



**THE ARNEWOOD
SCHOOL**

Working Together - Shaping Tomorrow

Recruitment Teaching Pack



Information for Applicants

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Welcome to The Arnewood School, an academy that has both a local and national reputation for excellence. We place our children's needs first so that they are at the core of good decision making as to what is best for our school community. Our academic record over a long period shows us to be a consistently high performing school, with impressive examination results at all key stages including in our vibrant sixth form.

We continue to raise standards in all subject areas; we encourage diversity in teaching and scholarly learning across all subjects. We place great emphasis on a healthy balance between academic work and the all-round development of children. Ours is an academy with a strong commitment to very good pastoral care and a wide variety of curricular opportunities both cultural and sporting. The school is in part characterised by the wide range of trips and visits that create memorable learning experiences for students.

We recognise that words, pictures and statistics will only give you a hint of the warmth, ambition and commitment of our innovative learning community and we invite you to see us in action. I am very confident that a visit to The Arnewood School will justify your interest in the school as we continue to develop as a centre of excellence in The New Forest and beyond. At Arnewood we pride ourselves on our great international links to help develop a global mindset.

Job Title: Head of Year / English Teacher

Salary	MPS - Depending on progression and experience. UPS- Continuity. TLR - 1A £8,291 *
Employment	Full time Permanent.
Commencing	Required for Easter 2024 or sooner
Benefits	The Gryphon Trust awards national Teachers' Pay Awards in full. Contributions are made to the Teachers' Pension Scheme (TPS). A robust and externally validated programme for Early Career Teachers. Extensive CPD programme based on mastery of skills. Post 16 teaching career development.
Key Roles	To provide professional leadership and management for high achieving pastoral teams, monitoring and celebrating excellent learning for all. Ensure parents, students and staff are well informed about matters relating to the year group. To deliver English contributing to a well-established high-quality English curriculum to students throughout Key Stage 3, 4 and 5.
Contractual	All post holders are expected to carry out the duties of a school teacher compliant with the Teachers' Pay and Conditions document, Teachers' Standards, and Academies Handbook.

* 2022/23 figures which will increase once the payrise for 2023/24 has been finalised

How to Apply

Thank you for your interest in joining the team at The Arnewood School. We are part of The Gryphon Trust, a small trust with big ambitions serving the local community around New Milton and The New Forest in Hampshire.

The Arnewood School is a brilliant place to work. We are a staff who are committed to providing the best outcomes we can for children. We believe we make a difference to the lives of young people. We are also mutually supportive and have a lot of fun – working with children is a fantastic occupation. Our philosophy is underpinned by personal growth for students and staff alike.

The information contained in this pack is designed to provide you with the key information you will require in applying for the post. However, if you have any questions or would like to arrange an informal visit, please telephone Lindsey Harper on 01425 625405 or email her at l.harper@arnewood.hants.sch.uk.

Please complete an application form which can be downloaded from our website (www.arnewood.hants.sch.uk/vacancies). Emailed applications are welcome but for compliance purposes must be followed in the post by a hand signed hard copy.

The closing date for applications is 9am on Monday 4th December with interviews being held on Friday 8th December.

I look forward to receiving your application and reading about how your skills and ambitions can be dovetailed with the role description provided.

Yours sincerely



Jamie Anderson
Headteacher



BACKGROUND: Post Details

Colleagues in the English Faculty work hard to ensure students achieve very good results at GCSE, A/S and A Level in English and Media Studies. The school received a good judgement from Ofsted (2019). English was particularly praised for the exceptional promotion of achievement for students of all academic abilities.

At key stage 3, students are placed in mixed attainment groups. We aim to encourage debate and discussion, promote a love of reading and develop independent and critical thinking. We believe that providing a rich and varied diet of reading across our literary heritage will enable students to understand their cultural capital. We seek to inspire pupils by reading and emulating the work of wordsmiths from our literary canon – from great novelists and poets to skilful orators. For GCSE (AQA), we retain mixed attainment groups.

Most English lessons are taught in a suite of eight adjacent rooms on the first floor of the Main Building; resourcing for the subject is good. Clerical and reprographic support is available and staff have direct access to reprographic and I.T. facilities. All staff have laptops or iPads, just as all year groups can access and are able to buy or lease laptops/iPads. They are able to take them home as a family learning resource. We set homework through the school's virtual learning environment (Firefly).

The English Faculty maintains links with Hampshire Inspection and Advisory Service for Education; the department also works with the language co-ordinators of our local primary schools, particularly in view of our significant cross-phase liaison to improve literacy for all.

Applicants must be skilled practitioners, willing to plan and prepare to a high level; the ability to co-ordinate and participate in our extensive programme of extra-curricular activities is welcomed.

The successful candidate will demonstrate: -

- a passion for English education with an excellent subject knowledge and pedagogical understanding, particularly of teaching set texts
- they are an excellent classroom practitioner, who is experienced in teaching English at key Stages 3, 4 and, preferably key stage 5
- success in achieving consistently good results in English, at least, at key stage 3 and key stage 4, or as an ECT to establish this pedigree
- the ability to create and facilitate highly challenging and engaging lessons
- the highest expectations for all students whatever their ability and starting point
- the ability to monitor an overview of learning in the designated group of pupils for which the pastoral leader has responsibility
- the ability to maintain effective partnerships with parents for the benefit of the pupils learning and development
- they are able to lead the pastoral team in administering and co-ordinating reporting and recording of student achievement

We offer: -

- well-considered professional development and a wide range of professional opportunities
- a school in which the student body are well behaved and motivated to learn
- a supportive, committed and experienced team of English specialists to work alongside
- sound mentoring for all new staff from a stable and experienced senior team
- excellent accommodation and access to a well-stocked library on site
- exemplary personnel practice including salary progression and pension contributions
- a work life balance that values individual happiness and fulfilment.

Requirement Specification

	Essential	Desirable
Qualifications	UK Qualified Teacher Status (QTS) or DfE approved equivalence if qualified overseas.	Pastoral qualifications e.g. counselling or safeguarding Higher level post graduate study.
Professional Characteristics	Recent training associated with teaching and learning and/or curriculum impact. Emotional intelligence	Understanding of child psychology and behaviour management.
Experience	Experience of team leadership School improvement related to pastoral provision	Experience of teaching English to A Level. A proven track record of improvement in student outcomes in English.
Skills & Abilities	An excellent classroom teacher with a clear understanding of what makes for effective teaching and learning and the capacity to share it with others.	Strength in data handling, progress monitoring and academic intervention. Comfortable working in situations requiring conflict resolution.
Personal Attributes	Cheerful, optimistic and hardworking disposition. Strong organisational ability Fairness and consistency	Contributes to the community and/or engages in voluntary work.
Other Requirements	Desire to lead extracurricular activities including year based residential activities. Committed to your own continuing professional development.	Willingness to contribute to wider school activities, for example, school productions.

General Information for Applicants

The Arnewood School provides a high-quality education for students aged 11 to 19 years of age. The school was formally grant-maintained, then a foundation school and most recently an academy. School leaders established The Gryphon Trust which has two schools. Eaglewood School, The Arnewood School's partner, is an alternate provision school, recently built following our successful submission to establish a free-school. Despite our autonomy we are by instinct outward facing and always willing to work with others with similar values.

The school currently has just under 1000 students including approximately 150 in the thriving sixth form. The school has an excellent record of academic success albeit this is obscured in performance table as we are truly inclusive. We do not off-roll vulnerable children just to look good for OfSTED. Students, parents, staff and members of the wider community are justifiably proud of the school's success.

Parents are overwhelmingly supportive of the school and its staff. The school has excellent IT services and we offer all children the opportunity to participate in a low-cost tablet scheme to which many subscribe. Our embedded use of virtual learning meant that we found ourselves better placed than many to switch to remote schooling during the 2020/21 pandemic.

Our Aim

The school's aim is: -

To allow each student to fulfil their unique potential and make the world a better place through their informed choices and actions. We aim to inspire the next generation by equipping them with the skill, knowledge and attributes to be successful in their chosen future in work and leisure. We seek to build the aspirations of our students so they can become the best versions of themselves and view the world with excitement and opportunity.

This is captured in our mission statement: -

Working together; Shaping Tomorrow

Location

We serve a diverse catchment in New Milton. Children mostly join us from link primary schools but some travel from further afield. New Milton is a thriving town. Its high street has weathered the economy better than many. We have a mainline link to London and Weymouth. Geographically we enjoy the benefits of being equally close to The New Forest National Park and seaside. The town has excellent sporting and cultural amenities including many clubs and an arts centre. Housing, including rental property, is available in the town but many staff live Southampton or Bournemouth which are easily commutable.

The School Curriculum

The school's curriculum is organised around key curriculum areas each led by a head of curriculum or subject leader. Students follow a broad curriculum in key stage 3 (Y7 and Y8) before selecting options in key stage 4 (Y9 – Y11). We encourage students to think of their time in school as a 7-year journey culminating in sixth form study at Arnewood Sixth.

Our principle curriculum areas are: -

English
Mathematics
Science
Humanities
Modern Foreign Languages

Expressive Arts
Information Technology
Design Technology
PE
Vocational Studies

We offer over 20 different subjects at key stage 5.

Our curriculum is rich and we provide a wide range of learning opportunities in a variety of ways to meet the context of the school and the locality it serves. Both the formal curriculum and informal curriculum are important to us. The school's extra-curricular programme provides excellent sporting and cultural enrichment.

At all key stages learning is based around five key pillars which we believe to be essential in facilitating the delivery of the school's aims for its students. These are that learners should be: -



Pastoral Care & SEN

Ours is an inclusive school. We are non-selective and see our role as giving all students, irrespective of their starting point, the best opportunity in life. All teachers play their part in the pastoral care of our students ably supported by specialist non-teachers with pastoral responsibility including pastoral assistance, medical welfare, attendance, safeguarding and inclusion. Tutors are allocated to tutor groups and in general progress with the same class as they mature through the school. Each year has a head of year.

Our SEND team is led by the school's SENDCO and the Learning Support Manager. We have a large team of learning support assistants work in classrooms to support teaching staff. Other staff lead small group work in learning support including language and numeracy intervention.

The Arnewood School Professional Culture

Our professional culture sets the tone for the way we interact with others.

- We are here for the children first – the “litmus test” for our decision-making is what is in the best interests of students, their families, and our community.
- We model the behaviour we expect from others including students.
- We praise and share the success of others above ourselves.
- We define problems and design possible solutions - we don't grumble and moan.
- In the face of adversity, we remember we are team players and colleagues will support us through good and bad.
- We are honest - we don't say one thing and think another.
- We only make commitments we intend to and are able to keep.
- We presume honourable motives.
- In conflict we talk directly and privately to the person with whom we share a problem - we don't gossip.
- We forgive and we move on.
- We give ourselves time to listen and think - we work hard and do not feel guilty if we take time for ourselves and friends and family.
- We teach with an “open door”.
- Our core business is teaching and learning – this is the priority.

Safeguarding and Child Protection Statement

In safeguarding children, we aim to: -

- provide an environment in which students feel safe, valued and respected
- allow students to feel confident, and know how to approach adults if they are in difficulties believing they will be heard
- inform all teaching and non-teaching staff of the need to safeguard all young people and of their responsibilities in identifying and reporting possible neglect or abuse
- provide a systematic means of monitoring students known, or thought to be at risk of harm and ensure we, as professionals, contribute to assessments of needs and support for those students
- develop and promote effective working relationships with other agencies, including children's social services and the police
- maintain a structured procedure within the school including visits and trips which will be followed by staff and the community when child protection is necessary.

All staff working within our school, who have substantial access to children, will be checked as to their suitability to work with young people. This will include, to give some examples, verification of their identity, qualifications, and a satisfactory DBS check. Details will be maintained in a single central record for audit purposes.

Equal Opportunities Statement

The Gryphon Trust and The Arnewood School values the diversity of our workforce and welcomes applications from the whole community irrespective of race, religion, sexual orientation or disability. Together we are stronger.



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