



Three
Spires
TRUST

'Life in all its fullness'

St Peter's Collegiate Academy

2022 - 23 Academic Year

Position: Head of English

Academy: St Peter's Collegiate Academy

Closing date: Wednesday 26th April 2023

Salary: TSM/UPS plus TLR 1a £14'152

Contract: Full Time, permanent

Assessment dates: Week commencing 1st May 2023

Proposed start dates: September 2023

Message from the Principal

Thank you for your interest in the role of Head of English at St Peter's Collegiate Academy. This candidate pack is intended to provide you with an overview of the advertised role for Head of English. Please take time to look through the information about our Academy and browse the website: <https://stpetersacademy.org.uk/> If you require further information or would like to visit the Academy informally please contact us via email at: recruitment@stpetersacademy.org.uk

We are looking for a dynamic and motivated individual to join our school as the Head of English. The Head of English will be responsible for leading and managing the English department, coordinating the curriculum and quality assuring the standards of teaching and learning. The successful candidate will have a passion for English and a desire to inspire students to achieve their full potential.

To be successful in this role you will need to be energetic, enthusiastic and determined, acting with moral purpose to support our pupils and to fulfil their God-given potential. If you choose to visit the Academy I would be very happy to talk to you about the culture and ethos at St Peter's and our plans for the future. I hope that you will be sufficiently inspired to apply.

Academy profile

St Peter's Collegiate Academy is a Church of England Academy serving circa 1350 pupils including 250 pupils in the Sixth Form. Our faith is at the heart of every element of school life. Our values of Service, Respect and Aspiration are instilled in our students through our knowledge-rich curriculum, and our excellent pastoral care. We are extremely proud of the amazing work of our students and staff alike who strive to live out our Christian values in everything they do.

The Academy is located one mile from the centre of Wolverhampton, a city with a diverse community which is reflected in the multi-cultural and multi-faith dimensions of St Peter's. The Academy has a rich history and a long legacy within the city which is centrally located with easy access to the M5, M6 and M54 motorways and is well-connected to the local metro and train services by two separate bus routes. Situated on Compton Park West it neighbours St Edmund's Academy and attracts pupils from across the city, with most pupils attending from local neighbourhoods.

In January 2023 our new Principal Mr Mullen-Furness started his new role. After previously working at St Peter's, he is a familiar face to the community and lives locally.

Our core aim as an Academy is:

“To support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community”.

Currently, while we seek to optimise the learning experience our current provision is adversely affected by our ageing facilities. Fortunately these will soon be replaced by the DfE funded school rebuilding programme which accounts for circa 80% of the Academy site and its facilities, providing pupils and staff with new learning environments better suited to the demands of 21st Century pedagogical practices. The staff of the Academy are focused on strategic improvement of the school to enhance pupil's experiences, mitigating the barriers they encounter, enabling them to participate in a broad and rich curriculum. We seek to prepare pupils through their education for the modern world and the challenges it provides. At St Peter's we encourage pupils to serve their community, have respect for all and to aspire to be the best version of themselves every day. This is only achievable if we support our staff to do the same, modelling the behaviours and relationships necessary to be a value-led person.

Information for applicants

Advertised role: Head of English

Closing date: Wednesday 26th May 2023

The following guidance provides an overview of the application process and the stages you application will go through to give it appropriate consideration. We look forward to receiving your application in due course.

Supporting evidence

To support your application we require you to provide a supporting statement explaining the reason for your application and outlining your suitability for the role. This statement should be included within the application form and be no longer than 500 words.

References

Please contact your referees in advance, giving them notice that a reference may be requested and that you permit them to provide a reference to us.

You must provide two appropriate referees including your most recent headteacher/ principal and, if applicable, a reference from any previous educational employment you have had. We will not accept references from relatives, friends, work colleagues etc. Or open references i.e., not written in relation to the specific post for which you are applying.

If you are short-listed your references will be requested prior to interview. These will provide important information to the panel, informing the questions they may ask and the decision-making process. If you do not want your referees to be contacted before interview and your application is short-listed, please indicate this clearly on your application form.

Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions and warnings, including those otherwise regarded as “spent” must be declared. However, certain convictions and cautions are considered ‘protected’ meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website

Three Spires Trust and its academies are committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Section 128 direction check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.

Short-listing

Short-listing typically takes place the next working day after the closing date. The information you provide including the supporting statements will be used to inform the short-listing process, enabling us to assess how closely applications meet the criteria for the post. This process will be carried out by more than one person to ensure objectivity. It is common for those people to also be actively involved in the interview process.

Contacting you

We endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive an email communication from us within two weeks of the closing date, although on occasion it may take longer than this due to the number of applicants, school holidays or the availability of governors.

Attending interview

If you are invited to interview you will be required to bring certain original documents with you including proof of identity which features a photograph, a DBS Disclosure if you have one and any relevant qualifications. If necessary we can support remote interviews, however, any decision will be based upon individual needs and should not disadvantage any candidate.

Thank you for your interest and we look forward to receiving your application.

Head of English role overview

All staff have a pivotal role to play in every student’s spiritual, moral, social and cultural development. Through our mission to ensure that every student experience’s life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis. It may be modified by the CEO with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

Strategic Purpose

The post holder will be expected to match the characteristics described in the Professional Standards for Teachers, as appropriate, and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below

Leadership Behaviour

- To demonstrate a positive attitude in leading teaching.
- To fulfil the role of the lead professional, maintaining high standards in all aspects of teaching and professional behaviour, and seeking continuously to improve.
- To lead motivate, support, challenge and develop staff to secure improvement.
- To evaluate work undertaken by teams and individuals ensuring that there is clear delegation of tasks and devolution of responsibilities.
- To ensure that the most effective use is made of faculty staff, participating as appropriate, in the timetabling process.
- To ensure strategic planning and day-to-day working practices support the aims of the school.
- To teach in an exemplary manner, and to model to staff and students consistently excellent and professional behaviour.
- To be a presence around the school, promoting both the ethos, spirit and the letter of school policies.
- To promote within the faculty, school and the Academy Trust, a professional atmosphere of friendliness, support and rigour, and an enthusiasm for improving standards of learning.
- To be professional, friendly and respectful towards all colleagues and to address any concerns through proper channels.
- To implement and sustain effective systems for the management of staff performance incorporating appraisal and targets for teachers, including targets relating to students' achievement.
- To ensure that the school's Behaviour Policy is fully implemented by staff.
- To line manage named groups of staff both teaching and non-teaching.
- To celebrate and praise the achievements of staff and students.
- To monitor the quality of learning in line with the school's Quality Assurance Policy for Teaching.

- To praise and seek to spread good practice and to take immediate and robust action to bring about improvement where practice is less than good.
- To demonstrate a positive attitude in leading the Faculty.
- To ensure that resources are ordered in good time and within the Faculty budget, and that they are maintained safely and in good order.
- To be a spokesperson, when occasion arises, for the school and its aims.

Curriculum Planning

- To ensure that detailed schemes of work are planned for all courses run by the faculty.
- To ensure that formative and summative assessment is integrated into the schemes in line with the school's Assessment and Monitoring Policy.
- To delegate, as appropriate, the development of schemes of work to groups of staff, giving a lead on the key elements to be covered and monitoring and supporting their work so as to ensure high standards of teaching and learning on the courses planned.
- To ensure schemes of work support a range of learning and teaching approaches, including the use of IT, and focus appropriately upon any strands of learning that may be important for identified cohorts of students (e.g. literacy, numeracy, work related learning etc.).
- To ensure that schemes of work embrace and build upon national best practice and other developments in learning and pedagogy.
- To ensure that examination courses are planned very precisely in terms of the current syllabus and that assessment activities prepare students well for the examination and are graded to give an accurate measure of performance.
- To ensure either that schemes of work provide extensive support to teachers in producing lesson plans, or embrace model lesson plans.
- To train and coach faculty staff in the effective use of schemes of work and teaching materials and to access support for staff as appropriate from partnerships, Chief Examiners, Academy Trust colleagues and other sources of expertise.
- To plan for changes to the curriculum ensuring that the Trust and school's priorities are fully supported, that future developments in the national picture are fully anticipated and that maximum use is made of 'gained time, INSET days and other available development time.

- To ensure that the structure of the curriculum supports personalisation for all students.

Assessment and Monitoring

- To ensure that students are entered appropriately for examinations and to liaise closely with the Examinations Officer over entries and the checking of entries and results.
- To ensure that the school's Assessment Policy is fully implemented.
- To ensure that assessment is used to promote high quality learning and that assessment activities are designed to meet the range of purposes outlined in the school's Assessment Policy.
- To ensure that assessments are planned to align with the school's Assessment Calendar.
- To ensure that main assessments are designed in terms of syllabus assessment objectives and assessment criteria, and are weighted in line with syllabus weightings.
- To ensure that main assessments accurately measure the units of work they are meant to cover and do not anticipate elements of the terminal examination that have not yet been covered.
- To participate in the school's procedures for target setting.
- To monitor the performance of students in both external and internal examinations.
- To ensure that the potential grade thresholds of groups, their behaviour and their academic potential are all fully considered in the deployment of staff.
- To ensure the schools monitoring policy is followed by all faculty staff.

Behaviour

- To ensure that the school's Behaviour Policy is fully implemented within the Subject/Department.
- To be a port of call for any concerns over behaviour in the Faculty and to deal with poor behaviour and its causes robustly and as soon as is practicable. Where a student has been removed to liaise with him/her and to ensure that the matter is brought to a satisfactory conclusion and that any underlying causes have been dealt with

- To liaise closely with Curriculum Leaders, Pastoral Leaders, Pastoral Tutors and Support Staff over attainment, behaviour and attendance, and to be available to respond to the concerns of parents/carers
- To help plan a rota of duties so that common areas around the Department are properly supervised.

Communication and Marketing

- To attend Parents Evenings, Open Evenings and Options Evenings and other evenings as appropriate and ensure that the work of the Department is demonstrated in an informative and engaging manner.
- To liaise directly with parents/carers maintaining a manner that is friendly, helpful and professional.

Trust Development

- To support the Trust's aims and to carry out its policies.
- To support the Trust in implementing its Development Plan.

Duties

- To carry out duties in accordance with published schedules, or in response to reasonable requests within the scope of directed time.
- To carry out any other reasonable duties as assigned by the Principal.
- Additional specific responsibilities may be allocated on appointment on consideration of the strengths of the successful candidate and the needs of the Trust.

Other specific duties

- To implement a curriculum offer which ensures high participation within lessons and that any barriers to engagement are removed.
- To lead extra-curricular activities and enrichment programmes that engage a wide range of students and provide well managed and exciting opportunities within the school and Trust for all students.
- To continue personal development as agreed in Teacher Appraisal meetings and identified in Faculty Improvement Plans.

- To play a full part in the life of the Academy Trust community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy Trust's business dress code.
- To be a mentor to students on a 1:1 or small group basis.
- To undertake additional responsibilities and duties as required by the Head of School.
- To promote and implement the Trust's Equal Opportunities Policies in all aspects of employment and service delivery.
- To assist in maintaining a tidy, healthy, safe and secure environment and to comply with the Academy Trust's Health & Safety Policy, undertaking risk assessments, as appropriate.
- To promote parental and community involvement in the life of the Academy Trust, including attending Parents' Evenings and other curriculum/pastoral events, as required.
- To attend regular meetings before and after school hours including morning briefings.
- To undertake any other duty as specified by School Teachers' Pay and Condition Body (STPCB) not mentioned in the above.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. This may include short and medium term placements in any of the Trust academies and other schools supported outside of the Trust. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Summary of the main terms and conditions

Location

Your normal place of work will be at St Peter's Collegiate Academy, Wolverhampton, or such other place within a reasonable travelling distance as the Academy may reasonably determine. You may be required to travel to, and work at other locations for the purpose of supervising students and attending meetings or events.

Hours

The current academic day is from 8:50 am - 3:00 pm where students are on site from 8:30 am.

Pension

This appointment is eligible for automatic enrolments into the Teachers' Pension Scheme unless you elect to opt out and make private pension arrangements.

Notice Period

To terminate your employment, you must give written contractual notice as one half term.

Work Benefits

Employees are entitled to join a series of benefits that are available to them which includes, but is not limited to Cycle Scheme, Octopus Electric Car Scheme, Tech Scheme and Employee Assistance Programme.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree level qualification in a English 	<ul style="list-style-type: none"> • Good Honours Degree • Further professional qualifications
Teaching	<ul style="list-style-type: none"> • Able to teach full range of ability 11-18, as this role involves daily contact as regulated activity with children • Able to provide effective input to strategic planning at a departmental level • Able to develop an ambitious curriculum and evaluate classroom practice • Able to create an excellent climate for learning within teaching area 	<ul style="list-style-type: none"> • Successful class teaching experience across more than one key stage • Strong knowledge of the curriculum

	<ul style="list-style-type: none"> ● Able to use a range of strategies to promote learning ● Able to manage and encourage good behaviour ● Able to develop positive and meaningful relationships with students ● Able to make appropriate use of ICT for learning ● Understanding of how to use data to inform planning and improve students' performance ● Understanding of a range of assessment for learning approaches including grades where appropriate ● Able to communicate with students, parents and carers about students' progress ● Able to demonstrate outstanding outcomes in own teaching at GCSE level 	
Knowledge and understanding	<ul style="list-style-type: none"> ● Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments ● Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools ● Knowledge of the regulations around safeguarding and how to address any issues that might arise ● Knowledge of good practice guidelines to form and maintain appropriate relationships and personal boundaries with children and young people ● Be able to demonstrate emotional resilience in working with children and colleagues 	<ul style="list-style-type: none"> ● Experience of being involved in a whole-school initiative ● Able to develop best practice through a wide range of imaginative approaches ● Participation/development of co-curricular activities ● Engaged with developments in teaching and learning strategies to raise achievement

Personal Qualities	<ul style="list-style-type: none"> ● Enthusiasm ● Teamwork skills ● Willingness to work collaboratively with Trust Leads, Leaders of Education. ● Reliability and integrity ● Personal organisation ● Flexibility ● Motivational skills 	<ul style="list-style-type: none"> ● Engagement in own continuous professional development
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Note: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.