

APPLICATION PACK

Second in English



Susie Powell
s.powell@jstc.org.uk
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Application Information – Second in English



John Spendluffe Technology College

JSTC is a non-selective 11-16 co-educational school in a selective area. We are a popular, over-subscribed school of around 629 students. Despite being a secondary modern school, we have the full ability range including gifted and talented students. We are proud of the work that we do with our young people to enable them to challenge themselves academically and reach the highest of aspirations. At our most recent Ofsted inspection we were rated as 'requires improvement' with 'good' in Leadership and Management and Behaviour. We strongly encourage prospective candidates to read our positive Ofsted report which recognises that we have made much progress already towards re-gaining our 'good' grading. As a school we are working hard to develop our already broad curriculum offer to students to ensure that the new Ofsted framework recognises the excellent education we offer our students. We are a single academy trust but have developed strong networks and links with a range of partners and other schools locally and throughout the county, including the Lincolnshire Teaching School Alliance, Kyra Teaching School and Humber Teaching School.

An Attractive Location

JSTC is situated in the small, quaint, rural market town of Alford on the edge of the Lincolnshire Wolds, an Area of Outstanding Natural Beauty (AONB). Lincolnshire is a large county with a variety of beautiful landscapes: flat fens, coastal marshes, clay vales and the rolling uplands of the Wolds, attracting an abundance of wild flora and fauna. Morning drives across the stunning and tranquil Wolds frequently creates wonderful memories and conversation with colleagues. The school site is well placed and at the centre of the community of Alford with good road links to major urban centres in the East Midlands.

Housing is extremely low priced compared to other areas of the UK and new build developments are enhancing the housing choices available in the region.

The School Site

The school site has been enhanced in recent years to include two new classroom builds, a re-furbished English teaching block, a remodelled, modern canteen, and refurbishment of the original, attractive 1930s building. Car park facilities on site are free. The school has its own swimming pool, all-weather pitch and gym facilities which are all available for staff use.

School Ethos and Values

Supporting our students and their families to achieve the highest possible aspirations to a bright future lies at the heart of our daily work in school. High quality, extensive pastoral provision enables us to fulfil this mission. Our aim is to empower our students to become '*resilient, respectful and responsible*' in readiness for the next step of their educational journey. We are committed to serving each other, the students, and the wider community.

Our Students

Our students are our best ambassadors. They come from a wide rural and coastal area with the majority travelling by bus to school. Many students are not confident about the talents and abilities when they first arrive but through the hard work of our staff, we enable our students to develop and thrive into young adulthood. Students take part in a range of activities in and out of the classroom and visitors are frequently impressed with their courtesy, and the pride that they have in their school. Our students behave well and want to learn. Some students find academic work difficult and our experienced SEND team work hard to ensure that students have an appropriate curriculum and personal support. JSTC offers its students excellent opportunities to develop skills for life as well as academic qualifications. We want all of our students to develop into caring, active citizens.

JSTC has a strong coaching culture; a wide range of staff coach Year 11 students to help them improve their resilience, independence, and self-efficacy.

Committed and Friendly Staff

Our dedicated staff believe passionately in improving outcomes for all students and this can be seen in the positive relationships with each other and in the classroom. Staff are happy to teach at JSTC and want to stay. There is a low turnover of staff each year as we believe in providing opportunities for career progression at JSTC.

Staff Wellbeing

Teaching is a demanding profession and we therefore ensure that staff wellbeing is at the core of our development. The school has a highly supportive ethos with respect to both staff and student wellbeing. The Wellbeing Group is an active, voluntary forum of different staff who work together to promote good mental health and wellbeing in the workplace.

The Wellbeing Group provides impartial, personal, confidential support and general advice on wellbeing, workload, and work-life balance. The Wellbeing Group is consolidated by trained Mental Health First Aiders who can support staff for a range of feelings such as low morale, loss and bereavement, isolation, fear, stress, etc. Furthermore, the Wellbeing Group strengthen JSTC's coaching culture by creating informal networks of 'Care Buddies' for new staff and those who are going through difficult experiences.

Pre-pandemic, staff enjoyed engaging in social activities outside of school – particularly at the end of terms. There still outside sport to get involved in, our virtual book club and even online mediation.

New Staff Induction

You will be warmly welcomed into our friendly school and supported in all areas of your practice so that you can enjoy teaching with confidence. JSTC offers a comprehensive and personalised induction training programme to all new staff including Academic Mentors, ITT trainees and NQTs. The New Staff Induction Team support all staff who are new to our school or their role, or returning after absence, regardless of their position. Despite the pandemic, staff have been fully supported through a series of live and recorded training sessions. Staff can post questions on the Teams channel for peer support, chat informally to their Care Buddy or contact the wider Induction Team to seek support and guidance relating to their induction training.

Professional Development

The Governors, Headteacher and Senior Leaders remain committed to recruiting high quality staff to the school. Staff professional development and career progression are an important part the school's caring culture.

JSTC is committed to providing staff with opportunities to access nationally recognised professional development qualifications such as NPML, NPQSL, and NPQH.

We want our staff to enjoy their teaching, develop their professional practice and flourish in their careers. Our strong team of staff coaches and mentors provides personal and professional support for every stage of a teacher's career.

Staff share strong practice and our unique staff coaching programme provides exciting opportunities in professional research, inquiry, and collaboration.

We provide in-house training as well as seeking external providers with the best and most relevant support.

Department Information – English

The English department aims to ensure that all students, regardless of their background and prior attainment, make rapid progress through enjoyable and enriching learning experiences. We aim to empower students to be independent, resilient, and confident learners who can articulate complex emotional and cognitive responses.

The English department is led by a Head of Department who is a member of the Senior Leadership Team. We are looking for a Second in English who is an aspiring Head of Department, brimming with energy and new ideas, a team player but also someone who will confidently embrace the opportunity to lead on new initiatives in both key stages and deputise for the Head of Department when required.

There are currently 7 members of staff within the department. We are a strong, well-established, supportive team comprised of three full-time and four part-time specialist teachers who are collaborative and innovative in their approach to teaching and learning. There are currently no trainees or NQTs in the department; however, most of the department were trained at JSTC and we thoroughly enjoy sharing our experience and skills with those new to the profession. We are involved in training English teachers almost every year.

The department networks with other schools and the Lincolnshire Teaching Schools Alliance (LTSA) to keep ahead of national developments in English and with changes in the curriculum. Members of the department attend subject network meetings, visit other schools, and contribute to the formation of policy and practice within the department.

All students are taught a five-year curriculum in five or six groups per cohort. Year 7 are currently mixed ability with sets in other year groups. Class sizes are comparatively low. At KS4 all students study Pearson Edexcel GCSE English Language with a high percentage studying Edexcel GCSE English Literature too. All students study English literature in Years 7-9, but Edexcel Functional Skills is also taught to appropriate groups from Year 9, to low ability students, with a personalised level of accreditation in KS4. A designated member of the English team, an experienced examiner, is the specialist teacher and co-ordinates the Functional Skills curriculum. A strong programme of literacy provision from entry ensures that all students can enjoy a rich English curriculum, and that no student is left behind.

Lessons are taught in six dedicated rooms within an English block. The rooms are well-sized, bright, and airy. The department is well-resourced with texts, IT facilities, printers, telephones, and interactive whiteboards. Dedicated working spaces are available to staff within the English block; there is a Meeting Room with an IT zone to work in and a comfy seating area to recharge in at breaktime and lunchtime; a staff Learning Hub contains space to work quietly with a lending library of wellbeing and professional resources.

Job Description – Second in English

Line managed by Head of English

Salary: MPS + TLR 2b

Purpose of Role:

- To support the work of the English department – staff and students.
- To deputise for the Head of Department when and where necessary.
- To improve standards (attainment and progress) reached by all students.
- To develop the English curriculum in both key stages.
- To inspire and enthuse teaching and learning.

Role and Responsibilities of Second in Department

- Contribute to strategic leadership to ensure that English colleagues are aware of, and can act upon, national subject developments and initiatives within the School.
- Ensure that the core values of the school (*Respect, Responsibility and Resilience*) are fully expressed and demonstrated by the English department.
- Lead on specific, agreed aspects of teaching and curriculum development and planning.
- Collaborate with colleagues to ensure that appropriate curriculum maps, schemes of learning and resources are in place to fully support each student in making sustained progress.
- Assist the Head of Department with staffing, finance, and resource management.
- Deputise for the Head of Department when required to ensure that that English is fully represented and well prepared at meetings and evening functions as required.
- Assist with the effective tracking and analysis of students' progress in both key stages, monitoring the progress of students and planning suitable interventions.
- Accurately identify student underperformance and support departmental staff in effectively communicating this to relevant progress teams, parents, and other appropriate stakeholders.
- Contribute to the success of student intervention support programmes by evaluating and reporting on its impact to stakeholders.
- Support restorative approaches to any behaviour issues within the English department, communicating with the Head of Department, teaching staff, progress teams and parents, as necessary.

JOB DESCRIPTION

- Assist the Head of Department and other designated colleagues in the standardisation of marking and assessment in accordance with departmental practices and examination board benchmarks.
- Lead on designated student group structures in consultation with the Head of Department and English staff, providing evidence and communicating decisions with other staff and parents where necessary.
- Collaborate with colleagues to ensure that appropriate curriculum maps, schemes of learning and resources are in place to fully support each student in making sustained progress.
- Monitor and direct English colleagues to ensure the English curriculum is adhered to and that staff follow a consistent, appropriate, regular, and meaningful approach to homework / independent learning and that it contributes to students' learning across both key stages.
- Lead enrichment activities within the English curriculum area such as the organisation and planning of trips, visits, and events to extend learning.
- Coordinate the department system of cover lessons for students in the absence of English staff.
- Contribute to departmental professional learning so that strong practice is disseminated and embedded in the English department.
- Contribute to the induction and mentoring of trainees or NQTs within the English curriculum area as required.
- Lead the staff within the department by example, with professionalism, motivation, and enthusiasm.

This job description sets out the duties at the time of drafting. The job description may be amended from time to time without incurring a change in the grading of the post.

Role and responsibilities of English teacher: Generic

- To meet the statutory Teachers' Standards.
- To teach English as directed by the Head of English.
- To implement assessment, recording and reporting systems to monitor student progress in accordance with national, school, and departmental policy.
- To undertake all necessary exam preparation and administration as required by the Head of Department.
- To share the supervision and development of English teaching areas.
- To attend departmental meetings and INSET sessions.
- To work evenings, twilights, Open Days and whole school events as part of directed time.
- To undergo training to enhance professional practice.

JOB DESCRIPTION

- To engage actively in staff performance development review process.
- To maintain accurate records and registers as required by the department and school.
- To complete relevant documentation to enable accurate tracking of learning, progress, and behaviour.
- To use relevant information to inform planning, teaching, and learning of students.
- To communicate effectively with parents of students as appropriate.
- To be a form tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the form tutor group as a whole.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To alert the appropriate staff to issues experienced by students – including safeguarding concerns.
- To teach students according to their educational needs including the setting and marking of work.
- To apply the school Behaviour Management systems so that effective learning can take place.
- To mark, assess and give written, verbal, and diagnostic feedback as required.
- To continue personal development as identified.
- To undertake any other duty as specified by the School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To comply with the school's Health and Safety Policy and undertake assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To exercise a commitment to the school's ethos, vision and values and all school policies.
- To undertake any other duties or one-off tasks at the reasonable request of the Headteacher/SLT.

This job description sets out the duties at the time of drafting. The job description may be amended from time to time without incurring a change in the grading of the post.

Person Specification – Second in English

It is expected that the person appointed will have the following qualifications, experiences, knowledge, skills, and personal qualities for the post.

Person Specification	Essential / Desirable	Evidence
Qualifications and Experience		
An appropriate, good honours degree (2:2 or higher)	E	A,C
QTS or equivalent	E	A,C
Evidence of further professional study	D	A, C, R
Recent and relevant of strong lessons at Key teaching Stages 3 and 4	E	A, I, R
Experience of leading a development or initiative across a department.	D	A, I, R
A track record of excellent student progress demonstrated by examination outcomes	D	A, R
Curriculum and Knowledge		
Wide knowledge and understanding of English Language and Literature within the curriculum context and wider world.	E	A, I, R
Knowledge of current educational issues; an awareness of recent developments and changes in the English curriculum and examinations procedures	E	A, I, R
Ability to analyse and evaluate data effectively to support student progress	E	A, I, R
Know and use a range of teaching and learning approaches	E	A, I, R
Show an awareness of what constitutes strong pedagogy and practice	E	A, I, R
Understanding of whole school accountability measures	D	A, I, R
Understanding of assessment at KS2, KS3 and KS4.	D	A, I
Ability to, and experience of, producing department wide curriculum plans and schemes of learning that engage students and reflect the demands of KS3 and KS4 curriculum.	D	A, I, R

PERSON SPECIFICATION

Skills and Attributes		
Enthusiasm, drive and a passion for English teaching	E	A, I, R
Commitment to a high-profile presence in and around the school	E	A, I, R
A good sense of humour	E	A, I, R
Excellent communication skills, both verbal and written	E	A, I, R
An ability to organise, plan and prioritise time effectively	E	A, I, R
A willingness to challenge others to produce positive outcomes	D	A, R
Flexibility, adaptability and reliability	E	A, I, R
Be a role model and contribute to sharing high quality practice within the team	E	A, I, R
Diplomacy and tactfulness	E	I, R
Ambition for yourself and others	E	A, I, R
Willingness to accept responsibility	E	A, I, R
Special requirements		
Commitment to safeguarding and promoting the welfare of young people	E	A, I, R
An enthusiastic and effective team player that values and praises the efforts of others.	E	A, I, R
Excellent presentation skills and smart appearance	E	I, R

Key to Evidence:

A – Application Form and Letter

C - Certificates

I – Interview

R - References

HOW TO APPLY

How to apply – Second in English

This position is not suitable for NQTs, part-time working hours or job share. Full time applications only will be considered.

Please contact the Headteacher's Secretary for an application form and further information.

John Spendluffe Technology College

Hanby Lane

Alford

Lincolnshire

LN13 9BL

Direct telephone: 01507 464308

Email: f.smith@jstc.org.uk

Alternatively, application packs are available on the JSTC website.

Prospective candidates are encouraged to visit the school. Please contact the Headteacher's Secretary using the above contact details to arrange an appointment.

Completed applications should be emailed to the Headteacher's Secretary or posted to the school.

Applications must be received by 12 noon **Wednesday 21 April 2021**

Interviews (provisionally): **Friday 30 April 2021**

JSTC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful candidate will be required to undergo an enhanced DBS check.

Year Group Bubbles

Year 10

Year 11

Year 7

Year 8

Year 9

Canteen

Year 7 – 12.00
Year 8 – 12.15
Year 9 – 12.30

Year 11 – 1.00
Year 10 – 1.25

Each year group is the centre of the

Room allocations for packed lunches and wet weather

Year 7 – Packed Lunches Eng5 & Eng6
Wet Weather Room Eng4 (& Eng2)
Detention Room Eng3 (12.30 - 12.50)
LSA Support Eng1

Year 8 – Packed Lunches H4 & M5
Wet Weather Room M3 (& M4)
Detention Room GC2 (12.40 - 1.00)
LSA Support GC1

Year 9 – Packed Lunches H3
Wet Weather Room H2 (& H1)
Detention Room ICT3 (13.30 - 13.45)
Quiet Private GCSE Study Area

Year 10 – Packed Lunches Sci6
Wet Weather Room Sci3 (& Sci2)
Detention Room Sc1 (13.05 - 13.25)
Quiet Private GCSE Study Area ICT1

Year 11 – Packed Lunches H3
Wet Weather Room H2 (& H1)
Detention Room ICT3 (13.30 - 13.45)
Quiet Private GCSE Study Area

Mobile phones only allowed behind this line...

Year 7 – 12.00 to 12.30pm max
Year 8 – 12.15 to 12.45pm max
Year 9 – 12.30 to 12.55pm max

Year 8 – 12.15 to 12.45pm max

Year 11 – 1.00 to 1.40pm max

Year 10 – 1.25 to 1.55pm max

Each year group to fill rows from the centre of the canteen outwards

Year 7 – Packed Lunches Eng5 & Eng6	Year 8 – Packed Lunches H4 & M5	Year 9 – Packed Lunches M1 & M2
Wet Weather Room Eng4 (& Eng2)	Wet Weather Room M3 (& M4)	Wet Weather Room MFL1 (& MFL2)
Detention Room Eng3 (12.30 - 12.50)	Detention Room GC2 (12.40 - 1.00)	Detention Room Tech5 (12.10 - 12.30)
LSA Support Eng1	LSA Support GC1	LSA Support Art Room

Wet Weather Room Eng4 (& Eng2)

LSA Support Eng1

Wet Weather Room Sci3 (& Sci2)

Quiet Private GCSE Study Area ICT1

LSA Support Music

Wet Weather Room H2 (& H1)

Quiet Private GCSE Study Area Tech2

LSA Support Tech1

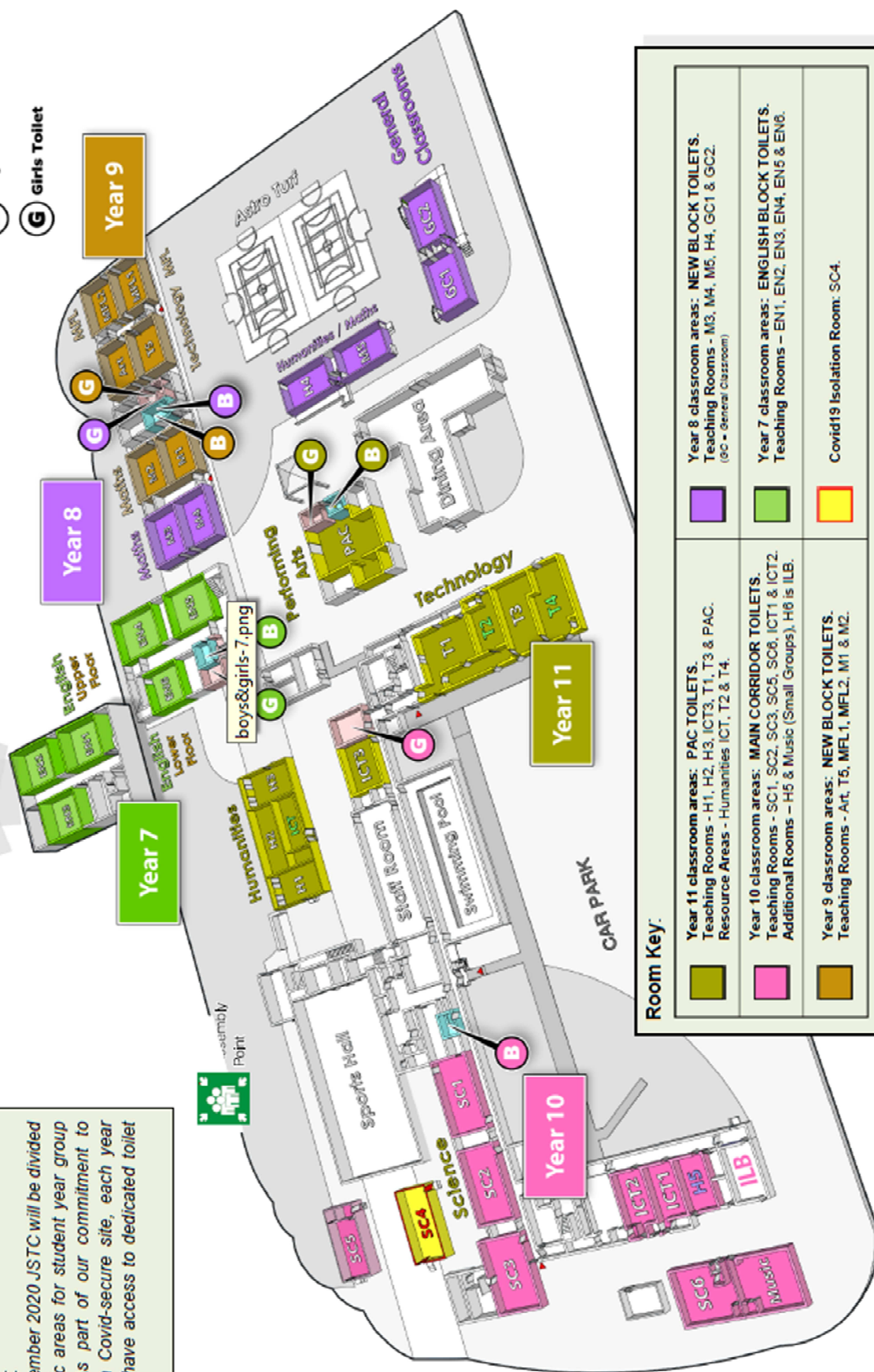
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~ Toilet Facilities Floorplan ~

Overview:

From September 2020 JSTC will be divided into specific areas for student year group bubbles. As part of our commitment to providing a Covid-secure site, each year group will have access to dedicated toilet facilities.

B Boys Toilet
G Girls Toilet



Room Key:

	Year 11 classroom areas: PAC TOILETS. Teaching Rooms - H1, H2, H3, ICT3, T1, T3 & PAC. Resource Areas - Humanities ICT, T2 & T4.		Year 8 classroom areas: NEW BLOCK TOILETS. Teaching Rooms - M3, M4, M5, H4, GC1 & GC2. (GC - General Classroom)
	Year 10 classroom areas: MAIN CORRIDOR TOILETS. Teaching Rooms - SC1, SC2, SC3, SC5, SC6, ICT1 & ICT2. Additional Rooms - H5 & Music (Small Groups), H6 is ILB.		Year 7 classroom areas: ENGLISH BLOCK TOILETS. Teaching Rooms - EN1, EN2, EN3, EN4, EN5 & EN6.
	Year 9 classroom areas: NEW BLOCK TOILETS. Teaching Rooms - Art, T5, MFL1, MFL2, M1 & M2.		Covid19 Isolation Room: SC4.

John Spendluffe Technology College

Floorplan

Main Key

	Main Reception		Year 7 - Pastoral Office
	Headteacher's Office		Year 8 - Pastoral Office
	Site Manager		Year 9 - Pastoral Office
	Deputy Head Offices		Year 10 - Pastoral Office
	Inclusion & Attendance Office		Year 11 - Pastoral Office
	Curriculum Office		Disabled Toilet
	Independent Learning Base		Male/Female Toilets
	Hygiene Suite		Performing Arts Centre (PAC)

