



**King Arthur's School**

# **LEAD PRACTITIONER FOR ENGLISH**

**START DATE: SEPTEMBER 2023**



SCHOOLS ACHIEVING SUCCESS TOGETHER

**SAST**

SHERBORNE AREA SCHOOLS' TRUST

Dear Applicant,

Thank you for expressing an interest in the post of Lead Practitioner for English at King Arthur's School. Accompanying this letter is information about the school, general information about the role and a job description, which we hope will provide you with everything you need to know to apply for the post. The school website also gives further details about us.



This is a full-time, permanent post, commencing September 2023. We believe this is an outstanding opportunity to take on a key support role in a school that works hard to enthuse students and instil in them high standards.

**The successful candidate will:**

- Have a passion for all aspects of English teaching and be an outstanding teaching practitioner.
- Have excellent communication skills and the ability to celebrate and promote high quality teaching and learning.
- Embrace and contribute to the vision and values of the trust.
- Have demonstrable ability in mentoring and coaching others.
- Be able to build positive relationships.
- Have a real interest in educational issues, approaches and alternatives from around the world.
- Be proactive and motivated to continuously improve practice of self and other colleagues. Be able to coach and mentor as required.
- Use resources, intellect, creativity and innovation to be successful.
- Be able to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning.
- Be a team player who will go the extra mile to support students and colleagues and who will enjoy the opportunities of this role.

This is a wonderful opportunity to join a school within a Trust with a great community feel, real strengths and the ability and desire to develop further. There are currently just under 500 students from age 11-16, with numbers increasing every year. When you visit the school, you will notice the:

- Friendly and welcoming atmosphere
- Students are well-behaved, comfortable and safe
- The range of experiences and opportunities
- Hard working, committed and caring staff
- Beautiful location and space for learning
- Strong local community

We are looking for someone with high expectations and standards, with the capacity to laugh and enjoy the challenges of this role. You need to be a team player; you will go the extra mile to support. In return, you will join a Trust that is full of activity, opportunity, and optimism. You will be strongly supported by all our staff in your work.

SAST is a strong and ambitious Trust of both primary and secondary schools seeking to ensure an excellent and sustainable 0-19 education for children within our community across West and North Dorset as well as South Somerset and is looking to grow further.

You are very welcome to visit us in advance of an application or to contact us to find out more. We look forward to reading your application and we will contact all applicants following shortlisting.

Very best wishes,

A handwritten signature in cursive script that reads 'Colin Sinclair'.

Colin Sinclair  
CEO

# THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Friday 10<sup>th</sup> March 2023**

The interviews will be held on **Thursday 16<sup>th</sup> March 2023**

**Salary:** **Leading Practitioner 1-5:** £44,523 - £49,136 per annum (subject to experience)  
**Contract:** Permanent, full-time

This is an exciting period of growth of the Trust and its development. We are seeking to appoint an exceptional Lead Practitioner for English to join our English team and be an integral part of our ambition to create a centre of English excellence in North Dorset and South Somerset. This is a wonderful opportunity to join a highly regarded, successful and well-resourced team who work hard to enthuse our students, instil in them high standards, and provide them with the opportunity to fulfil their potential.

## **The successful candidate will:**

- Have a passion for all aspects of English teaching.
- Be an outstanding teaching practitioner.
- Have excellent communication skills and the ability to celebrate and promote high quality teaching and learning.
- Embrace and contribute to the vision and values of the trust.
- Have demonstrable ability in mentoring and coaching others, with demonstrable impact.
- Be able to build positive relationships.
- Have a real interest in educational issues, approaches, and alternatives from around the world.
- Be proactive and motivated to continuously improve practice of self and other colleagues.
- Use resources, intellect, creativity, and innovation to be successful.
- Be able to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning.
- Be a team player who will go the extra mile to support students and colleagues and who will enjoy the opportunities of this role.

## **You are asked to provide the following:**

- A completed support staff application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be returned either by post, marked 'Confidential' to HR Recruitment Team, Shaftesbury School, Salisbury School, Shaftesbury, Dorset, SP7 8ER or by email to:

[recruitment@sast.org.uk](mailto:recruitment@sast.org.uk)

Should you wish to arrange a visit to view the School, please do not hesitate to contact Claire Hamblin, Office Manager on [claire.hamblin@kingarthurs.org.uk](mailto:claire.hamblin@kingarthurs.org.uk) or at 01963 32368 who will be happy to arrange this.

*SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who*

*will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.*

*King Arthur's School, part of the Sherborne Area Schools Trust, has an absolute commitment to safeguarding and promoting the welfare of children. The Trust and School follows the national and Somerset policies and procedures for child protection and security and the interview will include questions about safeguarding children. Current and/or previous employers will be contacted for references as part of the verification process pre-appointment checks if the applicant is short listed. The successful applicant will be required to undertake an enhanced disclosure check with the Disclosure and Barring Service.*

*Sherborne Area Schools' Trust (SAST) recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.*

*This role is UK- based and your right to work will need to be established as part of the appointment process.*





# JOB DESCRIPTION

**Job title**                      Lead Practitioner in English  
**Grade**                         Lead Practitioner Range 1-5

## General responsibilities and duties:

- To work with the Headteachers and Heads of Department, to secure high quality teaching and learning, effective use of resources and monitoring information to improve standards for all the students in English.
- As Lead Practitioner of English, you will support the CTL in developing, leading and managing the effective delivery of an outstanding curriculum, which enables the highest level of student progress and attainment in English.
- You will lead a professional community of teachers and promote outstanding teaching and learning across the Trust, with the opportunity to teach up to Key Stage 5 across our secondary schools.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To share and support the Trusts responsibility to provide and monitor opportunities for personal and academic growth.

## Specific duties:

Have knowledge and understanding of:

- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- New subject-specific pedagogies and research and their potential impact.

## Planning & target-setting

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Ensure that schemes of work are created, updated and used effectively by staff to promote high quality personalised teaching, learning and interventions.
- Work with the SENDCo, and any other staff with additional Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of a range of specialist subjects within the curriculum area.
- Contribute to whole-school aims, policies and practices including those in relation to safeguarding, behaviour, bullying and racial and homophobic harassment.
- With the Assistant Heads and Heads of Department identify realistic and challenging targets for improvement and be clear about actions to be taken, the relevant timescales and criteria for success.

## Teaching & Managing Student Learning

- Ensure curriculum coverage, continuity and progression across the range of subjects for all students, including those of high ability and those with additional educational or linguistic needs.

- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively.
- Ensure guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- Ensure teachers promote the progress of every student within each lesson, across sequences of lessons and throughout modules/schemes of work.
- Ensure effective development of students' literacy, numeracy and information technology skills through the subject.

### **Assessment & Evaluation**

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to assist students in setting targets for further improvement.
- Evaluate the teaching of the range of specialist subjects within the curriculum area and use this analysis to identify effective practice and areas for improvement.
- Implement whole school systems for recording and reporting individual pupil performance.

### **Student Achievement**

- Establish clear targets for students' achievement and evaluate attainment and progress for all students.
- Use data effectively to identify individual students and student groups who are underachieving and, where necessary, create and implement effective plans of action to support these students.

### **Managing Staff & Other Adults**

- Attend meetings as requested.
- Support staff in achieving constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, appropriately evaluating practice, and developing an acceptance of accountability.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.

### **Managing Resources**

- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the Trust.

### **Strategic Leadership**

- Support the Trust and Headteacher's vision for the curriculum area which ensures continual improvement, maximum effectiveness and outstanding outcomes.
- Contribute to a climate which enables other staff to develop and maintain a positive attitude towards, and confidence in, their professional role.
- Contribute to the development and implementation of practices to ensure all relevant parties are well informed about subject policies and plans and the curriculum area's success in meeting objectives and targets.

## General

- Contribute to the development and organisation of any relevant extra- curricular activities and visits which extend learning beyond the classroom.
- Any other appropriate and reasonable activity as may be directed from time to time by the Headteacher.

## Notes

- The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use directed time in accordance with the School's published time budget policy, and have regard to Section 67 of a Teacher's Conditions of Employment. The job description is NOT necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment after consultation with the post holder.



# PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Recent and Relevant CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Masters level degree</li> <li>• NPQML</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Expertise in planning the progression of subject skills within individual and across sequences of lessons.</li> <li>• Proven track record of outstanding English teaching including marking and assessment.</li> <li>• Knowledge and understanding of the subject requirements for English.</li> <li>• Successful experience of teaching English at Key Stage 3 and 4.</li> <li>• Proven track record of delivering strong progress outcomes.</li> <li>• Proven track record of strong, effective behaviour management strategies.</li> <li>• Experience of teaching at Key Stage 5</li> </ul>	
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Ability to evaluate the quality of pupils' progress using a range of evidence</li> <li>• Proven ability to coach and mentor colleagues effectively</li> <li>• Good organisational skills</li> <li>• Exceptional communication skills</li> <li>• Proven ability to establish productive and collaborative working relationships with staff</li> <li>• Excellent management skills e.g. an ability to lead a team, motivate others, effectively develop staff, hold staff to account</li> <li>• Proven ability to establish productive professional relationships with children, and parents</li> <li>• Resilience to manage one's own work pressure and to capacity to manage effectively the work of others</li> <li>• Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit</li> </ul>	
<b>EQUAL OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• A thorough understanding of up-to-date safeguarding requirements and best practice</li> </ul>	
<b>OTHER REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.</li> </ul>	



# ENGLISH DEPARTMENT – USEFUL INFORMATION

## Your Role

We are seeking to appoint an outstanding teacher of English who recognises the importance of language and literacy as vital aspects of the success of young people. They will be able to enthuse students and will show a real passion for reading and language in all forms. This is an outstanding opportunity to join a very successful team in a school with a dynamic culture, an established curriculum and fantastic CPD opportunities.

We are offering the successful candidate the opportunity...

- To join an established and successful team in a thriving school.
- To promote success in reading, writing, speaking and listening and become an advocate in our community for reading and literacy.
- To work with students across the full age and ability range in an 11-16 School.
- To help shape and create an enhanced provision beyond the great range and quality we already provide.
- To work in an innovative and outward looking school.

There are many factors which will support this opportunity:

- Positive, courteous and enthusiastic students.
- A dynamic, supportive and professional team and working environment.
- The opportunity to shape, design and develop the curriculum for our pupils. Each of our team takes responsibility for a year group.
- A thoughtful, well-sequenced and engaging curriculum.
- A recently re-stocked library with a team of dedicated student librarians.
- Extensive links with other schools in SAST and beyond!

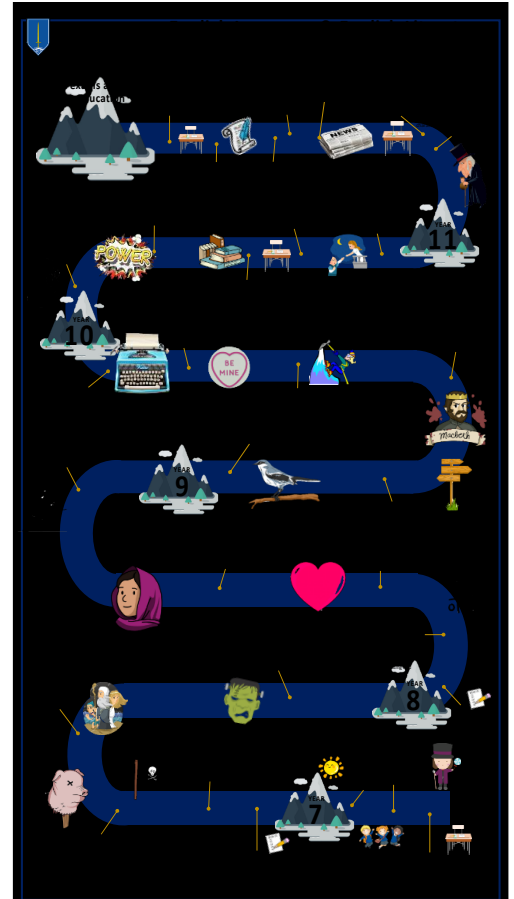
## Background Standards

- Excellent results in the P8 metric for GCSE English Language.
- Year-on-year improvement in pupils achieving English Language and English Literature grades 9-4 and 9-5.

## Subject Success

- Pupils who are increasingly engaged with reading and writing for pleasure.
- A dedicated and growing team of librarians.
- Excellent levels of engagement and participation in World Book Day events.
- Author visits and creative writing workshops.
- A Year 10 pupil recently won a national poetry award and had her work published.





# ABOUT KING ARTHUR'S SCHOOL



**King Arthur's School**

## **About Us:**

King Arthur's School was built in 1958 and is based in the Somerset town of Wincanton. We serve the local community across the area including surrounding villages in Dorset and Somerset. On the 1st April 2019 King Arthur's School became an academy and joined the Sherborne Area Schools' Trust (SAST). Serving students from the local community and surrounding Dorset and Somerset villages, King Arthur's has been supported by SAST prior to joining, and has close links with all SAST schools.

We are a small but rapidly growing secondary school. This helps us to develop a special family atmosphere within our school community, where every student feels cared for and valued. Every child really does matter and all children are known by all staff. Students thrive and succeed in our positive, caring and respectful environment.

Our special culture and ethos focus on high achievement both personally and academically. We want all students to be the best that they can be in respect of their academic achievement and personal growth. We also want them to develop a strong sense of belonging. This comes through their significant contribution to our school community, as well as benefitting from it.

Our goal is to see every student within our school community succeed and achieve their individual best. We aim to support and nurture students to develop confidence and resilience through a wide range of learning and enrichment activities. We continually emphasise high expectations and remind students that there are no limits to what they can achieve, if they have the right mindset.

We believe firmly in opportunity and achievement for all and we are proud to provide an education that aims to equip all students with the self-belief, knowledge, skills and understanding to fit easily and actively into a rapidly changing society.

Our journey of school improvement is well under way and we are all committed to the rapid development of our school. We have already seen huge improvements in outcomes for our young people and growth in our staff. Our improvement priorities currently include: improving the quality of teaching, securing high levels of challenge, and raising pupils' attainment and progress; enhancing parental engagement to best support our young people in their educational journey; improve standards of behaviour and foster a positive culture that promotes learning; ensure pupils and staff have a rich, positive experience of school and are well-looked after.

## **Our Mission**

We support and encourage every student to strive for the highest possible levels of academic achievement, alongside developing the personal attributes and qualities to thrive and make a positive contribution throughout life.

## **Our aims are to:**

- Create a challenging, inclusive, collaborative, creative and happy learning community;
- Ensure high quality teaching and learning, honesty and respect for others, with a collective will to bring out the best in every student in our care;
- Instil in students a belief that they can and will achieve beyond expectations in order to meet their dreams and lead their lives;
- Enable students to take their place in the world as happy, healthy, kind, confident, ambitious and independent individuals, with enquiring minds ready to face the challenges of tomorrow.

## **What we value – The King Arthur's ethos**

- Our students come first
- Enjoyment and fulfilment, with hard work - going the extra mile
- Friendliness and strong sense of community
- Support and care for everyone and each other
- Integrity, manners and honesty
- Inquisitiveness through a breadth of opportunities and experiences
- An engaging, calm and purposeful learning environment
- Leadership, aspiration and ambition
- Pride, quality and excellence – the details matter

## **Care and Support**

King Arthur's School prides itself on the quality of its pastoral care, which helps all students to remain engaged and motivated to learn. At King Arthur's we believe that every child matters and should feel valued as part of our community. Young people need to feel safe and secure in order to thrive academically and socially. Our pastoral team works tirelessly to ensure that this is possible and to help students and their families deal with problems if and when they arise.

## **Our Facilities**

King Arthur's School is set in a spacious green campus with far reaching views across the town of Wincanton and the Blackmore Vale. We have specialist science laboratories and IT suites, food technology rooms, a range of outdoor hard courts and grass pitches and a Performance Centre, which is used for our school productions and special events.

Our library provides a bright and welcoming environment for research and study, with students having access to a wide variety of resources in both print and digital formats.

Café @King Arthur's offers students a selection of nutritious, hot and cold food prepared daily by our dedicated catering team. Our healthy and nutritious menu is popular with students, and we cater for many with dietary requirements.

Students also benefit from access to an on-site sports centre with a fully equipped gym, a sports hall and a 25m swimming pool.

A number of community groups meet regularly at the school, including Guides, Brownies, Rainbows, Army Cadets, and the Choral Society, offering students enrichment opportunities in addition to the many extra-curricular activities available during the school day.





# SHERBORNE AREA SCHOOLS' TRUST (SAST) INFORMATION



SAST is a multi-academy trust, formed in June 2017, of seven schools serving the West and North Dorset area as well as students from South Somerset. Currently, there are 17 schools with more than 5,000 students and over 850 members of staff. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 4 secondary schools including a state boarding school and Sixth Form and a large 11-18 secondary school with a Sixth Form of over 400 students. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

## **Our Schools:**

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-academy trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years.

## **What we value – our ethos:**

### **Partnership and Collaboration**

Our schools support each other, by sharing expertise and resources, to ensure improvement.

### **Pursuit of Excellence**

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

### **Holistic Lifelong Learning**

We promote the personal development of every child and a love of lifelong learning for our students and staff.

### **Equality and Distinctiveness**

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

## **Organisation - How we work:**

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every School to continue to provide an excellent education for all our students while protecting the school's role at the heart of its community, along with our unique qualities and strengths.



