



Drapers' Multi-Academy
Trust



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

Thank you for taking the time to enquire about the **Second in Charge - English Faculty** position. This is an exciting opportunity to join the **English Faculty** in our aspirational school and to make a real difference to the lives of the young people of the Harold Hill community.

I am, and I expect my staff to be, committed to each and every pupil and student in our school. I want the very best outcomes for them and in order to achieve this I need to employ the best staff. I have been Principal here for over six years and continue to have high ambitions for our Academy. We are a great school with the vision to be outstanding and excellent in the eyes of our families.

Having researched the school you will know that our school is located within a deprived area. Our challenge is not to allow this to be a barrier to success. We strive to ensure that all of our pupils and students, regardless of starting points, make at least expected progress, with targets to go beyond national expectations. A drive on literacy at Key Stage 3 is already having impact. Due to the pandemic, the challenges may have increased, but our determination for all to succeed is unwavering.

Our Vice Principals lead on teaching within the Academy so that learning and progress is maximised through a bespoke pedagogy. We are a Good school and to become Outstanding we must continue to innovate within and beyond the classroom.

To be successful, we believe that children need to have self-confidence and respect for others. The foundation for this is a sense of discipline and an understanding of the rules that govern our relations with other people. We make no apology that the Academy has high expectations regarding behaviour and standards.

I hope you like what you read about the Academy and that it offers you something you feel you can make a significant contribution to. I encourage you to visit us as I'm sure that once you see what is on offer, you'll be keen to become a member of our close-knit community.

If you have the drive and determination, are not afraid of a challenge and are passionate about securing the best education for young people, I look forward to reading your letter of application and finding out more about you.

Good luck and best wishes



Darren Luckhurst
Principal



About Us

Drapers' Academy opened in 2010 and since then we have made great strides in achieving our vision of becoming a successful, all-ability school. In 2012 we were honoured when Her Majesty The Queen officially opened our award winning facilities. Since 2014 we have been oversubscribed for Year 7 places, five years ago we increased our planned admission number from 180 to 210 places.

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 almost at our capacity of 200 students.

We have worked hard to serve our families and become an integral part of our local community. We have proven that we provide every one of our pupils and students with the best possible education available and that local children do not have to leave Harold Hill to receive an excellent education. Our aim is to ensure 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 success is not exclusively academic. Our specific enrichment programmes ensure our pupils and students leave the Academy as confident young adults able to use their education and skills in their chosen career path. Last year we were delighted when 80% of our Year 13 students achieved a place at their chosen university.

In March 2020, Ofsted judged us as Good in all areas and acknowledged us as a rapidly improving school. It is vital that we continue to move forward and this role will be an important part of our future success.

Staff development is very important to us and we have a range of professional development opportunities including NPQML and NPQSL programmes for our staff. We hold weekly teaching and learning briefings for all teaching staff and this is supplemented by an extensive in-house CPD offer. We care about staff wellbeing and have a forever adapting programme of support for all. Recent examples include yoga classes, a modern fitness suite and a variety of workshops.

We are proud to be at the heart of the Harold Hill community, committed to educating confident, articulate and successful young people.

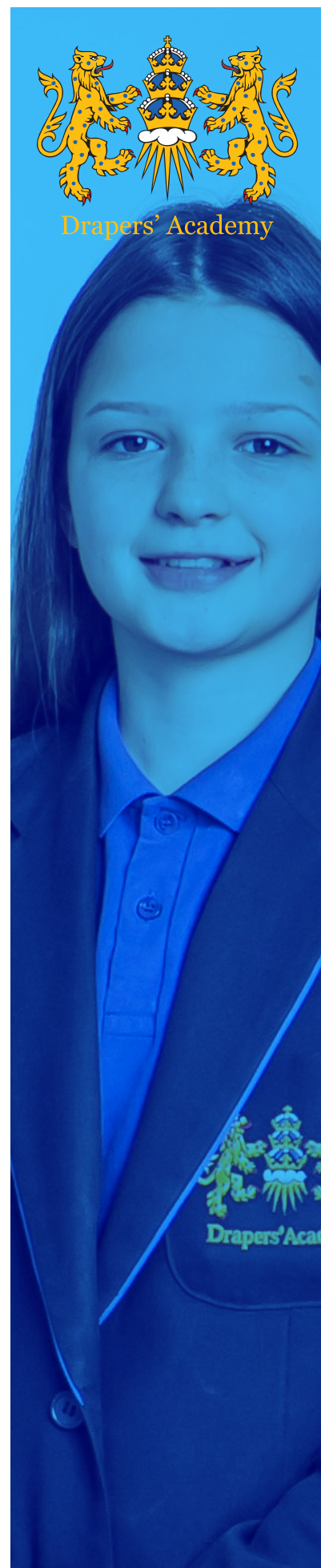


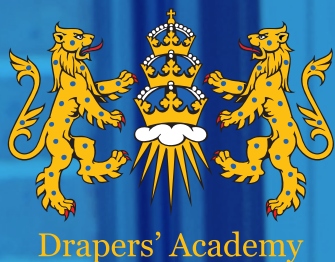
“Pupils are polite, respectful and accepting of others.
They are courteous to their peers and towards adults,
including visitors.”

OFSTED INSPECTION, MARCH 2020

“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

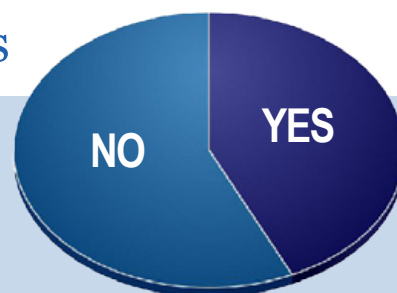
Ofsted Rating



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

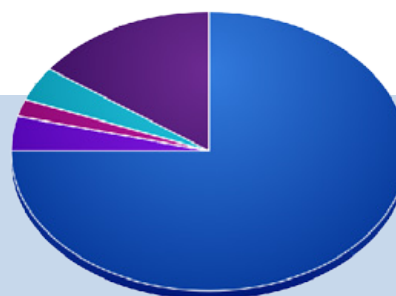
Pupil Premium Pupils

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: • **January 2023, or earlier if available**

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

Closing Date For Applications: • Monday 17th October 2022 **Interview Date:** • w/c 17/09/2022

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 (Principal's 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. A mentoring programme allows pupils to 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:

- All staff receive an iPad
- A clear vision to deliver high standards of education and serve our community
- State-of-the-art campus surrounded by acres of countryside
- Committed, generous sponsors: The Drapers' Company and Queen Mary University of London
- Fully subscribed through the school
- Staff events at Drapers' Hall
- Class size averaging 25
- Opportunities to teach across KS3, 4 and 5
- Free access to the Employee Assistance Programme provided by the Education Support Network, offering support, information and advice
- Centralised detention model
- Committed and supportive Senior Leadership Team
- Proactive staff led Wellbeing Team
- Our own 6th Form area dedicated to A Level teaching
- Membership of the Havering Teacher Training Partnership and the Ambition Institute to support
- ECT induction, teacher training and CPD of staff at all levels
- An employer who invests in the development of staff with a commitment to ongoing professional development
- Close proximity to the M25 (Junction 28, Brentwood) and the A12 for ease of access from London, Kent, Essex or Hertfordshire and ample secure on-site parking
- Short bus journey from Harold Wood (Cross Rail) train station
- Secure free parking
- Free onsite gym
- Cycle to work scheme
- HES Rewards (discounts to various high street shops and online stores)
- Eye care scheme
- Staff well-being activities





Drapers' Academy

Total Capacity

1,250 Children

Building Floor Size

10,000 sq metres
(2½ acres)

Year 7 - 11

1040 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

Settle Road, Harold Hill

Romford RM3 9XR

T: 01708 371331

E: admin@drapersacademy.com

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Chair of Governors

Mrs Felicity Conway

