



THE SAINT JOHN HENRY NEWMAN
CATHOLIC SCHOOL



APPLICATION PACK 2022

Subject Leader of English

January 2023



Our School was formed in 1987 from the amalgamation of St Angela's Catholic School for girls and St Michael's Catholic School for boys. We serve the North Hertfordshire Catholic community but our catchment area extends to Bedfordshire, East Hertfordshire and parts of Cambridgeshire. Originally, a 6-form entry School, the intake was increased to 210 in 1999 and increased to 8 form entry in September 2015. There is a high retention rate into the Sixth Form and many students apply to join our Sixth Form from other establishments. Consequently, the School has grown in size from 830 in 1993 to approximately 1550 in September 2019, with 350 students in the Sixth Form. The School became an academy as part of the Diocese of Westminster Academy Trust in 2012 and has benefitted from considerable investment in its buildings as a result, including a new £3.5 million Sports and Performing block (The Pavilion). A major refurbishment of the school estate is currently being undertaken with the provision of two new blocks. This will include new teaching accommodation, a dedicated sixth form suite, a greater number of computer rooms and improvements to the Library, Dining and Hall facilities. Two existing blocks and some temporary accommodation are being demolished and the final phase of the works includes relandscaping the school site. The first of the new facilities will be available in September 2022 and the work will be completed in 2024.

Our Mission Statement emphasises the practical nature of our religious character. We seek to offer a living Christian experience as a community in which each pupil is valued as an individual and is encouraged to achieve success in school life. Our Chapel is a central part of school life but it is in the day-to-day operation of school life that the School sees its aims being fulfilled. We want pupils and students to enjoy the experience of being part of the Saint John Henry Newman Catholic School community, to gain in self-confidence and to become young adults instilled with a sense of personal responsibility, social commitment and, hopefully, an awareness of their own distinctive spirituality. We want them to be equipped to change their world.

The pupil population is almost 100% Catholic and the School is heavily over subscribed for places. Although not all staff are Catholic (teaching staff 45.9% are Catholics), all maintain and support the distinctive Catholic nature of the School and



support the Headteacher in implementing the School Mission Statement. There is presently the equivalent of 91 full time members of teaching staff and there is a generous complement of support, technical, clerical and maintenance staff. Governors have for many years invested much of their revenue income to allow for relatively small teaching groups and relatively low contact ratios for teaching staff.

In years 7 to 9 pupils follow a broad and balanced curriculum based on the National Curriculum. Pupils in Year 10 and 11 follow a core curriculum of English, Maths, Science and RE with three subject choices.. At Key Stage 4 we encourage students to follow the EBAC where this is appropriate, but we offer a wide range of GCSEs and the creative subjects (Art, Drama, Dance and Music) are very popular option. We offer a range of vocational courses for pupils for whom this is appropriate. Our current provision offers vocational courses in iMedia, Child Development, Catering and Sport. We have a large sixth form of approximately 400 students and there is a very wide range of A-level provision. Advanced Vocational courses are also offered in Art and Design, Production Arts, Digital Music Production, Music Performance. Applied Science, Sport and Health and Social Care. There are currently 306 pupils on the SEN register, of whom 27 have an Educational Healthcare Plan.

The School has an excellent academic reputation. With pupils achieving an Attainment 8 score of 54.7 in 2018-19 which is well above the local and national average and 9-4 with English and Maths was 80.2%. 30% of all GCSE grades were 9-7. At A-level the pass rate for the last three years has been over 99%. 55.3% of all A level grades were A*-B. The pass rate for Vocational courses has consistently



been 100%. We are, however, conscious that we have the capacity to improve further and we are determined to do this on behalf of our pupils and students. Exam results, important though they are for opening doors for pupils in the future, do not determine success and happiness. Therefore we have a strong enrichment and wellbeing programme that encompasses every pupils and student and a comprehensive career curriculum. We have been awarded with the Kitemark for emotional health and wellbeing for our work supporting students, their families and staff.

The number of pupils entitled to free school meals is relatively low (3.5%) with 10% of pupils receiving Pupil Premium. The ethnic composition of the School's population reflects the community which it serves. It is predominately white British (57%) but with significant proportions of ethnic minorities reflecting the Church's world wide mission and the growing number of new migrants employed primarily in health care and scientific research. Attendance is above the national average with very low unauthorised absence figures.

A Diocesan Section 48 inspection in November 2019 concluded that we are an "Outstanding Catholic School".

The 2018 Short OFSTED inspection concluded; 'We were immediately struck by the many smiling faces of pupils, who enjoy coming to school. When

speaking to them, pupils universally highlighted how their teachers 'go above and beyond' to help them achieve well. Pupils display a real pride in their school. They talk enthusiastically about their strong relationships with staff and the sense of community where 'everyone goes out of their way to be friendly and make you feel welcome'.

Consistent with its aim of encouraging everyone to reach their full potential, the School places great emphasis on its pastoral care.

We operate at a very human level and recognise that it is our good and caring staff who sustain and develop our school. Our challenge is to maintain high quality provision, hopefully to continue to make changes to improve this, but above all, to honour the promise we make to every parent who chooses to send their child to our School - that each child will be recognised and loved for who they are and that they will be offered excellent learning opportunities in a safe, caring and inspirational environment. We are looking to appoint individuals who will enjoy being part of this distinctive community and who will contribute to it by sharing their individual talents, character and commitment and, hopefully, sense of humour!

The Saint John Henry Newman School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to a satisfactory enhanced DBS check.





Benefits of working at The Saint John Henry Newman School

Superb working conditions

- Excellent transport links – close to the A1 and 30 miles to central London. Stevenage to London is just over 20 minutes on the train.
- Stevenage is an area with more affordable housing, than other areas of Hertfordshire. Staff also choose to live in the beautiful villages and market towns of North Hertfordshire.
- Secure free car parking for all members of staff
- Excellent staff facilities including free tea and coffee and microwaves and fridges in the staffrooms
- Staff association which provides gifts, flowers and cards for leavers and staff with significant life events
- Social activities e.g. Friday after school football, staff choir, staff book group, running club, Christmas party, informal nights out, staff pantomime
- Child care voucher scheme
- Flu vaccinations for all staff
- Excellent teaching facilities with the new and refurbished buildings
- Supportive of flexible working
- Ensuring equality and diversity is a priority
- Governors focused on Staff wellbeing

A thriving community where you can enjoy teaching

- Oversubscribed school with close link with the community and supportive parents
- Exemplary student behaviour which is always commented on by visitors
- Extensive range of extracurricular activities and enrichment – much of which takes place within the school day so there is no expectation to give up free time
- All teachers are issued with a laptop



- Workload is constantly being reviewed e.g. email protocols to reduce number of emails, assessment policy to reduce time spent marking
- Generous non-contact time
- Very large sixth form so many opportunities to teach this age group
- Lessons are taught by subject specialists
- Many opportunities to work with students and participate and support in local, national and international fundraising and awareness opportunities

A serious commitment to professional development

- New staff induction programme – September-November
- Performance Management that is focused on developing teacher's careers in the areas that they wish
- Bespoke professional development opportunities – Masters, NPQs, Educator Led Development Programme, exam board training, in school opportunities to develop teaching and leadership, ECT and ECT + 1 programme
- Whole school CPD focuses on teaching and learning and there are many opportunities for staff to become involved in the design and facilitating of INSET



Information on the English Department

We are a collaborative, motivated and creative team who have a passion for teaching and learning; we are committed to enabling our students achieve their potential. We share a belief that a focus on excellence, the use of modelling, regular and varied use of retrieval practice, and an emphasis on the quality of feedback will achieve the highest of standards. Our aim is to inspire a love of our language and of literature, whilst at the same time making the study of English an enjoyable, enriching experience. Our work makes a significant contribution to the high academic standards of the whole school.

There are thirteen teachers of English, most of whom teach across the age and ability range. Some members of the department also hold senior roles outside of the department and many are, or have been, involved in developing the teaching and learning practice of the whole school through either their involvement in Hertfordshire's 'Educator Led Development Work' their M.Ed work, or by being one of the school's Teaching and Learning Advocates.

We have an excellent library and everyone in the department works closely with the librarian. We share our love of reading and encourage our students to read widely. All KS3 pupils have a fortnightly library lesson where the focus is on engagement and reading for pleasure. We use the Renaissance 'Accelerated Reader' and 'myON' online reading platforms to develop and support progression in reading.

KS3

Pupils in Year 7 are taught in mixed groups for the year and set at the end of the year for Year 8, then adjusted as necessary for Year 9. We offer a varied and stimulating curriculum, which aims to allow students to develop into creative and critical thinkers at the same time as covering the National Curriculum. We have a focus on engendering excellence in terms of reading for meaning, writing for effect and speaking and listening actively and appropriately. Lessons and resources are adapted to meet students' needs. There is close liaison with the Learning Support department where additional support is required.

KS4

Year 10 and 11 classes are taught in ability groups. All pupils in our Year 11 cohort will take AQA GCSE English Language (8700) and the majority of students will also take AQA GCSE English Literature (8702). Additional support is offered for targeted students who need reinforcement in essential skills in the form of delivery of the Functional Skills in English qualification in Year 10. This provides greater opportunities for those students who find GCSE content challenging. We also offer a successful Film Studies course at KS4 as an option choice, which is led by the English department.

KS5

'English Literature' and 'English Language & Literature' are both popular choices for A-Level. The courses follow the AQA English Literature Syllabus A (7712) and Edexcel English Language & Literature (2015+). From September 2020, we have also offered A-Level Film Studies, a popular addition to our sixth form provision. The KS5 curriculum is enhanced by trips and visits, and teachers are always available for advice. A large number of students continue their studies at University in this subject area or in a media/drama-related combination.

Enrichment

We are committed to offering our students an engaging and enriching curriculum both inside and outside the classroom. Students have the opportunity to go on trips to the theatre and other relevant places of interest. We also have a successful tradition of public speaking and debating, creative writing competitions, and staff/sixth form book club!



Person Specification for Subject Leader of English

Essential	Desirable
Qualifications <ul style="list-style-type: none">• Qualifications and Skills• Qualified Teacher Status• Outstanding specialist subject knowledge through degree• High standard of written and oral communication	<ul style="list-style-type: none">• Evidence of recent professional development relevant to leadership
Teaching and Learning <ul style="list-style-type: none">• Significant experience of successfully teaching English to KS3, KS4 and A-level• Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice• Excellent understanding of the recent and upcoming changes to the curriculum• Experience of contributing to curriculum planning and development, and the organisation of resources• Experience of contributing to a culture of high expectations amongst students and staff within their curriculum area, both academic and in terms of behaviour and attitudes	<ul style="list-style-type: none">• Experience as a Form Tutor
Leadership <ul style="list-style-type: none">• Leadership• Experience of supporting colleagues effectively through a period of change, development and transition• Experience of leading staff• Experience of analysing data effectively to improve pupil attainment in their own classes and across the department	<ul style="list-style-type: none">• Experience of leading teams
Personal <ul style="list-style-type: none">• Fully supportive of the School's aims, values and Catholic ethos and a practicing catholic• Genuine passion and a belief in the potential of every pupil• Resilience and determination• Motivation to continually improve standards and achieve excellence• Able to communicate effectively and relate well to others• Effective time management and organisational skills• Commitment to equality of opportunity and the safe-guarding and welfare of all pupils• Demonstrate excellent attendance, punctuality and professional appearance	



Job Description for Subject Leader of English

Postholder:

TLR Allowance: As per annual Salary Assessment

Date: January 2023

You are accountable to the Governing Body through the line management structure shown in the Staff Handbook.

Part 1

You are required to maintain and develop the Catholic character of the School in accordance with the direction given by the Governors and expressed in the Mission Statement. You are required to support the Headteacher in implementing the Mission Statement and in maintaining the distinctive Catholic nature of the School.

Part 2

You are required to carry out the duties of a school teacher as set out in the current School Teacher Pay and Conditions of Service Document. This requires you to carry out such duties as the Headteacher may reasonably direct from time to time.

Part 3 - Job Purpose

As a Subject Leader you are primarily accountable for the quality of experience in your subject area offered to pupils and students throughout the School.

Key tasks associated with this include:

1. observing, reviewing and developing teaching, learning and assessment in your area of curricular responsibility
2. ensuring that each individual pupil or student experiences a high quality of education in the subject
3. ensuring that ALL pupils and students fulfil their academic potential in the subject and obtain the best possible results in all externally moderated examinations
4. ensuring the wellbeing of staff, pupils and students

As a school curriculum leader you are required to develop and implement policies and programmes for teaching, learning and assessment in your subject area, throughout the School in accordance with whole School policies.



Part 4 - Accountabilities

- 1. All teaching staff teaching wholly within the department.
- 2. All teaching staff teaching partly within the department for the period they are within the department or for whom responsibility has been agreed with the Headteacher.
- 3. All support staff working wholly within the department.
- 4. All support staff working partly within the department for the period they are within the department.
- 5. The academic progress in your subject, as outlined in national data sets and analyses such as PANDA/RAISE.

Part 5 - Key Responsibilities and Duties

The Subject Leader is responsible to the Headteacher, through the designated member of the Leadership Group, for reviewing and developing the quality of teaching, learning and assessment in his/her area of curricular responsibility throughout the school. She/he is responsible for ensuring that each individual pupil experiences a high quality of education in that subject, which meets their individual needs and allows the pupil to experience success at a level commensurate with their ability.

The Subject Leader is responsible for ensuring that ALL pupils fulfil their academic potential in the subject and obtain the best possible results in all externally moderated examinations.

The general duties of the Subject Leader will include those common to all teachers and form tutors where appropriate in accordance with those job descriptions.

The Subject Leader is responsible for the promotion of activities that enhance and extend the curriculum, and their safety, efficiency and effective impact on teaching and learning.

Subject Leaders are also required to make a contribution to the wider management of the school through Subject Leader meetings and working groups.

The role of Subject Leader lies at the heart of the education process and is directly related to teaching and learning. It is crucial in the establishment of an effective departmental team with a sense of purpose, which in turn will ensure a high level of pupil achievement.

To undertake the stated responsibilities, it is expected that the Subject Leader will perform the following tasks and duties or delegate them and oversee them, as appropriate, within the department.

- 1 The Subject Leader is responsible for curriculum and assessment arrangements and the planning of pupils' learning experiences in line with National Curriculum and school policy. This will include:
 - a Leading curricular planning incorporating whole school policy
 - b Overseeing teaching approaches used by the subject team and advising on classroom management relevant to the subject matter.
 - c Developing and selecting suitable learning resources and materials.
 - d Organising all curricular matters pertaining to the subject including syllabuses, timetable information, staff allocation in consultation with the curriculum deputy, option lists, setting arrangements and allocation of pupils to appropriate teaching groups.
 - e Organising internal departmental arrangements for teacher assessment of pupils in line with National Curriculum requirements and school policy.
 - f Developing a departmental homework policy in accordance with school policy.
 - g Overseeing departmental examination policy in line with school policy so that internal and external examinations are conducted efficiently, and all students are prepared for their internal and external examinations effectively.
 - h Overseeing the conduct and behaviour of pupils in the department.



- i Developing a departmental policy on rewards and sanctions in line with school policy.
- j Completing regular pupil monitoring and commendations in line with school policy and as detailed in the school diary.
- k Overseeing pupils' subject reports/profiles in accordance with school policy.
- l Encouraging pupils in the study of their subject.
- m Teaching the subject personally across the age and ability range wherever possible.
- n Developing and promoting an extra-curricular interest in the subject.
- 2 The Subject Leader is responsible for the routine administration, documentation and organisation of the department. This will include:**
 - a Incorporating departmental planning into a full scheme of work of teaching programmes.
 - b Producing a departmental vision statement in line with the whole school vision.
 - c Producing, implementing and evaluating the annual departmental development plan.
 - d Producing an annual guide to departmental administration (departmental handbook) in line with school policy.
 - e Devising and overseeing the maintenance of departmental records and teaching group lists in line with school policy.
 - f Controlling the departmental expenditure allowance, ordering departmental requirements and ensuring that records are available.
 - g Overseeing usage, storage and security of departmental resources and ensuring that records are available and well maintained.
 - h Holding regular departmental meetings with agenda and minutes in line with school policy, minutes being made available to the Headteacher.
 - i Keeping teaching areas in good order, reporting structural problems to the School Business Manager.
 - j Monitoring implementation of the Health and Safety Act as may be agreed.
 - k Overseeing departmental contributions to Open Evenings and Parents Evenings.
 - l Ensuring that all required departmental documentation is available for inspection.
- 3 The Subject Leader is responsible for the leadership and management of a team of teachers and support staff and the professional development of all staff in the department. This will include:**
 - a Managing and supporting the work of the teaching and non-teaching staff in the department by induction, guidance and advice.
 - b Ensuring the highest standards of teaching and assessment within the department and giving advice to departmental members so that these may be maintained.
 - c Supporting departmental members in their classroom discipline thus ensuring that the conduct and behaviour of pupils is conducive to effective teaching and learning.
 - d Monitoring the quality of teaching and learning in all classes within the department by assessment and evaluation of the work of departmental members.
 - e Encouraging departmental members to keep abreast of developments in their subject area.
 - f Encouraging all departmental members to take an active interest in professional development and to be involved in INSET and career development as appropriate.
 - g Consulting departmental members, involving them in the decision making process and representing the views of the department as a whole.

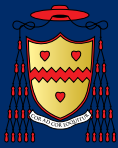


- h Consulting departmental members on the distribution of teaching groups.
- i Advising the Headteacher about the recruitment, advertisement, appointment and retention of staff for the department, including assisting at interviews.
- j Devising a suitable responsibility structure for the department in line with school policy.
- k Devising individual job profiles for all members of the department.
- l Carrying out the appraisal of members of the department as appropriate and in accordance with school policy and agreed appraisal structure.
- m Training and monitoring trainee teachers on agreed ITT programmes.
- 4 The Subject Leader is responsible for liaison between departments and with other groups both within the school and outside agencies. This may include:**
 - a Attending Subject Leader meetings in line with school policy and as detailed in the school diary.
 - b Contributing relevant units to the teaching programmes of other departments.
 - c Providing information to parents and colleagues about the work of the department and the progress of pupils.
 - d Liaising with Learning Coordinators on the allocation of pupils to groups and keeping group lists up-to-date.
 - e Liaising with other departments on cross-curricular issues.
 - f Advising the Headteacher on problems relating to the department.
 - g Working with the curriculum timetabler on the allocation of groups and staff.
 - h Working with the ITT mentor on the training of students.
 - i Liaising with external agencies such as Inspection and advisory services.
- 5 The Subject Leader is responsible for monitoring and evaluating the work of the department. This may include:**
 - a Evaluating the quality of work in the department using evaluative assessment to ensure the highest standards of teaching, learning and assessment.
 - b Using teacher appraisal to evaluate the work of the department.
 - c Analysing the results of external examinations.
 - d Evaluating the pupil learning within the department using formal internal pupil assessment procedures.

In addition to these specific responsibilities, a Subject Leader will be expected at all times to set an example of professional conduct and to maintain the ethos and distinctive Catholic nature of the school. She/he will be expected to play a part in the leadership of the school, and to contribute to the well-being and development of the school by the supervision of pupils, guidance of teachers and advice to various working groups and the Leadership Group.

Signature of Postholder:

Date:



MISSION STATEMENT

Our mission is to be:

A Living, Christian Experience



INSPIRED BY

- love of the Creator
- faith in Jesus Christ
- hope from the Holy Spirit.

IN SERVICE TO

- the needs of our students
- the parents and guardians of Our students
- the educational mission of the Catholic Church

WE BELIEVE

- in the goodness and beauty of God's creation
- in the goodness, dignity and worth of each person
- that everyone has a unique spiritual identity which they are called to fulfil
- in loving one another and yourself for the person that you are
- that all have rights, roles and responsibilities for which they are accountable
- in discovering and nurturing our God-given gifts
- in celebrating the personal development of each individual
- that the quality of teaching and learning is of fundamental importance
- in developing informed minds. capable of making informed and considered decisions
- that everyone thrives in a secure, safe and structured environment
- in forgiveness and being forgiven
- in celebrating and living our faith, and reaching out to others

and that learning is a life-long journey through which each person should aspire to make the world a better place.