



Farnham
Heath End School



Part Time Teacher of English



#RoadToGreatTogether



Candidate Letter

Thank you for your interest in this role. This post is an exciting opportunity to join a rapidly improving school towards our journey of #RoadToGreatTogether.

Farnham Heath End School is an 11-16 community school serving the Farnham and Aldershot areas. As we continue to grow, we are looking to expand our English department. In September, we will have approximately 1050 students on roll and are truly comprehensive. Farnham Heath End School is also part of the Weydon Multi Academy Trust (www.weydonmat.co.uk).

We are fortunate to have a great staff, both teaching and non-teaching. Visitors frequently comment on the warm and welcoming atmosphere in the school. At Farnham Heath End School we believe in working and playing hard. Our students and staff throw themselves into events like Comic and Sport Relief as well as productions like the yearly Staff Pantomime, all with tremendous energy and enthusiasm.

The Senior Leadership Team comprises of Principal, 2 Vice Principals, Assistant Principal and 5 Associate Assistant Principals. We are very fortunate to have a Governing Body which actively supports the school as our 'critical friends'. I firmly believe in the concept of distributive leadership because I am convinced that I do not have all the good ideas and that leadership is a team activity. If you are interested in applying for this post please do so by letter of application and completing the application form (no CVs or additional information). In your letter of application, which should be no more than two sides of A4, please could you address the following points:

- Why you are particularly attracted to this post at this school
- A summary of your experience to date
- Your educational philosophy
- Anything else you may wish to add

If you decide to apply I look forward to reading your letter which should be returned to school by **Friday 25th October** however we reserve the right to interview sooner, when appropriate. Please ensure that you include contact numbers for both daytime and evening and an email address. If you would like to visit the school to see us in action, before submitting your application please contact Lydia Searle lsearle@fhes.org.uk.

I know from my own experience how long it takes to draft letters of application and thank you in advance for your time and effort. Thank you for your interest in this post and whatever the outcome, may I wish you the best of fortune in your future career. Yours sincerely,



MR STUART MAGINNIS
Principal



JOB ADVERT

Post:	Teacher of English
Employer:	Farnham Heath End School
Location:	Farnham, Surrey
Salary:	MPS/UPS
Contract type:	Part Time
Job starts:	Asap
School type:	Secondary 11-16, mixed gender

We are looking for a Part Time English teacher with passion, enthusiasm and a drive to make their students love the subject as much as they do. The successful candidate will need a personality that is vibrant and wants to own their classroom, whilst building and maintaining authentic relationships with their students and colleagues and becoming an integral part of the FHES community. We are a school driven to challenge students and are keen to see all students succeed and achieve their full potential during their five years at school. We are looking for a candidate who shares these values. Whether you are an experienced teacher, looking for a new challenge, or a newer member of the profession, we would love to hear from you.

Farnham Heath End can offer successful applicants:

- A disruption free learning environment with polite and kind students;
- Centralised resources from an English Department who always work together;
- A weekly departmental meeting in which the English team sets their own CPD agenda;
- The opportunity to work in a beautiful new building which houses both the English department and a wonderful library;
- Opportunities to collaborate across a range of mainstream and specialist provision schools within the supportive Weydon MAT;
- External leadership/NPQ opportunities, including supporting masters' applications and aspiring senior leader's development programme; and
- Access to a fitness suite within the school.

Recruitment and retention bonuses will be considered for the right candidate.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance. For more information please contact Lydia Searle via lsearle@fhes.org.uk.

You are welcome for a visit at any time before application; please contact Lydia Searle should you wish to make a visit. Completed application forms should be returned to Lydia Searle lsearle@fhes.org.uk by **Friday 25th October 2024** However, we may interview sooner.



Welcome to the English Department

The English department at FHES is a friendly and supportive place to work, including 10 specialist members of staff with a diverse range of experiences, backgrounds and areas of subject expertise. We can guarantee that any future members of the team, whatever their career stage, will feel supported in developing themselves, as well as our students.

We continue to review and refine our curriculum to formulate a knowledge-rich, spiral curriculum offer based on the principles of high expectations and challenge; we believe that all students have the immense potential to achieve very highly in English and, as a result, all of our lessons are “taught to the top” with most year groups now transitioned to mixed attaining groups.

At Key Stage Three (Years 7 and 8), we focus on laying broad foundations for student success at Key Stage Four. Examples of Key Stage Three Schemes of Learning are: Tales as Old as Time, Where the World Ends, and Twelfth Night. At Key Stage Four (Years 9-11), we follow the AQA specification for both English Literature and English Language, which are taught interleaved. The English Literature texts we study are: Romeo and Juliet, A Christmas Carol, An Inspector Calls, and the Power and Conflict cluster in the AQA anthology. I would encourage candidates to cast an eye over the English section of the school website for more detail on our curriculum.

No teacher is expected to plan their day of teaching from scratch, but instead use our department Schemes of Learning, freeing up time for teachers to focus on excellent delivery, great explanations, and responsive teaching. In addition to this, we use the comparative judgement software No More Marking for our KS3 assessments, and focus on providing high-quality live and whole-class feedback, rather than expecting staff to write extensive comments on the students’ work. Each week, we get together for 2 hours of subject planning and development, which helps sustain our collegiate and collaborative approach.

FHES has a strong commitment to research-informed teaching and learning and the English department is committed to using strategies with a strong research base to ensure we give all our students the very best chance of success. Every classroom in our beautiful new building has a visualiser for live modelling and feedback.

The English department at FHES is a fantastic place to work and we look forward to welcoming someone who shares our passion for the subject and our drive for student success.



Job Description

Responsible To: Head Of English

Main Purpose of the Job:

- Carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document.
- Teach specialist subject within the age range 11 - 16 and, if necessary other subjects commensurate with your expertise.

Teaching:

- Use research-informed teaching and learning strategies to enable students of all abilities and backgrounds to make optimum progress.
- Demonstrate passion for your subject.
- Have a strong willingness to collaborate within the department and across other MAT schools.
- Secure a good standard of student behaviour in the classroom by establishing high expectations based on strong, positive relationships with young people.
- Have an understanding of the 'best bets' in the classroom with regards to research-informed practice.
- Have a commitment to inclusive teaching that allows all students to thrive and make progress.
- Use formative and summative assessment to inform planning and responsive teaching.
- Understand the purpose of spaced retrieval practice and how to manage students' cognitive load.
- Provide regular feedback, as and when appropriate.
- Marking and analysing summative assessment performance.

Professional:

- Attend scheduled department subject planning and development sessions and tutor meetings.
- Attend parents' consultation meetings as directed.
- Participate in the school's performance management process.
- Participate in instructional coaching programme for all 1-5 year teachers. 6 year + teachers to work through the professional development curriculum.
- Attend the In-Service Training programmes organised by the Multi Academy Trust.
- Implement school policies.
- Take responsibility for your own professional development.

Form Tutor:

- Support the well-being of all members of the tutor group.
- Attend year group meetings as directed.
- Maintain an accurate register of student attendance, including lateness, in accordance with school guidance.
- Ensure effective communication to parents and students through distribution of written material and collection of acknowledgements where appropriate.
- Participate in 'Everybody Reads' tutor programme.
- Teach PSHE as part of the pastoral programme for form time.



Other Duties:

- Play a full part in the life of the school community.
- Support the school in meetings its vision and ethos.
- Play an active role in the protection and safeguarding of children.
- To actively promote school policy.
- To continue your personal development.
- To undertake any other duty as specified by the school.
- Foster good working relationships with all stakeholders as well as the wider community in order to promote the academy in an effective and positive manner.

General Responsibilities:

- Teaching subject specialism.
- School duty supervision.
- Admin as required
- Any other operational requirements.

Line Management: Not Applicable

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition.

This Job Profile is current at the date shown but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the job which are commensurate with the salary and Job Title.



Person Specification

Qualifications	Essential	Desirable
Has qualified teacher status with a degree qualification	*	
Evidence of Continuing Professional Development.	*	
Evidence of further education (NPQ, Masters etc.)		*
Professional Knowledge, Skills and Understanding	Essential	Desirable
Commitment to safeguarding and promoting the welfare of young people	*	
Teach Key Stage 3 and Key Stage 4	*	
A willingness to engage in evidence-informed pedagogy	*	
Ability to take initiative, lead, motivate, inspire and support students to achieve excellence	*	
Excellent interpersonal and group skills	*	
Able to ensure that technologies are used effectively to improve learning	*	
A range of strategies for creating a positive climate for learning	*	
Excellent organisational and planning skills	*	
Evidence of good/outstanding classroom practice with a proven record or exam success	*	
A sound knowledge and understanding of current curriculum developments	*	
Ability to undertake self-evaluation and plan and execute improvements	*	
The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students	*	
Have the capacity to manage own work pressure	*	
Experience:	Essential	Desirable
An understanding of the use of assessment to inform planning	*	
Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance.	*	
Recent experience of teaching the subject to all Key Stages	*	
Promotion of the subject across the curriculum		*



Personal Qualities	Essential	Desirable
High quality communication skills with the ability to develop positive relationships with all stakeholders	*	
Ability to maintain trust	*	
A sense of humour and a good sense of well-being	*	
High expectations of self	*	
A flexible and adaptable approach	*	
Treats people fairly, equitably and with respect to maintaining positive working relationships	*	
The ability to inspire young people to learn and engage parents in supporting students learning	*	
A willingness to be involved in extended curriculum opportunities in the subject area and across the school.	*	
Knowledge of changes to SEND	*	
The ability to manage time effectively and prioritise work	*	
A commitment to own personal and professional development	*	
Be a successful team player and be able to make sound judgements	*	
Patience, sense of humour	*	
Reflective practitioner	*	
A commitment to inclusive education	*	
Ability to work under pressure and meet deadlines	*	
Able to learn and develop pedagogy and practice from others in your team	*	
An ability to understand and appreciate your current strengths and the ways in which these might be further developed	*	
Safeguarding	Essential	Desirable
The ability to form and maintain appropriate relationships and personal boundaries with students	*	
A commitment to inclusive education		
Committed to safeguarding and promoting the welfare of children and young people (References)	*	
Equality of Opportunity	Essential	Desirable
The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to	*	



50 Reasons to Work at FHES

1	Wellbeing Co-ordinator appointed to organise social events, create surveys and be there as a 'go to' for staff.
2	Additional PPA time for management responsibility.
3	A sensible 'feedback policy', bespoke to departments. No more countless hours pointlessly marking hundreds of books 'just because'. No mandatory written comments or specific frequency required.
4	No lunch duties. If staff really want to do one, we pay them.
5	Outstanding nursery on site, discounted by 10% for staff.
6	Flexible working and part-time working supported, especially for staff with young children.
7	Only one break duty per week, usually when the teacher is free the period before or after.
8	All SLT teach to spread the load and stay firmly 'in the game'.
9	Autonomy given and no micro-managing, within our shared values and strategy
10	Sensible performance management done with you not to you with a classroom development focus.
11	Low stakes lesson visits based on professional curiosity and research-informed practice.
12	Lesson visit feedback arranged during school hours.
13	Work scrutinise led by departments and Middle Leaders, based on professional curiosity.
14	Pace: when there is an issue, we tackle it fast and get it sorted. No faffing.
15	Staff discouraged from reading or sending emails on their phones, at least in the evenings and weekends.
16	While we try to recognise and praise discretionary effort, no kudos given for working extra hours just for the sake of it.
17	CPD is bespoke, targeted and evidence-informed.
18	CPD is planned for the term and year in advance, so everyone knows what is happening.
19	SPDS encourages collaborative planning (subjects meet weekly on a shorter school day to allow for collaborative curriculum planning)



20	Staff encouraged to share resources and co-create across the MAT
21	Data capture two times per year (cut down from 6)
22	No written parental reports for subject teachers, only form tutors.
23	No formal lesson plan formats or silly rules about submitting them.
24	Fantastic admin support: all letters checked, addressed, printed and posted or sent electronically for staff centrally.
25	On site ICT technicians offering full time tech support.
26	We want meetings to focus on T&L and strategy, not admin. They should finish on time and are not needless.
27	We are careful of 'mission creep', where extra and often unnecessary details are gradually added to an initiative usually causing workload to spiral out of control.
28	Trust. An absence of fear: no Ofsted fear, no management fear.
29	1265 Directed Time not filled up. We know staff work hard and go the extra mile. We don't need to measure it.
30	Single page SEFS and 100 day Action Plans for departments
31	Working towards a coaching culture. The T&L team are coaching trained in order to support our staff effectively. This aims to reduce workplace stress and empower staff to take effective control of their work lives.
32	SISRA for staff to access data and complete analysis swiftly.
33	Principal supports family and milestone events if a day off is needed.
34	Range of staff socials/events to encourage getting together and relaxing as a team.
35	Staff have access to a trained counsellor to support with positive mental health
36	Opportunities for staff career progression within school or across the MAT.



37	Systems in place for supporting staff with health issues.
38	Budget allocated to Wellbeing Co-Ordinator to support events.
39	Leave for unavoidable medical appointments fully paid.
40	No BS and no elephants in the room. Regular opportunities given to staff to give critical feedback to the Principal about what's going well and what is not. We talk about and acknowledge challenges and where we can do better.
41	All staff email kept to a minimum. Only a select few of our staff are able to send all staff emails. We now have a daily and weekly bulletin.
42	Free access to the school Fitness Suite.
43	Early years teachers (ECTs – ECTs+3) receive weekly instructional coaching from trained coaches.
44	All staff have access to the FHES effective teaching habits to ensure classroom consistency.
45	Virtual parents' evenings, which allow staff to work from home.
46	Host school for ResearchEd Surrey
47	Integrated Google classroom use to support face to face and remote teaching
48	Introduction of knowledge organisers with students who self-assess their own learning increasing student ownership and removing need for staff to mark home learning.
49	All staff have access to a school purchased Chromebook to support them with high quality access to technology
50	All classrooms have visualisers for all staff to live mark and model answers

“Road to Great Together”

Find us on Twitter [@TeamFHES](https://twitter.com/TeamFHES)