

## **Head of English**

**Salary range £25,714 - £41,604 (MPR/UPR)**

**+ TLR1 £10,101**

**Required for September 2022**

**Closing date: 16 May 2022**



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# Welcome from Paul Hemmings, Headteacher

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**Welcome and thank you for your interest in working with us at Oakmoor School.**

Oakmoor is a brand new, state of the art secondary school situated in a 22 acre tree lined site on the edge of the South Downs National Park.

We are a friendly, vibrant school with high standards and expectations. We pride ourselves on knowing every young person as an individual and challenging each of them to have the highest possible aspirations. The Oakmoor ethos is encapsulated by our motto: *Ambition, Courage, Excellence*.

We are a highly collegiate staff with high expectations of ourselves and each other surrounded by like-minded, high calibre colleagues, who strive to provide the best education possible for our students. It is an exciting time to be joining our brand new, vibrant school where all staff are valued and their contribution to the organisation as a whole is recognised.

Teachers are very well supported by an excellent professional support team at all levels who share our goal of every child achieving their very best whilst enjoying a rich and varied curriculum with plenty of opportunities to excel outside the classroom.

Our school has grown in the last few years from 450 to 860 students owing to increases in outcomes and popularity. We are firmly positioned as the first choice secondary school for families in our town and are oversubscribed. Our new buildings will accommodate up to 900 students and with larger pupil numbers coming through our partner primary schools, along with the regeneration of our town, we anticipate reaching this number in the next few years. As we approach 900 students we will begin the planning for further expansion in accordance with the town's regeneration programme to meet the growing needs of our community. The final phase of expansion will complete our buildings for 1200 students.

Students at Oakmoor display excellent behaviour in lessons and around the school. Teachers plan highly engaging lessons tailored to the needs of our students allowing high levels of progress to be enjoyed. Students benefit from a wealth of extra-curricular activities, including trips and visits to enrich their experience at our school.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings allowing teachers to spend time on the 3 most important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Three years' ago, one of our staff-led school improvement groups, piloted a new approach to assessing the work of students in their classes to inform their planning, rather than providing detailed feedback to every child individually. The pilot was highly successful and is now our whole school approach to assessing and planning.

Every teacher has saved a significant amount of time by no longer making detailed notes in every child's book which was having a limited impact on student progress. Teachers now use this time to plan more precisely to address misconceptions and tailor learning to their classes.

Removing other time-consuming activities which prevent teachers from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great teachers stay at Oakmoor and we have created an exceptional teaching staff here.

At Oakmoor we encourage staff to develop and many of our teaching and professional support team have been successful with internal promotion in recent years. This provides excellent continuity for the school and allows colleagues the opportunity to progress whilst remaining in the school they enjoy being part of.

We have cutting edge technology throughout the site and the latest specialist equipment for key areas such as science, technology and performing arts. Our main buildings surround a central court yard which includes covered areas for outside dining accessible from the dining hall and seating areas accessible from the learning resource centre for reading at break and lunch times.

There is an abundance of green spaces which include several sports pitches, an athletics track, a nurture garden and a forest school area for outside learning and activities. The whole site is bordered by mature trees providing a relaxing and inspirational backdrop to the learning environment.

We are a very successful school where high levels of respect and conduct prevail. Our success shows that when you couple high quality pastoral care with high standards and expectations, young people are able to flourish and to achieve their very best.

Visitors comment on our purposeful learning environment and our delightful students. To experience this for yourself I extend an invitation for you to visit our school and discuss the post with me in more detail. Vicky Ross, PA to the Headteacher, will be pleased to make arrangements for you and can be contacted at [v.ross@oakmoor.hants.sch.uk](mailto:v.ross@oakmoor.hants.sch.uk) or telephone (01420) 472132.

## Thank you for your interest in the English Department

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The English department has been a stable team for the last four years, we have five full-time teachers and three part-time teachers. Our SENDCo, a former Head of English, teaches in the department and we have a teaching assistant who works solely within English. We are a supportive and friendly team who work collaboratively on all aspects of teaching and learning.

Over the last few years, the school has grown and is now oversubscribed with first choices. Our vacancy for a Head of English provides a superb opportunity for a talented English teacher to join our team. We support every member of the team in becoming outstanding, reflective practitioners and look to open doors for all to ensure their continued professional development.

We have a 'maximum entitlement' ethos which underpins our pedagogy at every level of planning and practice.

Our approach to English is rooted in the dialogic classroom, promoting curiosity and critical thinking through a diverse range of engaging texts and topics. All team members in the department are currently developing their practice as teachers of 'Let's Think in English', supported by the Hampshire Let's Think Network and the Let's Think in English team at King's College, London.

Our Key Stage 3 curriculum has been redeveloped to integrate new research-based practice such as the 'immersive read', and greater opportunities for subject knowledge and skills to be layered up through the years in a connected way. Subject knowledge in our department is focused on how writers write and how readers read: conventions of genres and text-types that are explored and experimented with key stage 3. In addition, we take a drama-based approach to Shakespeare, and currently our learners explore three different Shakespeare plays throughout their time at Oakmoor.

The curriculum in Key Stage 4 ensures that all students have the skills to succeed in their examinations, covering the content first before working on examination and revision skills in Year 11. The curriculum is engaging and thought-provoking for students, with carefully selected literature texts that offer rich intertextual links to develop critical thinking and engagement.

We teach our classes as mixed attainment groups, providing high challenge and high support to enable all learners to access the curriculum and develop rapidly as independent readers, writers, and thinkers. All students have access to every type of text, with teaching assistants available for those who require extra support to aid their writing, when necessary.

## Working at Oakmoor School - A View from our Staffroom

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At Oakmoor you are trusted to deliver high quality lessons. You can deliver high quality lessons because the school has worked extremely hard to reduce the administrative burden for their teaching staff freeing our time to focus on what is most important, the progress of our students. I can genuinely say coming to school each day is a pleasure!

**Mr Riley, Computing Department**

Since joining Oakmoor School in 2015, I have had the support of my colleagues every day, and have always felt trusted and valued as part of the team.

**Mrs Carter, English Department**

I have worked in quite a few schools during my working life and I can honestly say that none of them compare to Oakmoor. There is a really nice sense of belonging and knowing that you are all equally part of a team, we are all striving for the same thing...to better the school, to make a happy working environment, to give students and staff the opportunity to learn new things and to be encouraged to shine. With all of this in place results come naturally....

**Mrs James, Senior Science Technician**

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.

**Mr Denton, Mathematics Department**

I have worked at Oakmoor School for over 14 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I always said I would look to work in another school after 5 years of arriving but the wonderful students and staff have kept me here

**Mrs Hale, Technology Department**

I have worked at Oakmoor School since September 2018 and, as a new member of staff, was really impressed by the warm and friendly environment around the school. The staff work collaboratively and the pupils' well-being is at the heart of everyone's work. Coming from a primary background, I like how the year 7s are welcomed into the school and I think the mixed mentor groups is a real strength, providing a great sense of togetherness amongst the year groups.

**Mrs Pullinger, English and Computing Departments**

Working at Oakmoor as a teacher is an absolute pleasure. This is my third year at Oakmoor School and feel so lucky to have such an amazing classroom environment. Everything a teacher could wish for, lots of cupboard space, visualizers, interactive whiteboards and space to create displays. The team at Oakmoor is supportive and it feels like a family".

**Mrs Sutehall, Humanities Department**

I have worked at Oakmoor School for almost 6 years. Oakmoor provides students with the necessary knowledge, skills and attitude for their development, which ensures a wider scope and prospective about education and what career choice to make in the future. My work colleagues are very supportive and friendly, which creates a sense of community and team spirit.

**Mrs Kelly, Administrative Department**

## Professional Support and Development

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At Oakmoor we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan and individual performance management to ensure that we are improving and enhancing the school as well as individual practice.

Throughout the school year, staff participate in a Twilight programme of professional development that has a focus on key areas. All staff are given the time and opportunity to choose a theme that they would like to research and study. The results of this work are then implemented to improve and enhance an area of their practice. There are also opportunities to share this knowledge with the whole school through our meeting and INSET programme and on many occasions whole school policy and practice has been influenced by the Twilight professional development programme.

Staff are also given the opportunity to work collaboratively with other staff and departments across the school through our meeting cycle. The collaborative meetings have a clear agenda that relates to sharing good practice to enhance provision through planned learning walks, work scrutiny opportunities and discussion and debate regarding learning, the curriculum, assessment, examination technique and classroom practice.

For Early Career Teachers (ECTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers.

Our ECTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further.

This support programme continues once qualified teacher status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme to ensure that support and development is on going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.



## The University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust is uniquely placed to make a difference to the local education landscape. With access to the University's extensive resources, we provide both educational expertise from the University's Institute of Education and expertise from professionals within HR, Finance, ICT, Estates and Communications.

The Trust has an inclusive and an aspirational vision. People and relationships matter to us and we share the University's belief that education has the power to transform society.

**Our Vision is** for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

**Our Mission is** to create a vibrant inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

### Our Shared values are:

- **Aspirational**
- **Inclusive**
- **Collaborative**
- **Dynamic**
- **People-focused**

## University of Chichester as sponsor

As a University we believe education has the power to transform society and we should play a role in enabling people to exceed their own expectations, creating a positive impact on our local and regional communities.

Our belief is all schools can be successful and that student progress and the retention and growth of high-quality teachers should be at the heart of our work. We have years of experience in working with outstanding and improving schools as well as those less successful and were proud when we established the Academy Trust in 2012.

We believe there are five key factors that distinguish the University of Chichester as an academy sponsor:

- Teacher training and schools have been fundamental to the University since 1839;
- Tailor-made solutions designed on merit not a one size-fits-all compliance model;
- Wide ranging experience of working in partnership with a rich variety of schools backed up with school focused CPD and classroom-based action research;
- The University is judged as a good provider of Initial Teacher Training;
- High quality teaching and learning, recruitment, training, development and retention are all at the heart of the University ethos, which is shared by the Trust.

'The headteachers and chairs of governors of all of the schools play an important role in the leadership of the trust through forums such as the termly advisory group. Consequently, officers, headteachers and members of local governing bodies share a strong sense of common purpose.'

University of Chichester Multi-Academy Trust  
Report, 201



# Together we make a difference

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## Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology

## A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

## Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Teachers' Pension Scheme
- 24/7 Employee Assistance Programme

## Staff Benefits:

- Teacher's Pension Scheme
- Employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal and career development programme
- Access to the University's vast Library resources and to the National College resource
- Generous leave entitlement
- Employee Discounts Platform, saving £££'s on a range of goods and services
- Cycle to Work Scheme
- Gym Discount
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Relocation allowance where eligible
- Security of knowing you are joining an organisation whose sponsor has been promoting education for more than 180 years
- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
- Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!

## Job Profile

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**Job Title:** Head of English

**Reports to:** Deputy Headteacher

**Location:** Oakmoor School, Bordon, Hampshire

### Function of the Post

The post holder will take overall responsibility for the planning, monitoring and curriculum in English that will lead to expected or better progress within the curriculum area. To support this work you will lead a team that delivers high quality teaching and learning that enables all students to achieve in a supportive, innovative and encouraging environment.

### Principal Accountabilities:

1. Responsible for raising standards within English to ensure students achieve expected or better progress in all year groups and particular student groups as directed by your line manager.
2. Monitor and develop the curriculum to ensure that all students are engaged, motivated and progress.
3. Ensure high standards in the quality of teaching and learning, student behaviour, engagement for learning and assessment which is in line with academic policy and effective practice.
4. Provide motivation, inspiration and high expectations of staff that support the continuous development of the department, increasing staff performance which leads to improved student outcomes, whilst ensuring high levels of staff welfare.
5. Responsible for ensuring compliance with health and safety regulations and maintaining a safe environment for students, staff and visitors to the department.
6. Undertake department evaluation activities including performance data analysis, lesson objectives, learning walks and regular work scrutiny to inform effective planning.
7. Create and implement a department strategic plan that is challenging and ambitious, reflecting the priorities and actions identified within the school's Strategic Development Plan.
8. Make a positive contribution to the strategic aims, values and ethos of your subject area, the school and the University of Chichester Academy Trust.
9. Take professional responsibility to act as an exemplary role model to others in line with the duties and expectations of a middle leader, promoting the values, culture and ethos of the school that promotes a positive and motivational environment.

**Principal Attributes and Person Specification:**

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

		E	D	Evidenced through
	<b>Knowledge and Qualifications</b>			
1	Qualified Teacher Status	✓		Application Documentary evidence Interview Teaching Task
2	Relevant degree of equivalent professional qualification.	✓		
3	Evidence of continual professional development that is relevant and appropriate to the post.	✓		
5	Very good knowledge of pedagogy, research, initiatives and technologies in learning and child development	✓		
6	Current knowledge of the national curriculum, qualifications, research, initiatives and technologies for English.	✓		
7	A good knowledge of emerging technology and the use of ICT to enhance learning and engage students.	✓		
8	Understanding of assessment for learning and its use to raise standards.	✓		
9	Current knowledge of safeguarding legislation and government guidance relevant to the post.	✓		
10	An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.		✓	
11	Relevant professional or academic qualifications at Master's level or higher		✓	

		E	D	Evidenced through
	<b>Skills</b>			
1	Demonstrable evidence of the skills required to be an excellent classroom practitioner.	✓		Application Interview References Teaching Task
2	Ability to challenge and differentiate teaching and learning for students of all abilities and needs.	✓		
3	A skilful communicator with strong interpersonal and presentation skills, both verbal and written.	✓		
4	Ability to make learning exciting, relevant and cross curricular	✓		
5	Ability to create a vibrant, collaborative, happy and challenging learning environment.	✓		
6	Excellent planning and organisational skills, including time management, for the effective delivery of teaching and learning and to identify priorities and meet professional targets.	✓		
7	Significant current evidence of subject specific skills relevant to the post that demonstrate expertise in the field.	✓		

8	Ability to plan and implement a cohesive, creative and innovative curriculum.	✓		
9	Evidence of a skill set that enables innovation and the leadership and management of change in the context of the post.	✓		
10	Ability to analyse data for the effective monitoring and assessment of student performance and target setting.		✓	
11	Creative and innovative approach to using the latest technologies within the curriculum for enhanced student learning		✓	
12	Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the School.		✓	

		E	D	Evidenced through
	<b>Experience</b>			
1	Developing a meaningful curriculum and learning experience together with demonstrable evidence of high quality classroom teaching that is engaging for all students, supports student progress and where there is good classroom organisation and class management.	✓		Application Interview References
2	Teaching relevant subjects across the age range and ability ranges at key stage 3 and 4, including preparing students for external examinations.	✓		
3	Relevant recent experience of implementing successful curriculum development and innovation within the subject area/s.	✓		
4	Demonstrable evidence of providing professional support to improve pedagogic practice and development of other colleagues.	✓		
5	Evidence of monitoring and evaluating student progress that supports continued improvement.	✓		
6	Evidence of collaborating and building effective relationships with parents, carers and the wider community to enrich teaching and learning for the wellbeing of students.		✓	
7	Experience of department evaluation activities such as performance data analysis, lesson observations, learning walks and work scrutiny.		✓	
8	Experience of participating in extra-curricular activities and visits to enrich learning experiences.		✓	

		E	D	Evidenced through
	<b>Personal attributes</b>			
1	Ambition, inspiration and motivation to lead improvement amongst colleagues that enhances the learning experience and outcomes for all students, at all abilities.	✓		Interview Presentation References
2	Enthusiastic, approachable and optimistic, with the presence to inspire confidence and trust.	✓		

3	Strong working ethos with a high level of commitment to the school, its improvement, its values and the whole school community.	✓		
4	Welcomes accountability to a wide range of groups, forms constructive relationships with all and understands the importance and value of engaging with parents, carers and the wider community.	✓		
5	Committed to enabling the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students needs and the academy communities.	✓		
6	An ability to be creative and use imagination and initiative to create a safe, fun, happy, challenging, stimulating and effective learning environment.	✓		
7	Self-reflective and responsive to feedback from a range of sources that help to identify and inform future decision making.	✓		
8	Adaptive and sensitive to dealing with issues appropriate to the situation.	✓		

### **University of Chichester Academy Trust**

The Trust's vision is "for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives"; and it is our mission "to create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning...".

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the school's own identity.

### **Teachers' Standards (England):**

Lead the Humanities teaching programme of the Academy strategically and act as a role model for innovative and engaging teaching, building on teaching techniques that reflect latest research and best practice in child learning and development. Ensure your practices and all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

### **Framework:**

Professional responsibilities and duties should be undertaken in line with the contractual framework for Heads of Department set out in the current School Teachers' Pay and Conditions document, the Academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

### **Equality and Inclusion:**

The University of Chichester Academy Trust and the academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should

ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

**Right to Work:**

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

**Health & Safety:**

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

**Sustainability and Environment:**

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The University of Chichester Academy Trust will support the school in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

**Data Protection:**

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

**Safer Recruitment:**

The University of Chichester Academy Trust and school are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service Certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at [www.gov.uk/dbs](http://www.gov.uk/dbs).

## Application Procedure

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Applicants should complete an Application Form and Equality Monitoring Form which can be downloaded from the school website [www.oakmoor.hants.sch.uk](http://www.oakmoor.hants.sch.uk) or the Trust's website [www.unicat.org.uk/find-job](http://www.unicat.org.uk/find-job) and submit it, so that it is received no later than 9am on 16 May 2022.

Oakmoor School  
Budds Lane  
Bordon  
Hampshire  
GU35 0JB

T: (01420) 472132

E: [v.ross@oakmoor.hants.sch.uk](mailto:v.ross@oakmoor.hants.sch.uk)

### Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

### Selection Procedure

The shortlist will be drawn up week commencing 16 May 2022. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above address may invalidate your application.

### Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

### Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.