tutor and carry out the duties associated with the role as outlined in the generic job description

### **Teaching**

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher

### **Other Specific Duties**

- To play a full part in the life of the School community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and pupils to follow this example
- To continue personal professional development as agreed and to engage actively in the appraisal process
- To undertake any other duty as specified by STPCD not mentioned in the above
- To be courteous to all members of the school community and to provide a welcoming environment to visitors and telephone callers

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

## PERSON SPECIFICATION

Spalding Grammar School Person Specification	Post: Senior Academic Leader - English	
Qualifications and Professional Development.	Essential/Desirable	Evidence
Qualified Teacher Status	E	Application process and verification of professional credentials.
Good Honours degree	E	
Evidence of recent, relevant and continued professional development	E	
Enhanced DBS check	E	
Further recent qualifications relating to education, management, school leadership, or subject specialism	D	
<b>Experience</b>		
Experience of working in more than one school	D	Application process. Selection process. Interviews. References.
A minimum of five years teaching experience	D	
Experience of using data to support learning, set targets and monitor, evaluate the performance of all students	E	
Substantial knowledge, understanding of, and commitment to teaching and learning across KS3-5 in English	E	
An exemplary classroom practitioner with the ability to teach English across KS3-5	E	
Curriculum and/or pastoral leadership demonstrating a measurable impact on standards	E	
Supportive of our commitment to tutoring and the personal development of all students within your form group	E	
Commitment to high quality CPD for yourself and others in the dept, including induction of ITT and ECTs	E	
Experience of line management and performance appraisal	D	
Experience of personnel issues, managing staff and holding them to account	D	
Experience of working with school governors	D	
Experience of financial management e.g. Dept budget	D	
<b>Leadership knowledge and skills</b>		
To think strategically and support the Headteacher in building and communicating a coherent vision	E	Application process. Selection process. Interviews. References.
Excellent inter-personal skills	E	
Involvement in dept self-assessment and improvement planning	E	
Leadership and management of the quality of teaching and learning within the dept through a clear QA process	E	
Commitment & understanding of the principles & strategies that promote the highest quality teaching, learning and pastoral support	E	
Current knowledge and understanding of the national education agenda	E	
Experience and understanding of data analysis and the ability to use data to set and achieve improvement targets	E	
The knowledge and experience of collaboration with other schools	D	
<b>Personal attributes and skills</b>		
Lead and work as part of, a high performing and cohesive team	E	Application process. Selection process. Interviews. References.
Communicate effectively both orally and in writing with a wide range of audiences	E	
Maintain & develop the excellent relationships that exist between the School, staff, students, parents, governors and wider community	E	
Successfully inspire, lead, manage and motivate staff and students to maximise their potential	E	
Reliability, integrity, credibility, loyalty, enthusiasm, a sense of perspective and good humour	E	
Commitment to promote the caring community ethos of the School and its collaborative approach	E	
Ability to deploy a range of leadership skills appropriately	E	
Demonstrate self-management including time management, working under pressure and meeting deadlines	E	
Ability to manage and resolve conflict effectively and sensitively	E	
Commitment to uphold and follow School policies and the Teachers' Standards	E	

## APPLICATION PROCESS

Applicants wishing to view the School and the English Department in advance of making an application are invited to do so. Please contact Debbie Haslam, the Headmaster's PA, if you would like to make such an arrangement.

Applications should be made by:

- Completing the School's application form (CVs will not be accepted as an alternative to a completed form)
- Providing a supporting letter (on no more than two sides of A4, font size 11 if typed). The letter should include how you meet the person specification and how your skills and experience to date make you the ideal candidate for this post.

Applications should be sent either by email, to [dhaslam@spaldinggrammar.lincs.sch.uk](mailto:dhaslam@spaldinggrammar.lincs.sch.uk), or by post, to:

Mrs D Haslam  
Headteacher's PA  
Spalding Grammar School  
Priory Road  
Spalding  
Lincolnshire PE11 2XH

The closing date for applications is **Friday 15 May at 12 noon**

Interviews will take place - **tbc**

I thank you for your interest in Spalding Grammar School and I look forward to hopefully receiving your application.

M K Anderson  
Executive Headteacher