



AYLESBURY  
GRAMMAR SCHOOL  
*Founded 1598*

# Recruitment Pack

## HEAD OF ENGLISH

Application Deadline – Noon, Monday 24 April 2023

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Welcome from the Headmaster

Our School

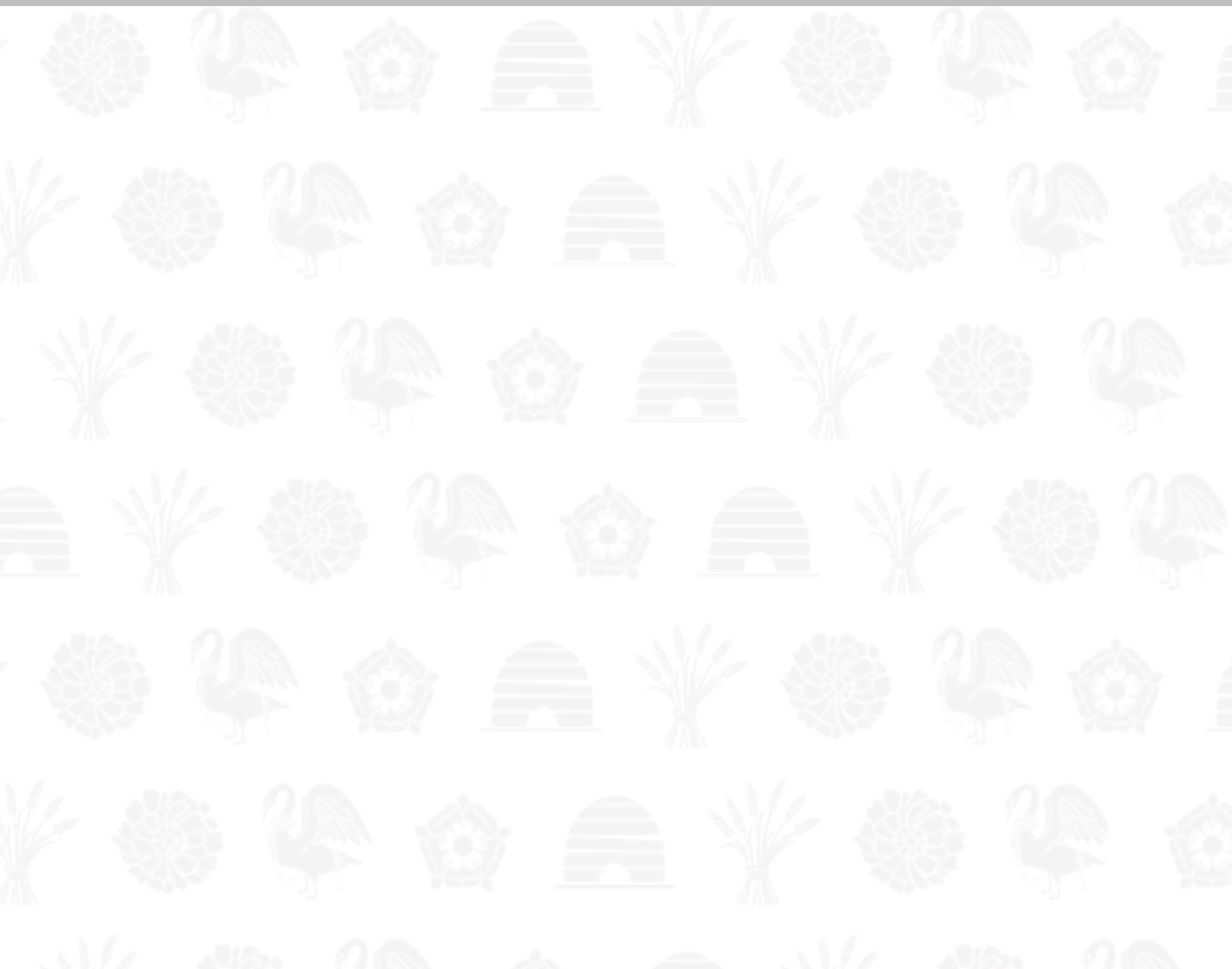
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## Welcome from the Headmaster

Dear candidates

Thank you for your interest in Aylesbury Grammar School. I am delighted you are considering being a part of our School.

As a member of our team, you would play a pivotal role in supporting the School to deliver an uncompromised curriculum and life enriching opportunities, together with extraordinary care and support.

As a School, we are expertly placed to enable our students to flourish whilst also ensuring they are well equipped to understand and meet the challenges they face with empathy and humility. Our staff know and understand each student to enable them to find their place in the world.

We have a School community of 1336 students, including over 400 in the Sixth Form. We employ over 140 staff across the School who are all committed to a culture of innovative teaching, learning and achievement through their pioneering expertise and with enviable support from the Governing Body, AGS PTA, the Old Aylesburian and wider Aylesburian community.

Our team is diverse with a healthy mix of youth and experience, with relationships between staff, students, and with parents, extremely positive and caring.

Key to this are our core values of respect for ourselves, our peers and our community, whilst aspiring to achieve the best we can in our relationships and our interests.

Aylesbury Grammar School has occupied the current site in the centre of Aylesbury since 1907 and is a long-standing part of the community. We have an innovative and ambitious School Development Plan to continuously evolve and improve. We benefit from an ambitious refurbishment plan which, in recent years, has included a new Science Centre with 15 state of art Science Laboratories, new Sixth Form Centre, Library, Health and Fitness Suite, and work on the extensive refurbishment of the Art, DT and Engineering building is due to start in the summer 2021, alongside the new School entrance area.

We are a School proud of its past but positioned to define its future. With nearly 425 years of history, we are forward-thinking and dynamic with a focus on exceptional learning and teaching, enrichment, and the development of our staff.

There is a selfless commitment amongst those who work here, and we welcome applications from high-calibre, positive and motivated people.

Kind regards

Mark Sturgeon  
Headmaster





# Our School



## NURTURE YOUR CHARACTER



### MOTIVATION

- ENCOURAGEMENT
- CHALLENGE
- RECOGNITION

## EMBRACE OPPORTUNITY



### INNOVATION

- ADVENTUROUS
- INQUISITIVE
- LIMITLESS

## CELEBRATE DIFFERENCE



### OWNERSHIP

- EMPATHY
- RESPONSIBILITY
- REFLECTION

## LEAD WITH HUMILITY



### RESILIENCE

- ADAPTABILITY
- PURPOSE
- TENACITY

## FLOURISH IN ALL YOU DO



### COURAGE

- FORTITUDE
- ENDEAVOUR
- SELF-EXPRESSION

## PASTORAL CARE

- Extraordinary care and support
- Belonging and camaraderie
- Self-expression and identity

## CURRICULAR

- Pioneering expertise
- Uncompromised curriculum
- Growth through achievement

## EXTRA CURRICULAR

- Life enriching opportunities
- Self-discovery through participation
- Selfless commitment



PRODUCTIVITY



INDUSTRY



LOYALTY



INTEGRITY



UNITY

# Our School



## Floreat Ailesburia

Founded by Sir Henry Lee in 1598, Champion of Queen Elizabeth I, Aylesbury Grammar School was a 'free School for Aylesbury' with the vision to promote the local area to flourish through educating its young people.

In 1907 the School moved to its present site and became co-educational. In 1959 the creation of Aylesbury High School meant the girls moved next door and Aylesbury Grammar School returned to being a boys' School.

Despite the separate site, our strong links with our sister School remain and provide a unique opportunity for our boys to grow up in their formative years in the company of their female counterparts, whilst also benefiting from the advantages of focused learning amongst their peer group.

This unique collaboration provides a sensitive, mature and well-rounded interaction for our students to develop a true sense of character and to flourish in today's world.



## Pioneering Expertise

Employing exceptional staff is the backbone to inspiring our young people to explore for themselves who they want to be and to find their place in the world.

We aim to recruit members of staff who are leading practitioners in their fields or who show outstanding potential. As well as appointing experienced staff, we also train those new to the profession recruited directly from university or those who have been successful in another career and seek a new challenge.

Professional development is at the heart of our approach. Time and resources are available to our staff whatever the stage of their career.

We use professional research and pioneering expertise both in and outside the School. We collaborate with international partners and always look to improve the School, ensuring it is uniquely placed to prepare the next generation of students and staff.



## Belonging and Camaraderie

Our well-established House System provides a sense of ownership, belonging and a healthy level of competition and camaraderie.

It has a hugely positive impact on our community and for our students in their academic work, extra-curricular contribution and development into authentic, empathetic and resilient young adults.

For our staff, who are assigned to a House, it provides a shared sense of belonging, loyalty and camaraderie.



## Life Enriching Opportunities

We actively promote self-discovery through participation, as well as encouraging the students to attempt new and unfamiliar activities to broaden their horizons.

These life-enriching opportunities are extensive with clubs and activities taking place enhancing classroom learning and enjoyment.

Our colourful range of music, drama, performing arts and clubs/societies provides all students with the opportunity to participate, to collaborate and be part of School life.

# Our School



## Self-Discovery through Participation

Physical activity is key to maintaining a healthy, active, balanced lifestyle, supporting physical and mental well-being. Our sports clubs and practices are open to all students, irrespective of ability and passion promoting a selfless commitment to their chosen sport.

Whether an elite, representative, House or recreational sportsman, the School encourages and provides opportunities for everyone to participate. School teams and matches involve a large number of students and nearly all students participate in the vast programme of House sports competitions.

Our offering is extensive ranging from cricket, handball, badminton, athletics, rugby, football, swimming, squash, tennis, basketball, and cross country.



## Achievements

We are proud and remain humble that our School is consistently celebrated as one of the top state schools in the country – recently the top performing grammar school in Buckinghamshire for Value Added at A Level.

In Key Stage 3, GCSE and A Level, our students make outstanding progress and are prepared for the next stage of their education or chosen career with confidence.

The uncompromised breadth of the curriculum available enables all students to pursue the widest range of careers and studies at university or in the workplace. Through exceptional advice and guidance our students leave the School with aspirations to the most highly ranked courses and careers, at organisations and universities across the country where they will feel fulfilled and happy.





# Role Description

## HEAD OF ENGLISH

A highly motivated and enthusiastic Head of English required to lead our English team.

### Purpose

The Head of Department will take lead responsibility and accountability for providing leadership and management to secure: high quality learning and teaching, effective use of resources, and development of students.

### Principal Accountabilities

#### A – Strategic Direction

A1 – Develop and implement policies in line with the School's commitment to high-quality learning and teaching.

A2 – Promote the subject, its importance, and the value that it brings across the school.

A3 – Promote students' spiritual, moral, social, cultural, physical, and mental development alongside British values in the learning and teaching of the subject.

A4 – Engage in the Department Self Evaluation process to engage in the department's effectiveness, and assess the feedback against the school's purpose, values, and vision.

A5 – Engage with the Student Support Department to ensure the curriculum matches the needs of different students, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND).

A6 – Promote careers education through the department and ensure that learning and teaching illustrates how the department might lead to career opportunities.

#### B – Leading the Curriculum

B1 – Develop and review regularly the vision and purpose for the department.

B2 – Oversee the planning of the curriculum content, ensuring it is well sequenced to promote student progress.

B3 – Ensure the planned curriculum is effectively and consistently implemented across the School.

B4 – Make sure there is an effective system of assessment that oversees the progress of students to ensure the curriculum has a positive impact on learning.

B5 – Have an overarching responsibility for students' achievement and standards in the department, ensuring they are well prepared for their external examinations and achieve the very best outcomes possible.

B6 – To lead the self-evaluation and utilise evaluations of the subject by others in order to create and implement the annual subject Development Plan.

#### C – Leading Staff

C1 – To lead, develop and enhance the teaching of all staff and establish an effective team, holding regular meetings to keep staff informed on any developments or changes.

C2 – Provide support to staff regarding learning and teaching, resources, and planning.

C3 – Monitor learning and teaching by visiting lessons and engaging in the Department Self Evaluation process.

C4 – Liaise effectively with examination boards to ensure that teachers understand and are familiar with the specifications that are being delivered.

C5 – Take responsibility for appraisal and performance management for your team, appraising staff in line with the School's policy.

C6 – To assist in the recruitment of your subject staff to engage the best possible team.

C7 – To induct, deploy, support, and manage staff working in your subject (including supply staff, technicians, and teachers-in-training) to provide the best possible learning and teaching for the students.

C8 – To help teachers to maintain high standards of work, home learning and behaviour among students within your subject.

#### D – Effective and Efficient Deployment of Resources

D1 – To publish high quality, up-to-date schemes of work and other appropriate resources for all courses within the subject.

D2 – To prepare and manage the resource budget for the subject to ensure good value for money, and to manage resources to support learning and teaching.

D3 – To ensure that all staff and students work safely in your subject, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in students.

D4 – Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs.

D5 – Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to students learning from home if necessary.

# Role Profile and Person Specification

The successful candidate is likely to possess many of the following personal characteristics, experience, skills, and knowledge.

## E – Other areas of responsibility

E1 - To perform other tasks consonant with the role as the Headmaster requests.

E2 - To maintain and increase your own knowledge and expertise as a leader, both in the subject area and as a professional in a wider context, through appropriate professional development opportunities.

The Headmaster may alter this role profile, after discussing any alterations with you and giving you reasonable notice of the alterations.

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## Person Specification

### *Qualifications (Essential)*

- Good honours degree
- Qualified Teacher Status, PGCE or Equivalent
- Evidence of effective professional development in the subject

### *Experience (Essential)*

- Evidence of excellence as a teacher
- Experience of successful teaching of the subject across the key stages
- Experience of curriculum planning and expert knowledge of the subject curriculum at all key stages
- Evidence of seeking opportunities to develop curriculum understanding
- Very good written and oral communication skills
- Confident in use of IT for student tracking
- Evidence of relevant continued professional development

### *Experience (Desirable)*

- Proven ability to use, manipulate and disseminate data effectively
- Evidence of working with the wider school community

## *People Leadership & Management Skills (Essential)*

- Evidence of building effective working relationships with students, staff and parents
- Command credibility through the discharge of duties and use expertise to influence others in relation to the subject
- Make informed use of research, self-evaluation and relevant review/inspection findings
- Be willing to listen and reflect on feedback from others - colleagues, students and governors;
- Have the ability to think creatively to anticipate and solve problems;
- Be eager to collaborate and network with other professionals within and beyond the school;
- Can hold people accountable for their performance
- An effective team player, working collaboratively with colleagues



# English Department

The English Department is a large, friendly and successful team of nine teachers. It has a number of classrooms which are well equipped with ICT and media facilities.

English at Key Stages 3 and 4 is taught in mixed ability groups and all boys are entered for both English Language and English Literature GCSE; we currently follow the Edexcel 1ENO and 1ETO syllabuses.

This is a course which explores an engaging range of texts. Most of the literature texts are completed in Year 10 so the focus through Year 11 is preparation for the Language examinations.

The vast majority of boys achieve good and excellent passes in both GCSEs. Some students are supported through closer attention and tuition, being taught in support sets.

We follow the AQA B specification in English Literature at A Level and we also offer A level English Language and Literature, following the Edexcel specification.

There are plenty of extra-curricular opportunities for students in the English department: public speaking, debating, House Writing, creative writing society, BBC Young Reporter, Carnegie Award shadowing and regular theatre trips - but we are always looking for new ways to involve and enthuse boys.

We have an excellent librarian who contributes to our extra-curricular programme, organising whole school activities centred around reading.

There are many opportunities for teachers in our department to pursue their own interests and develop their careers. Members of the team take responsibility for specific curriculum matters as well as extra-curricular activities and contribute to the training of PGCE or School Direct students. We are keen to develop the department further and are looking for a teacher who is creative, enthusiastic and willing to develop all aspects of our work.

## 2022 Results

Full course GCSE	%9	%8+	%7+	%6+	%5+	%4+	Total no. of students
English Language	21	43	65	87	88	99	184
English Literature	16	33	61	84	93	98	184

A Level	%A*	%A*/A	%A*-B	%A*-C
English Lit & Lang	56%	89%	100%	100%
English Literature	0%	67%	67%	100%

# Guidance for Applicants

The Role Profile and Person Specification for this role are essential to the selection and recruitment process. They form the starting point for consideration of a candidate's eligibility for interview and guide the selection panel. It is important that you use both documents to prepare your application form. Teacher application forms are to be found on the School website under Vacancies.

The Role Profile sets out the role, tasks and responsibilities to be undertaken by the successful candidate. It is a written statement of what is expected by the post holder. It provides basic guidance on day-to-day tasks and responsibilities. It includes information about the way in which the role should be approached and what the role needs to be successful.

The Person Specification sets out the criteria used to identify the most suitable candidate for the role. It specifies the particular experience, skills, knowledge and personal qualities required. The selection panel will use information from the application form to assess whether a candidate has met the criteria.

We are committed to treating all our applicants fairly and with respect, irrespective of their actual or assumed background, disability or any other protected characteristic.

## Shortlisting

The procedure used to arrive at a short list will allow sufficient time for a thorough and rigorous analysis of all applications. A selection panel, the members of which will also make up the formal interview panel, will carry out shortlisting.

Decisions about who is invited for interview will be based on how well applicants meet the role profile and the person specification criteria.

## References

References of shortlisted candidates will be requested before the interview. Referees will be contacted via email and, on occasion, may be contacted by telephone.

At least one referee should be your current employer and a contact at your last post working with young people if not currently doing so.

## The Interview Day

During the Interview Day, we will take every opportunity to find out if you are the right person for the role. Similarly, it is an opportunity for you to find out more about the School and those who work here. The interview is a two-way process. We encourage you to visit us beforehand if you are able.

The Interview Day will offer you a range of different opportunities to demonstrate your potential to meet the requirements of the post. Some or all of the following activities and procedures may be used:

- Observed discussion with selected members of staff or learners on specific topics or area of leadership and management
- A task in which you may have to complete a practical piece of work which is related to the role, for example a time management or in-tray exercise
- Observation of teaching, if applicable
- A presentation
- A formal interview
- A tour of the School



# Guidance for Applicants

## The Panel

There will be a panel of interviewers. Interview panels are made up of senior staff and governors. A minimum of one person on the panel will have undertaken Safer Recruitment Training. In making the final decision whether to appoint, the following good practice guidelines will be observed:

- The chair of the interview panel will seek each panel member's assessment of each candidate and use these to inform the final decision
- Sufficient time will be given for the panel to deliberate on the decision
- The chair of the interview panel will summarise each candidate's written application, responses and references to support clarity in coming to judgements
- The method of reaching a decision will include discussion and gradual elimination and will be agreed with the interview panel in advance and made clear to all
- All papers relating to the interview process will be collated, one copy held confidentially, and all other copies shredded
- The statutory requirement that the full Governing Body should ratify appointments at Deputy Headteacher level and above will be fully met
- All appointments are subject to satisfactory references, DBS, proof of Right to Work, satisfactory checks on the Teaching Regulatory Agency and medical clearance

The interview will also include a 'personal' section where suitability for working with young people will be explored including questions on previous experiences. Aylesbury Grammar School is fully committed to safeguarding and promoting the welfare of young people.

## Unsuccessful Candidates

Unsuccessful applicants are able to request feedback as a developmental opportunity.

## Completed Applications

Completed Applications or for further information please contact:

Donna Miles, Headmaster's PA and HR Officer

Direct Dial – 01296 480223

[dmiles@ags.bucks.sch.uk](mailto:dmiles@ags.bucks.sch.uk)

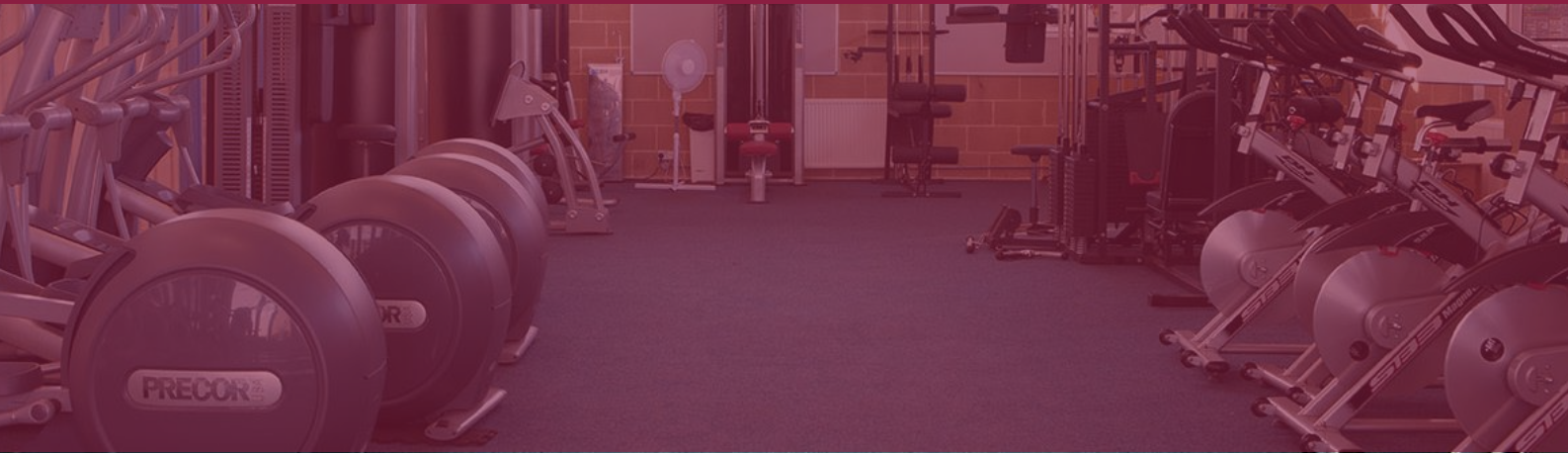
## Links

Aylesbury Grammar School Teacher Application Form - <https://www.ags.bucks.sch.uk/about-us/vacancies/>

Equalities Statement - <https://www.ags.bucks.sch.uk/wp-content/uploads/2020/12/Equality-Statement-Objectives-Compliance-Dec-2020.pdf>

Privacy Notice - <https://www.ags.bucks.sch.uk/wp-content/uploads/2019/03/Privacy-notice-for-job-applicants.pdf>

# Staff Benefits



## *Long Service Awards*

As a Bucks school we participate in the long service award scheme for 5, 10, 15 and 25 years' service.

5 years - support staff receive an additional 5 days annual leave / holiday pay

10 years – all staff receive a payment of £100

15 years – all staff receive a payment of £150

25 years – all staff receive a gift up to the value of £300

## *Cycle to Work Scheme*

As part of a salary sacrifice scheme a bicycle and accessories can be purchased using the Cycle to Work scheme. Repayments are deducted from your gross monthly salary which means you will pay less income tax and national insurance whilst also spreading the cost.

## *Support Staff Annual Leave*

The annual leave entitlement for full-time employees is dependent on salary range.

22 days for salary range 1-3

23 days for salary range 4-5

25 days for salary range 6-12

A further 5 days holiday is added after 5 years' service.

## *Parking*

Free parking for staff is available on site.

## *Pension*

Eligible staff are automatically enrolled into the relevant pension scheme:

Teachers' Pension Scheme (TPS) for Teaching Staff

Local Government Pension Scheme (LGPS) for Support Staff

Both schemes are Defined Benefit Schemes. That means, the amount you'll receive at retirement depends on your salary and how long you have paid in and not on the performance of any stock market investment.

Employee contribution rates are dependent on salary and range from 7.4% to 11.7% for Teachers and 5.5% to 12.5% for Support Staff.

Aylesbury Grammar School also makes generous employer contributions to both schemes, currently 23.68% TPS, 22.8% LGPS. The minimum contribution a UK employer must make to a pension scheme is 3%.

Life cover is also provided by way of Death in Service benefits payable to your nominated beneficiaries.

## *Education Support Partnership*

Aylesbury Grammar School provides staff with free of charge access to the Education Support Partnership, offering confidential advice and counselling 24 hours a day, 365 days a year.

## *Use of School Gym*

AGS has a large fitness and conditioning room which includes free weights, weight machines, two multi-gyms, exercise bikes, cross trainers, and rowing machines. This facility is extensively used by the students and is staffed by a Fitness and Conditioning expert before school, at lunchtimes and after school. The facility is available for staff use with the agreement of the Director of Sport.



# Nurturing Character since 1598



01296 484545  
[ags.bucks.sch.uk](http://ags.bucks.sch.uk)

Aylesbury Grammar School, Walton Road,  
Aylesbury, Buckinghamshire, HP21 7RP