



Drapers' Academy

Second in Charge English Faculty

Application Pack

www.drapersacademy.com

01708 371 331 • Drapers' Academy, Settle Road, Harold Hill, Romford RM3 9XR

Welcome

Dear Applicant

I am proud and privileged to be Principal of Drapers' Academy and am utterly committed to ensuring that we provide the best opportunities for all of our pupils, students and their families. Drapers' Academy is a Harold Hill school committed to serving our community and in our vision statement we make clear that our focus is both to maximise academic attainment and support our young people to lead fulfilling lives. At Drapers' Academy we have very high expectations of ourselves: staff, teachers and all of our pupils and students.

I am committed to building upon the successful school that Ofsted recognised in our 2020 Inspection. We have a hugely experienced and committed staff who are totally focused on ensuring that all pupils and students succeed and enjoy coming to school. We achieved our best ever GCSE and A Level results this academic year (2023/2024) and are confident that this upward trajectory will continue. Our culture is based around our three core values. Our community know that at Drapers' we are Purposeful, Respectful and Kind.

What makes Drapers' Academy special?

- We are one of a decreasing number of schools that are determined to provide a diverse and engaging KS3 curriculum that includes art, music, drama, ICT and Design Technology including Food Technology along with the core subjects of maths, English, Science, the humanities, languages including French and Spanish and PE.
- All of our pupils have the opportunity to go on an amazing variety of trips and visits. We subsidise some of these so that all of our community can be involved. They include trips to France, Germany, theatre trips and a range of educational visits.
- Links with, and support for our pupils from, Queen Mary University and the Drapers' Company, our two sponsors.

As a school we are committed to the professional development of all staff. All teachers are part of our Instructional Coaching programme, our principal model for improving teaching which stands completely outside of the appraisal system. We work on the premise, not that we are not good enough, but that we can all be better.

Drapers' Academy remains, as ever, committed to supporting the children and families from our community. If you are passionate about education and its power to transform lives, if you are able to both challenge others and respond positively to challenge, I look forward to reading your letter of application and finding out more about you.

Good luck and best wishes



Gillian Dineen
Principal



About Us

Drapers' Academy opened in 2010 and in 2012 we were honoured when Her Late Majesty The Queen officially opened our award winning facilities. Since 2014 we have been oversubscribed for Year 7 places and six years ago we increased our planned admission number from 180 to 210 places. We are full in all year groups.

We have an amazing building situated within large grounds. Pupils and students treat the building with respect and are proud of their school. Our Sixth Form has grown and we are now at our capacity of nearly 200 students.

We have worked hard to serve our families and become an integral part of our local community. The governors and our staff believe that the best possible education should be available to local children without having to leave Harold Hill. Our aim remains to ensure that we provide the best possible foundation for every child to succeed.

We are committed to attaining the best possible GCSE and A level results for our pupils and students. However, our pupils' success is not exclusively academic. With our extensive co-curricular programme our pupils leave the Academy as confident young adults able to use their education and skills in their chosen career path.

In March 2020, Ofsted judged us Good in all areas and acknowledged us as a rapidly improving school.

Staff development is a priority at Drapers' Academy. All of our staff commit to the importance of learning. We offer high quality CPD in the form of regular whole school sessions focusing on evidence led practice. All teaching staff also commit to our instructional coaching programme.

We understand the importance of valuing staff and believe supporting staff wellbeing involves a focus on manageable work load as well as a positive, respectful culture. The below are just some of the ways in which we support our staff:

- Committed and supportive Senior Leadership Team
- Opportunities to teach across Key Stage 3, 4 and 5
- Class size averaging 25
- Proactive staff led Wellbeing Team
- Centralised detention system

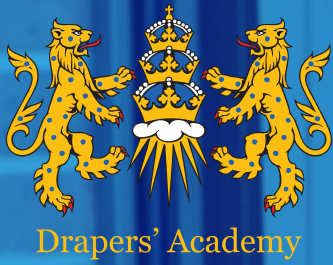


“Pupils are polite, respectful and accepting of others. They are courteous to their peers and towards adults, including visitors.”

“The principal leads with integrity. Staff feel valued and well supported by leaders. They say they are proud to work at the school.”

OFSTED INSPECTION, MARCH 2020





Drapers' Academy Key Information

Pupils On Roll

1,226 Year 7 - 11: 1,040
Sixth Form: 186

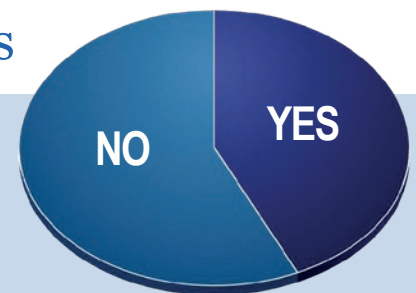
Ofsted Rating



Drapers' Academy was assessed as a Good Provider by Ofsted in March 2020. Please visit our website to view the full inspection report.

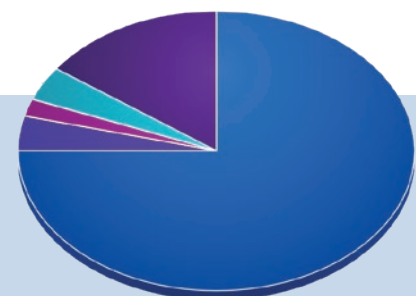
Pupil Premium Pupils

43%



First Languages

English: 75% Lithuanian: 4%
Romanian: 4% Polish: 2%
Other Languages: 15%



SEND

12% SEND
EHCP: 3%
SEND Support: 9%



Second in Charge - English Faculty

Faculty Introduction: English

The English Department at Drapers' Academy is highly qualified, creatively-minded and fully committed to developing excellent practice in teaching and learning. Drawing on our academic specialisms and breadth of learning, we aim to encourage an enthusiasm for literature that extends far beyond the classroom, while developing in pupils the skills that will enable them to flourish academically and gain vital experience for life. Pupils learn how to respond critically to the uses of language they encounter, not only in literary texts, but also in the world around them. We encourage wider-reading and believe in the importance of developing a personal, creative and critical voice.

Our Key Stage 3 students cover a broad and exciting curriculum using the Mastery Curriculum model, which has the threads of GCSE readiness running through it from Year 7. Each year, pupils study a 19th Century text, a 20th Century text, a Shakespeare play and have exposure to poetry. Lessons also include Mastery Writing to ensure writing is technically accurate and all year groups participate in fortnightly reading for pleasure. The Faculty have timetabled library time and work together to make reading central to our curriculum.

All pupils take English Language and English Literature in their GCSE years. These studies culminate in the sitting of the AQA 9-1 English Language and AQA English Literature examinations at the end of Year 11. Students develop their knowledge of classical literature from the study of 'A Christmas Carol' and 'Macbeth', moving on to a modern play 'An Inspector Calls' by Priestley. In every term students also build upon their Language skills based around non-fiction texts and practice creative and transactional writing.

The A-Level English Literature course is exciting and stimulating and leaves students with a detailed knowledge of literary works across the ages, helping to build vital skills for further academic study. The course is structured with thought-provoking and well-chosen texts, allowing for exciting in-depth study of individual works. The Department is successful in encouraging a number of students to read English at leading universities.

The English team at Drapers' is made up of friendly, encouraging and dedicated professionals who welcome new teachers and trainees alike. We are as committed to developing our own learning as teachers, as we are passionate about improving the opportunities of all our pupils.

Application Process

Post Start Date: • **Easter or earlier if possible**

Candidates are encouraged to visit the school. However, it is understood that this may not be possible.

Closing Date For Applications: • 8th November 2024

Interviews: • w/c 11th November 2024

If you would like to apply for this post please complete your application online at [TESjobs](#).

If you have any questions please contact Sue Lucey (Executive PA) by email slucey@drapersacademy.com or telephone 01708 371331. References may be contacted as part of the initial shortlisting process.

Applicants are requested to read the information carefully, especially the job description and person specification (found on the following pages). Please ensure your application satisfies the criteria in the person specification and you display evidence of this in your formal letter of application.

You must complete the reference section with TWO referees.

Please note that the first referee should normally be your present or most recent Headteacher or equivalent person. If you are not currently working with children, please provide a referee from your most recent employment involving children.

Referees will be asked about disciplinary offences relating to children, which may include any in which the penalty is "time expired" and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. References will not be accepted from relatives or from people writing solely in the capacity of friends.



Job Description

Job Title	Second in Charge - English Faculty
Reports to	Head of Faculty
Location	Drapers' Academy
Hours	Full Time 52 weeks
Contract Type	Permanent
Salary Point	MPS/ UPS TLR 2a

Second in Charge Responsibilities

In addition to the requirements of a class teacher, Seconds in Charge of Faculty are required to support the smooth running of the Faculty by taking on appropriate and agreed responsibilities, lead on agreed aspects of the department including a Key Stage and deputise for the HoF in their absence.

- Lead curriculum development within a Key Stage ensuring all MTPs are up to date and appropriate
- Develop and monitor the quality of teaching and learning within the faculty alongside the HOF.
- Analyse pupil progress and achievement on a timely basis, putting intervention in place where necessary
- Oversee the quality of assessments for a Key Stage
- Where appropriate assist in appointing and inducting new staff to the faculty
- Promote and provide subject-based CPD for staff in the faculty
- Conduct appraisals of staff in the faculty.
- Line manage staff within the Faculty and deputise for the HoF where required
- Devise, adapt and implement faculty and school policies
- Manage pupil behaviour in accordance with the school's discipline policy
- Arrange visits, speakers and other subject-based extracurricular activities
- Provide appropriate support for new teachers working within the department
- Order, organise and manage faculty resources

Teacher Responsibilities

- To plan, resource and deliver lessons and sequences of lessons to the highest standard, thereby ensuring meaningful learning takes place and pupils make rapid and sustained progress
- To develop one's own teaching practice to a level of advanced proficiency through the school Instructional Coaching model
- To fully implement all academy routines and techniques for creating a culture of high expectations within and outside of the classroom
- Work collaboratively with both school and network colleagues as a committed team member, building successful, high performing teams
- To contribute to the enrichment and extra-curricular programmes
- To provide daily pastoral tutoring to a cohort of pupils
- To contribute to the effective daily working of the academy.

Teaching and Learning

- With direction from the Head of Faculty and within the context of the academy's curriculum and schemes of work, to plan and prepare effective teaching schemes and lessons
- To teach engaging and effective lessons that motivate, inspire and improve pupil attainment
- Plan and teach well-structured, differentiated lessons that are aligned to the agreed curriculum and cultivate every pupil's intellectual curiosity
- To assess pupils progress and use the academy's whole school assessment model DPR effectively, updating judgements regularly and thereby monitoring pupil progress and respond accordingly to the results of such monitoring
- To produce/contribute to oral and written assessments, reports and references relating to individual and groups of pupils in line with the school monitoring and evaluation framework.
- To ensure that all pupils achieve at least expected progress and the majority of pupils make more than expected progress
- To identify underperforming pupils and groups of pupils. Implement effective and timely learning interventions in respect of underperforming pupils.
- To maintain regular and productive communication with pupils, parents and carers, to report on progress, sanctions and rewards and all other communications
- To direct and supervise support staff assigned to lessons
- To implement and adhere to the academy's behaviour management policy, ensuring the health and well-being of pupils is maintained at all times
- To participate in preparing pupils for external examinations
- To fully participate in the Academy's quality assurance (QA) and performance management processes
- To promote the spiritual, moral, social and cultural development of all pupils

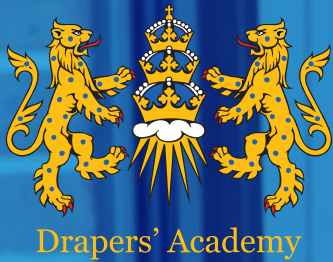
Academy Culture

- To support the academy's values and ethos by contributing to the development and implementation of policies, practices and procedures
- To help create a strong academy community including the academy House system, characterised by consistent, orderly behaviour and caring, respectful relationships
- To help develop a school/Faculty culture and ethos that is utterly committed to achievement, good discipline and respect
- To be alert and active on issues relating to pupil welfare, safeguarding and child protection
- To support with break duties as part of pastoral responsibilities
- To support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

The above duties are neither exclusive nor exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post, the competence of the post holder and the context of the duties of the post holder.

This job description is subject to annual review.





Drapers' Multi-Academy Trust & Our Sponsors

Founded in 2014, Drapers' Multi-Academy Trust aims to be at the heart of the local community it serves. We aim to deliver to local families an excellent education and create new opportunities for our pupils.

As a Multi-Academy Trust we strive for our schools to be among the most successful all-ability schools in their area. We will achieve this through traditional values and laying the foundations for outstanding education to be taught.

Our sponsors are highly experienced and passionate about education.



www.thedrapers.co.uk

The Drapers' Company have been involved in education for over 500 years. They support a range of extra-curricular activities and link the Academy to a wider community across London. With their support, our pupils and students have greater access to employment opportunities and provides informal coaching and support.



www.qmul.co.uk

Queen Mary, University of London, is one of the country's leading higher education institutions and is a member of the Russell Group of top universities. The university provides support and expertise to both staff and pupils, particularly in the Academy's specialist areas of science and maths. Student ambassadors from the university regularly visit the Academy providing support to pupils and an insight into higher education. There are regular visits to their main campus based on the Mile End Road for pupils to experience life at university. As a co-sponsor, Queen Mary, University of London guarantees a place to all Academy Sixth Form students who achieve the required entry grades.



“Trustees and governors know the school well.”

OFSTED INSPECTION, MARCH 2020

Benefits of Working With Us

We know our staff are key to our success. Whether you are a newly qualified teacher, a returnee to the workplace, support staff or an aspiring school leader, the Drapers' Multi-Academy Trust can support and develop your career.

We believe in creating collaborative working environments where our staff can reach their full potential. Our schools are at the heart of our local community and work together to ensure staff feel valued, supported and are able to maintain a healthy work-life balance.

If you join our Trust then you will have access to the following:

- A clear vision to deliver high standards of education and serve our community
- A committed and supportive Middle and Senior Leadership Team
- Proactive staff led Wellbeing Team and wellbeing activities
- State-of-the-art campus surrounded by acres of countryside
- Committed, generous sponsors: The Drapers' Company and Queen Mary University of London
- Class size averaging 25
- No retrospective book marking
- Opportunities to teach across KS3, 4 and 5
- to ongoing professional development
- Centralised detention model
- Membership of the Havering Teacher Training Partnership and the Ambition Institute to support
- Fully subscribed
- Staff events at Drapers' Hall

- An employer who invests in the development of staff with a commitment
- ECT induction, teacher training and CPD of staff at all levels
- Additional non-contact time for instructional coaching
- Collegiate coaching CPD and additional Breakfast CPD
- Opportunity to apply for NPQ qualifications

- Free access to the Employee Assistance Programme provided by the Education Support Network, offering support, information and advice
- Free onsite gym
- HES Rewards (discounts to various high street shops and online stores)
- Eye care scheme
- Cycle to work scheme

- Close proximity to the M25 (Junction 28, Brentwood) and the A12 for ease of access from London, Kent, Essex or Hertfordshire
- Ample free, secure, on-site parking
- Short bus journey from Harold Wood (Cross Rail) Station on the Elizabeth Line





Drapers' Academy

Total Capacity

1,250 Children

Building Floor Size

10,000 sq metres
(2½ acres)

Year 7 - 11

1050 Pupils

Sixth Form

200 Students

Grounds

23 Acres

Sports Pitches

3 Grass Pitches
All weather Astroturf
Netball and Hard Courts

Indoor Climbing Wall

Exercise Suite and Gymnasium

Theatre and Dance Studio

Year 7 Dedicated Area

Exclusive Sixth Form Area

Transport

The local train stations are Harold Wood and Romford. These trains are run by Greater Anglia.

There are several local bus routes with a stop at the top of Settle Road. These are the 174 and the 496.

Drapers' Academy

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Romford RM3 9XR

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www.drapersacademy.com

Chair of Governors

Mr Oliver Everett

Principal

Ms Gillian Dineen

