



Dame Alice Owen's School

NoR: 1,458, Sixth form: 445

Ofsted: "An outstanding school", "Students achieve outstandingly well",
"Behaviour ... is excellent"

SECOND IN ENGLISH with responsibility for KS5 ENGLISH COORDINATION (MPS/UPS plus TLR 2b) Required for January 2023

Full Time, Permanent Post

Closing date: Noon, Thursday 13 October 2022

Interview date: Thursday 20 October 2022

We reserve the right to make an appointment before the closing date, so early applications are encouraged.

The Governing Body of this highly successful, partially selective, mixed school invites applications for the post of Second in English with responsibility for KS5 coordination. We seek a highly motivated and energetic candidate to join our very successful and well resourced English department. As well as leading the Key Stage 5 curriculum, the role will involve supporting the Head of Department in ensuring an innovative, relevant and challenging curriculum across all Key Stages, that staff are challenged and supported and that standards are maintained in all lessons. You will monitor the assessment and achievement of pupils as well as reviewing, evaluating and developing standards of teaching and learning across Key Stage 5. You will help lead the English department with a focus on developing teaching and learning strategies to keep English a fresh, exciting and relevant subject for all students.

In the 2022 GCSE examinations, students achieved an average Attainment 8 score of 75.6 (our last official Progress 8 score was +0.65 in 2019) with 40% of all grades being a grade 9 and 93% of students achieving 5 or more grades 9-4 including English and Maths. 69.7% of GCSE English Language results were graded 7-9, with over 90% at 5 or above; 67.2% of GCSE English Literature results were graded 7-9, with over 93.9% at 5 or above. 100% of English Literature results and 88.9% of A Level English Language and Literature results were graded A*-B.

The school is situated on an attractive 35-acre site in the Green Belt, has excellent facilities and is committed to an extensive programme of staff development. Central London is easily reached by rail from Potters Bar and the school is close to motorway links.

The Governing Body is committed to admitting the children of staff in line with our admissions procedures.

Please download our [Teaching Staff application form](#) from our website to make your application. Please note that applications cannot be considered unless the application is completed in full. We are not able to accept CVs for any posts based in school. To apply, please send your completed application form together with a covering letter stating why you are well placed to take this position at our school to recruitment@damealiceowens.herts.sch.uk by **12 noon, Thursday 13 October 2022**.



Dame Alice Owen's School

Dugdale Hill Lane | Potters Bar | Hertfordshire EN6 2DU

Headteacher | Mrs Hannah Nemko MA

T: 01707 643 441

F: 01707 645 011

admin@damealiceowens.herts.sch.uk

www.damealiceowens.herts.sch.uk

INFORMATION FOR APPLICANTS

Name of post: Second in English with responsibility for KS5 English Coordination

Location: Potters Bar, Hertfordshire

Closing date: Noon, Thursday 13 October 2022

Interviews: Thursday 20 October 2022

Thank you for your interest in applying to Dame Alice Owen's School. Though much of the information we have about our school is available on our website, we have put some key information together here to help you through the application process.

The school is committed to safeguarding children, young people and vulnerable adults and promoting the welfare of children and expects all staff to share this commitment. Please take time to read our Safer Recruitment and Safeguarding and Child Protection policies available in the vacancy section of our website.

The selection process includes scrutiny of the information provided in your application form and a request for references including a reference from your current/previous employer.

If you have any general enquiries about the recruitment process, or to arrange a tour or informal discussion about this position, please do not hesitate to contact Anthony Jones, Head of English at jonesa@damealiceowens.herts.sch.uk

Applicants shortlisted for interview must bring original evidence of their qualifications for verification. Applicants will also be asked to complete a declaration regarding convictions and working with children as posts in schools are exempt from the provisions of the Rehabilitation of Offenders Act 1974. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced Disclosure and Barring Service disclosure check.

Please email your completed application form together with a letter of application to recruitment@damealiceowens.herts.sch.uk by **12 noon, Thursday 13 October 2022**.

We look forward to receiving your completed application.

Hannah Nemko
Headteacher

Details of the School, Department and vacancy

Introduction

Dame Alice Owen's School is a mixed, partially selective secondary school with over 1,440 registered students and a vibrant and highly successful sixth form. Our school was founded 400 years ago by Dame Alice Owen, a remarkable philanthropist with an unusually modern vision for education. She established the first school in Islington and as demand outstripped space, it moved to its current setting in the Hertfordshire countryside. Because of its roots and its close and important relationship with the Worshipful Company of Brewers, there are 20 places each year for 11 year old students from Islington. It also offers 65 places to the highest scoring applicants who sit the entrance exam each year and a further 10 places for students showing the most aptitude in music who apply for a place in Year 7. The remainder of the places, in an annual cohort of 200, go to siblings, local students on the basis of proximity to the school and to those with priority need.

It is this combination of student and our truly outstanding record of achievement and added value that makes our school such a special place. It is oversubscribed by 5 applicants per place every year. Our dedicated staff, parents' association, Governing Body and school (staff and student) leaders constantly appraise and re-appraise the various aspects of school life, learning and achievement so we are never complacent. Our school faces the usual challenges of all educational establishments in the public sector, and ensuring that their impact is felt least by the students is a key objective.

We were delighted to be recognised as The Sunday Times Regional School of the Decade in November 2020' and the country's highest ranking non-fully selective state school of the year in 2021. Securing a place at Owen's has been described as "winning the lottery" in the Good School Guide and "the golden ticket" in Tatler. Our school benefits from some of the most able students in the country. Many of our school leavers from Year 13 have offers from top universities to choose from, including on average 20 places at Oxbridge each year.

Our Foundress left a number of fields in the then village of Islington to the care of the Worshipful Company of Brewers which now generate over one million pounds of additional income for the school annually, to support the school. This creates a very special ethos and fosters the very positive staff working environment. The students and staff benefit from a number of traditions including Beer Money, staff awards and Visitation.

Below are some of the key qualities and attributes we believe have contributed to the school's excellent reputation:

- Committed and dedicated staff who are responsive to change
- The value we place on collaboration, both within our school and with other schools
- Teamworking
- Superb pastoral care
- Energetic, curious and enthusiastic students
- A very wide range of extra-curricular activities, most notably within Music
- Excellent resources and facilities
- Forward-looking and proactive leadership
- Attention to detail
- A foundation stone of tradition and heritage; and
- Exceptional recognition by Ofsted.

Our primary aim is to work in partnership with students and parents to ensure that students achieve their full potential by:

- Striving for academic excellence;
- Providing a happy, safe, purposeful and caring environment and encouraging a sense of pride in the individual and our School;
- Embracing innovation whilst maintaining our strong links with tradition;
- Providing interesting and challenging opportunities so that students enjoy their learning and maintain a desire to continue learning throughout their lives;
- Recruiting and developing outstanding staff;
- Offering high quality extra-curricular activities which involve all students;
- Promoting respect for and understanding of religious and moral values.

The English Department

The English Department consists of a team of enthusiastic, creative and committed specialists. We place a strong emphasis on oral work, active approaches to teaching and learning and wide reading at each key stage. At the heart of our excellent record of examination achievement lies a collaborative approach to planning. Units of work, resources and assessment procedures are in place for every module.

Three 1 hour lessons are timetabled for students in Years 7, 8 and 9. Students in Year 10 and 11 have four 1 hour lessons to allow for exam preparation. We prepare students for both GCSE English Language and English Literature following the OCR specifications. At A level, we offer two qualifications, English Literature and English Language & Literature, following the OCR specifications. Each A level group is timetabled for five 1-hour lessons, taught by two specialist teachers. We offer a range of extra-curricular activities to enthuse and engage the students.

In September 2019, the English Department moved into the newly constructed main teaching block. Our new English classrooms are all air conditioned, spacious and equipped with interactive whiteboards. The atmosphere of the Faculty is enthusiastic and positive. Teaching in this environment is productive and, most of all, exciting. It is a department that teachers and students enjoy being a part of, with all members willing to contribute to its continued success. The successful candidate will find the team supportive and friendly, reflecting the school culture at Dame Alice Owen's.

What we can offer you

The school provides an excellent range of staff development opportunities. This is currently led by Lauren Common, Assistant Headteacher and our team of ASTs/SLEs with responsibility for teaching and learning. All staff members are encouraged to continue their personal development and undertake further qualifications if they wish.

We have a commitment to ensuring staff undertake minimal cover and wherever possible none at all. The Governing Body is committed to admitting the children of staff in line with our admissions procedures.

We fully appreciate the time and consideration which go into applying for a new job. If there is anything we can do to help you through this process, please do not hesitate to ask.

We very much look forward to receiving your application.

Job Description



Post Title: Second in English with responsibility for KS5 English Coordination
Responsible to: Head of English

Key Responsibilities: Second in English

To support the Head of Department in strategic planning and team leadership of the department, including:

1. Assisting the HoD with departmental evaluation in order to determine areas for development.
2. Contributing to the creation of the Department Improvement Plan.
3. Ensuring the departmental vision and intent are seen through to fruition.
4. Setting and reviewing the timing of the English assessment cycle and monitor that this is followed.
5. Leading and developing a department reward policy.
6. Line managing members of the department.
7. Supporting PGCE or School direct students and/or new members of staff, when necessary.

To review, evaluate and develop Teaching and Learning in English, including:

1. Keeping up to date with new ideas and research in Teaching and Learning throughout all Key Stages through regular discussion with ASTs and engagement with specific subject based ideas.
2. Promoting a range of teaching and learning strategies to the department.
3. Facilitating the feedback of new ideas by departmental staff through department meetings.
4. Leading and encouraging the trial of new ideas within the department and to aid with the development of these ideas.
5. Evaluating the success of these ideas through communication with students and colleagues.
6. To ensure that the quality of Teaching, Learning and Feedback remains exceptionally high across the department by supporting the HoD with learning walks, lesson observations and book looks.

To assist with the monitoring of assessment in English, including:

1. Working with Key Stage leaders to review, develop and amend schemes of work ensuring that assessments are appropriate and fit for purpose.
2. Ensuring that assessment leads to feedback and target setting in line with departmental policy.
3. Supporting Key Stage Leaders in monitoring and analysing key assessment data.
4. Ensuring the language used to support progress is consistent throughout the department.
5. Supporting the Key Stage Leaders to track the progress of individual pupils and different groups of pupils across the Key Stages in order to develop appropriate action plans and interventions to share with necessary staff to bring about improvement where appropriate.

Specific Responsibilities: English Key Stage 5 Coordinator

To lead the strategic direction, coordinate and monitor the delivery of Key Stage 5 English

1. To lead and manage Key Stage 5 English by providing a professional, positive, proactive and creative approach to all areas of the curriculum, including the extra-curricular offer.
2. To monitor the schemes of work for Key Stage 5 English and improve and adjust where necessary.
3. To ensure high quality delivery across the Key Stage 5 programme throughout the year for pupils of all ages and abilities.
4. To inspire and lead staff within and associated with Key Stage 5 English.
5. To inspire and motivate students of all abilities.
6. To manage and delegate job roles within Key Stage 5 English.
7. To deal with any parental concerns within Key Stage 5.
8. To implement and embed a remote learning curriculum that is accessible to all, if required.

To manage the delivery of Key Stage 5 English

1. To be accountable for raising pupil achievement at Key Stage 5.
2. To ensure the curriculum plan/schemes of work are being implemented through a programme of lesson observation, learning walks and book looks/ folder checks.
3. To ensure that the quality of teaching and feedback in Key Stage 5 remains exceptionally high.
4. To track the progress of individual pupils and different groups of pupils across the Key Stage in order to develop appropriate action plans and interventions to share with necessary staff to bring about improvement where appropriate.
5. To organise and oversee 'English @ University' sessions for pupils applying for English at university level.
6. To monitor and manage the NEA for A Level courses, including moderation and standardisation of pupil work.
7. To promote A Level English through taster sessions, KS5 teaching resources and extra-curricular opportunities.

To review, evaluate and develop Teaching and Learning of Key Stage 5 English

1. To keep in touch with new ideas and research in Teaching and learning with respect to Key Stage 5 specifically through regular discussion with ASTs and engagement with specific subject based ideas.
2. To facilitate the feedback of new ideas by departmental staff through department meetings.
3. To lead and encourage the trial of new ideas within the department and to aid with the development of these ideas.
4. To evaluate the success of these ideas through communication with students and colleagues.
5. To ensure successful new ideas are embedded into Schemes of Work so that they are continued within the department.
6. To maintain standards in Key Stage 5 English and take responsibility for the behaviour and progress within Key Stage 5 English
7. To ensure that a range of strategies is used within the department.

To ensure student progress is monitored through Key Stage 5 assessment opportunities and recording and analysis of assessments from individual pupils

1. To analyse and interpret all Key Stage 5 performance and report data ensuring intervention where necessary.
2. To make sure that assessments are appropriate and fit for purpose.
3. To ensure the language used to support progress is consistent throughout the department.
4. To ensure that assessment leads to feedback and target setting in line with departmental policy.

To assist the English Department in day to day tasks to ensure the smooth running of the department.

1. To be aware of the health and safety of all members of the school community at all times when engaged in school activities either on or off site and to deal with or report any area of concern immediately.
2. To set work for Key Stage 5 English resulting from staff absence.
3. To support the SLT in implementing whole school practice.
4. To support the calm, orderly and respectful behaviour of students around the site.
5. To complete any additional responsibilities as reasonably required by the Head of Department or by or on behalf of the Headteacher.

Key Responsibilities of all Teaching Staff:

Teaching and Learning

1. Teach well prepared, challenging lessons in accordance with Dame Alice Owen's expectations.

2. Make good use of class information and data to ensure all students are supported and challenged according to their needs.
3. Demonstrate your commitment to personal development through your actions and your commitment to your own Performance Management.
4. Implement curriculum change as appropriate.
5. Contribute to the writing and delivery of appropriate Schemes of Work which meet the academic needs of all students as directed by your HoD.
6. Ensure public examination syllabuses are taught thoroughly, keeping abreast of changes and swiftly making amendments as required.
7. Promote a stimulating learning environment, including useful and stimulating displays, which encourage students to learn.

Achievements and Standards

1. Track and monitor individual students to bring about improvement where needed.
2. Ensure appropriate participation in departmental moderation as required throughout the year.
3. Take responsibility for overall behaviour management within lessons and throughout the school to ensure a safe, secure and structured learning environment.

General requirements

1. To carry out any pastoral support roles (including being a tutor and delivering PSHRSE) as required
2. To contribute to the extracurricular offer.
3. To play a role in ensuring effective safeguarding and wellbeing of our students.
4. Provide clear and useful feedback to students and parents/carers as required.
5. To attend periodical after school meetings/events such as Visitation, Parents' evening, as required by the Headteacher and published in the school calendar.
6. To check your email regularly and respond in a timely manner.
7. To contribute articles to the half-termly newsletter as appropriate.
8. To complete any other reasonable tasks as required by the Headteacher.



Person Specification

| | Desirable/ Essential |
|--|-------------------------|
| Education | |
| Holds a degree (or higher) level qualification in English or a related subject | E |
| Holds QTS | E |
| Up-to-date in-service training in subject and whole school issues | E |
| Additional qualifications relevant to the post | D |
| Experience | |
| Experience from a similar post with management responsibility within existing or previous school | D |
| Recent experience of teaching the 11-18 age range | E |
| Involvement in the professional development of staff | D |
| Experience of producing examination results to a high standard | E |
| Experience of facilitating outstanding extra-curricular provision | D |
| Experience of working in more than one previous school | D |
| Specialist skills and knowledge | |
| Strong working knowledge of the National Curriculum, issues and developments | E |
| Excellent administration, organisation and management skills | E |
| Excellent information and communication technology skills | D |
| Knowledge of equal opportunity issues for students and staff | E |
| Clear commitment to the safeguarding of students | E |
| An innovative and exciting approach to teaching and learning with an understanding and proven practice of excellence for all | E |
| Other | |
| An outstanding classroom practitioner | E |
| An energetic committed individual with a clear vision and unwavering commitment to excellence for all | E |
| Open and enthusiastic | E |
| A problem solver with a 'can do' attitude | E |
| Ability to multitask, prioritise, stay relaxed under pressure and deal with numerous challenges simultaneously | E |
| Willingness and clear commitment to be involved in extracurricular activities | E |
| Excellent emotional intelligence and interpersonal, communication skills | E |
| The ability to lead and enthuse others | E |
| The ability to cooperate and coordinate with other departments | E |
| Desire and potential for future Senior Leadership Team position | D |
| A good sense of humour! | E |

This job description sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.