

Head of English and Literacy





Welcome Letter

Dear Candidate,

Thank you for your interest in joining our highly motivated, innovative team of around 20 teachers and 35 associate staff from all walks of life. We are a highly collaborative, mutually supportive and dedicated staff team. The Abbey also benefits from being part of the Weydon Multi Academy Trust (www.weydonmat.co.uk).

We are fortunate to have a great staff, both teaching and non-teaching. Visitors frequently comment on the warm and welcoming atmosphere in the school. Working together to understand the unique, learning and additional needs of our 134 students, sharing expertise and embedding best practice are all hard-wired into our weekly schedule. There is plenty of support for continuing professional development for those who want to progress their careers and for those who want to become even better at what they do.

Expectations for student outcomes are high and helping them overcome barriers to learning is a vital part of our role. Practitioners at The Abbey gain a significant proportion of their job satisfaction from the little 'wins' every week and develop a fantastic understanding of SEND. All of our students have learning needs and approximately 40% have a diagnosis of Autism and/or speech, language and communication needs.

Structure and routine are vital, but the curriculum is an ambitious combination of academic and life-skills learning to prepare our students for future education and training, more independent living and better employment prospects so no two days are the same. We embrace the challenges, seeking solutions and improvements and are not afraid to try new things. We share the 'laughs' and celebrate the achievements.

I very much look forward to receiving your application and perhaps having the opportunity to meet you beforehand, introduce you to our fantastic students and staff and show you our amazing school. I would also encourage you to have a look at the school website www.abbey.surrey.sch.uk - the Year 11 leavers' films in the news area give you a fantastic insight into the Abbey School journey for our students.



David Jackson - Head teacher





Job Advert

REQUIRED FROM AUTUMN TERM 2023

Post:	Head of English and Literacy
Employer:	The Abbey School
Location:	Farnham, Surrey
Salary:	MPS/UPS plus TLR 2B £5,019 and SEN1 allowance (£2269),
Contract type:	Full time
Job starts:	September 2023
School type:	Secondary Special, 11-16, mixed gender

We are looking for an enthusiastic, energetic and innovative leader of English, with strong interpersonal skills and a commitment to achieving high standards within a thriving department. The successful candidate will have a strong academic background, be an excellent classroom practitioner who is capable of inspiring and motivating students and have experience of working with children with special educational needs (**please note this does not need to be within a special school setting**). They will lead on our whole school approach to reading and oversee the use of phonics across the curriculum, working closely with our well-established interventions team and SENDCo. A good knowledge of phonics is therefore essential for this role.

The successful candidate will continue to drive improvement in the department through leading the department's subject planning and development time to further develop the curriculum and its implementation. They will be a member of the school's Curriculum Group led by the Deputy Head Teacher and will also be part of the schools extended Senior Leadership Team. This post would therefore suit candidates who are looking to make the move into senior leadership in the future.

We welcome **applications from both primary and secondary qualified teachers**. We have a great mixture of both within our school - something that greatly enhances our curriculum offer! The majority of our students are working at a KS1 and KS2 level with a small number studying GCSEs in English, Maths and Art.

Working in a special school is extremely rewarding and our students continue to amaze us on a daily basis with their attitudes, achievements and behaviour. We welcome you to come and meet us and see our fantastic students and staff in action prior to placing your application.



Project 2022

The Abbey is currently undergoing huge investment as we expand from a 2 to 3 form entry school to support Surrey County Council's SEND Sufficiency Strategy.

Once completed, 'Project 2022' will provide The Abbey with:

- 15 x general classrooms (nine of these will be brand new)
- A brand-new specialist Computing classroom
- A brand-new Food Technology classroom
- A brand-new specialist Art room
- A brand-new specialist Music/Drama classroom
- A brand-new Design Technology classroom
- Two specialist Science labs (one of these will be brand-new)

In addition, there will be:

- A new, purpose-built Learning Resource Centre (LRC)
- A full size sports hall and two new PE storage areas
- A brand-new multi-use games area (MUGA)
- A brand-new staff room
- A brand-new school office
- A new, fully-furnished waiting area for parents, carers and visitors to the school
- A brand-new conference/meeting room
- 4 additional therapy rooms
- New boys' and girls' PE changing rooms
- Five additional offices
- Two new disabled toilets
- A state-of-the-art staff workroom

This is a really exciting time for The Abbey as we watch the transformation of our school allowing us to expand and flourish in our new buildings with their first-class technology.

Over the past 18 months and as part of Project 22 we have completely refurbished our IT network and systems across the school. More than £200,000 has been spent on achieving this. All classrooms are now equipped with state-of-the-art interactive whiteboards, wi-fi and an internet-based phone system. Every student has also been provided with their own Chromebook fully funded by the school to aid their learning which came at no cost to our parents. These are regularly used in lessons.



Welcome to the English Department

The English department at The Abbey School is a fun, dynamic and stimulating place to work. We currently number six teachers who boast a fantastic range of experience and expertise and we pride ourselves in being a highly supportive and progressive team. We love to challenge each other on how we best support our learners and celebrate each others' successes on a regular basis.

Over the past couple of years, we have rewritten and reorganised our curriculum so that it provides a broad and balanced offer for our students as well as being flexible enough to work for learners of all abilities. Schemes of learning include clear learning objectives for each week and our shared English department Google drive contains all our resources, ensuring maximum collaboration on resources and minimal 're-inventing the wheel'.

Our students' needs vary considerably so we offer a range of qualifications to suit all. These include AQA unit awards, Pearson Edexcel Functional Skills Entry Levels 1-3 and Level 1 as well as Eduqas English Language GCSE for a few. This means that your day might include learning activities ranging from: colourful semantics, phonics, spelling strategies, inference skills for reading, PEE paragraphs, hot-seating characters from novels, and many more. We specialise in breaking learning down into very small steps with as much support as possible from visuals, modelling, repetition and regular retrieval.

No two days are ever the same in the English Department at The Abbey and our wonderful learners always delight and surprise with their willingness to learn and sense of humour. It is a pleasure to teach English in a setting where the whole approach to learning is so much more holistic and broad than many other schools. We look forward to welcoming someone who is as passionate as we are about helping students to be successful and to learn the English skills that are most relevant to them for later life.

Simon Clyde – Head of English





Job Description

This job description is based on the Teachers' Standards, and requirements in the School Teachers' Pay and Conditions Document.

Duties and responsibilities

Head of English

Teaching and Learning:

- evaluate and implement the curriculum to ensure students experience the full breadth of the subject and are able to make progress;
- lead the development of whole school literacy with demonstrable impact across the curriculum
- oversee the provision and delivery of phonics across the curriculum
- monitor the progress made in achieving subject plans and targets, evaluate the effects of teaching and learning, and use this to guide further improvement;
- establish provision of structured schemes of work, ensuring curriculum coverage, continuity and progression in the subject for all pupils;
- provide guidance on the choice of appropriate evidence-informed teaching and learning methods to meet the needs of the subject and of different pupils;
- establish and implement clear policies and practices for assessing, recording and reporting on pupils' achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- evaluate progress and achievement in the subject by all pupils;
- systematically monitor the quality of teaching through observation of lessons and adherence to the School's monitoring systems, and act to improve further the quality of teaching through professional debate based on good practice;

Management of People:

- establish clear expectations and constructive working relationships among staff involved with the subject through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- audit training needs of staff;
- lead professional development of subject staff through example, coaching and support and coordinate the provision of high-quality professional development, drawing in other sources of expertise as necessary;
- assist colleagues to achieve expertise in their subject teaching and to meet targets;
- work with the SENCO to ensure curriculum implementation is inclusive, allowing all students to thrive and make progress;
- ensure you operate as a role model through meeting deadlines and modelling best practice;



- establish and maintain good lines of communication within the Department and with other stakeholders, including staff, pupils, parents, Governors and appropriate outside agencies

Management of Resources:

- establish resource needs for the subject and advise senior management/line management of likely priorities for expenditure;
- manage available resources to meet the objectives of school and subject plans;
- Source, promote and support the delivery of enrichment opportunities for students

Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of learning
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of students
- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes by students
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing students for external tests
- Keep student target cards and profiles regularly updated
- Teach subjects outside of specialism when required
- Attend parent evenings as and when required

SEND

- Lead Annual Reviews for students in form group
- Ensure all provision specified on EHCP is in place
- Adapt, personalise and differentiate lessons to accommodate student SEND
- Keep up to date and abreast of new SEND initiatives/legislation

Whole-school organisation, strategy and development

- Undertake the role of Form tutor
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Coordinate a subject curriculum area
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and student development to secure coordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Attend meetings, including but not limited to, subject specialist, CIN, pastoral and Team Around the Child

Health, safety and discipline

- Promote the safety and wellbeing of students
- Maintain good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment

Professional development



- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching (with a particular focus on SEND)
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with students, parents and carers
- Keep in regular contact with parents/carers of students in form group (email, phone or home school book)

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned and where appropriate, other teachers
- Where required contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated

Other areas of responsibility

- Undertake break duties as and when required

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the WMAT staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.



Person Specification

Qualifications	Essential	Desirable
Has qualified teacher status with a degree qualification	*	
Evidence of further professional study eg. NPQML or current NPQ		*
Experience of working with pupils with SEND	*	
Evidence of Continuing Professional Development	*	
Professional Knowledge, Skills and Understanding	Essential	Desirable
A proven record of sustained effective classroom practice, demonstrating effective outcomes	*	
High expectations and shows a passionate commitment to developing the best in young people, with a relentless focus upon ensuring excellent attainment and outcomes	*	
Has a record of successful working with parents as partners in learning	*	
Experience of monitoring and evaluating teacher effectiveness in relation to standards and outcomes	*	
A sound understanding of the National Curriculum at Key Stages 1 and 2		*
Committed to on-going research into strategies that can be adapted for successful implementation at The Abbey School.	*	
Ability to track, monitor and analyse student data to provide intervention to support outcomes	*	
An excellent understanding of phonics	*	
Experience of developing ambitious, progressive and well sequenced Schemes of Learning	*	
Effective use of assessment and attainment data to improve departmental standards and practices.	*	
An excellent knowledge of whole school reading strategies	*	
Knowledge of leading, designing and implementing a high-quality curriculum that promotes challenge and engagement for students and inspires staff	*	
Attendance at a researchED event, or similar, and ability to evidence how this has impacted their practice.		*
Safeguarding	Essential	Desirable
The ability to form and maintain appropriate relationships and personal boundaries with students	*	
A commitment to inclusive education	*	
Committed to safeguarding and promoting the welfare of children and young people (References)	*	
Equality of Opportunity	Essential	Desirable



The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to	*	
Leadership and Management Skills	Essential	Desirable
Experience of accurate year/key stage/subject self-evaluation and improvement planning in order to raise standards	*	
Experience as a manager of leading, motivating and managing staff effectively to raise standards and evaluate the impact of initiative(s)	*	
Excellent communicator	*	
Excellent management skills ensuring that areas of development amongst the team are identified and addressed effectively.	*	
Ability to lead people and motivate others to share and support the subject vision	*	
Ability to plan subject priorities with clear milestones of success	*	
Ability to hold people accountable and manage performance effectively	*	
Experience of promoting excellence and challenging poor performance		*
School improvement planning at departmental level		*
Personal Qualities	Essential	Desirable
Passion for English	*	
Inspirational, dedicated and motivated individual	*	
High quality communication skills with the ability to develop positive relationships with all stakeholders	*	
Ability to maintain trust and be highly respected by staff	*	
A sense of humour and a good sense of well-being	*	
High expectations of self and others	*	
A flexible and adaptable approach	*	
Ability to stay calm under pressure	*	
Treats people fairly, equitably and with respect to maintaining positive working relationships	*	
Has resilience and the determination to be successful within this role and ambitious for the School and its students	*	
Ability to provide evidence to show a commitment to professional development	*	
Ability to plan personal development for staff with varying levels of experience		*
A relentless drive and commitment to getting the best out of all pupils with no child left behind	*	
A creative and imaginative thinker who has the ability to identify innovative solutions to problems		*



The Abbey can offer:

- Amazing students who want to learn
- A brand new, state of the art, English classroom
- Excellent IT facilities in a modern school fit for 21st century teaching
- A range of CPD opportunities to support professional development inside and outside the classroom.
- A range of evidence-informed strategies to support teaching and learning inside the classroom.
- A consistent approach to behaviour which ensures learning is not disrupted.
- A welcoming and supportive staff community
- Opportunities to collaborate across a range of mainstream and specialist provision schools within the Weydon MAT.
- External leadership/NPQ opportunities, including supporting masters' applications and aspiring senior leader's development programme
- On site car parking
- Westfield Health Cash Plan

<https://www.westfieldhealth.com/individual/health-cash-plan>





How to Apply

Please complete the application form provided (or download a copy from the school website <https://www.abbey.surrey.sch.uk/1270/vacancies>) and send to:

Zoe Mackie,
Operations Manager
The Abbey School, Menin Way, Farnham GU9 8DY
e-mail: recruitment@abbey.surrey.sch.uk

PLEASE NOTE THAT NEITHER COVERING LETTERS OR CVs WILL BE ACCEPTED

Closing date for applications: Wednesday 1st February
Interviews: Thursday 9th and Friday 10th February

**We look forward to receiving your application to join our
dedicated and passionate team**

The Abbey is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. Enhanced DBS, Children's Barred List and Right to work in the UK checks are required for this post.

The Abbey School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Enclosures/attachments:

- Application Form
- WMAT Staff Prospectus
- FPN for Applicants