

Ofsted
Outstanding
Provider



Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHER OF
ENGLISH**

March 2021

TEACHER OF ENGLISH

March/ April 2021

Dear Applicant,

Thank you for requesting details for the position of teacher of English at Ilkley Grammar School. The post offers an exciting opportunity to teach English and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, an interest in pedagogy and what makes exceptional teaching, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in English through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for English with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Designated Specialist Provision (DSP) for students with autism as part of our commitment to inclusive education. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development and we continue our commitments to using educational research to further enhance teaching and learning.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2020 A-level and GCSE results were outstanding: 44% of all A-level entries were at A/A* and 70% at A*-B; at GCSE over 43% of all GCSE entries were achieved at 7+ this year - a 2% rise on last year's IGS results and over 15% above this year's national rate, with a very impressive 27% of all entries achieved at the very top level of grades 9/8 - almost double the national rate and in line with IGS's performance in previous years. As a result, progress of all students is well above average with a score of +.58 in 2019 and, although performance tables will not be published this year, our P8 score based on the 2019 formula is +.74. This is in line with the upward trajectory of improvement we have maintained over a number of years.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD. This is a particularly enticing offer as the CPD within the English Department is exceptional, with a coherent, research-informed series of sessions developing pedagogy,

subject knowledge and the opportunity to regularly share best practice through co-planning approaches and collaboration.

How to Apply

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how you inspire and engage students to make excellent progress
- your experiences, qualities and skills which make you suitable for the post

Closing date for applications: **8am, Thursday 15th April 2021**

Provisional interview date: **Tuesday 20th April 2021**

If you do not receive an invitation to interview by Friday 16th April at 5pm, we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Curriculum Leader: English

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

❑ Planning

- To have secure subject knowledge and understanding of the curriculum and schemes of work to allow for confident teaching
- To plan challenging, structured lessons and sequences of learning within the context of the school's Learning and Teaching Policy
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PP etc)
- To know and implement the information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work and curriculum design
- To contribute to the Curriculum Area Improvement Plan, and its implementation

❑ Teaching and Learning

- To set learning objectives and design lesson tasks that are well-matched to students' needs
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning and effective questioning
- To present new ideas with clear explanations and examples and model or demonstrate new skills with appropriate scaffolding
- To develop and use the iPad to secure best progress
- To set regular, high quality homework that encourages independent learning and consolidates prior learning
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

❑ Assessment for Learning/ Responsive Teaching

- To employ a range of responsive teaching strategies and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high-quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

❑ Personal Best

- To promote and manage learning behaviours consistently and effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines

- To register students in form periods and every taught lesson
 - To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
 - To communicate and consult with parents as required
- ❑ **Enrichment**
- To commit to the English programme of extra-curricular and enrichment opportunities and visits
 - To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad and support the school's whole-school Challenge and Celebration week
- ❑ **Continuing Professional Development**
- To fulfil the statutory Appraisal expectations
 - To participate fully in CPD opportunities to develop practice further, share best practice and be creative
 - To reflect on your practice and constantly strive to improve, using research, pedagogy and your knowledge of the students
 - To commit to the school's CPD programme
 - To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs
- ❑ **Quality Assurance**
- To contribute to the school's self-evaluation procedures, including lesson observations, work scrutiny, student voice and other QA activities
- ❑ **Professional Standards**
- To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
 - To contribute actively to the ethos, values and aspirations of the school
 - To attend relevant school and parent meetings, and appropriate school events
 - To ensure high standards of written English
 - To meet deadlines and model the highest professional standards in all aspects of school work
 - To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ILKLEY GRAMMAR SCHOOL ENGLISH SUBJECT PROFILE

We aim to foster a love of language and literature in our students, as well as developing their confidence and ability to think for themselves. We want our students to enjoy lessons, be actively engaged in their learning and make excellent progress. Not only is English important for accessing the rest of the curriculum whilst at school, it is also vital for continuing learning beyond school, entering the world of work and for developing a life-long passion for the power of the written word.

The English Curriculum Area currently comprises of a mixture of seventeen full time and part time English teachers, including Lead Teachers for each Key Stage. Last year we relocated to a brand new building with each classroom having Promethean interactive boards, alongside traditional whiteboards. We strongly believe that the consistently high standards we have achieved are as a direct result both of teamwork and individual responsibility.

At Key Stage 3, Year 7 are taught in mixed ability form groups with Years 8 and 9 being set according to ability. Students arrive in Year 7 having achieved well at primary school; our main aim is to continue their high level of achievement and challenge into KS3 and GCSE. We are one year in to our exciting journey implementing a brand new KS3 curriculum, with emphasis on a cohesive curriculum in which students gain powerful knowledge and are encouraged to make links and connections between wide range of literary texts. We are truly excited about this development and evaluating its impact.

At Key Stage 4, achievement is well above the national average. In 2019, 91% of students attained grades 4-9 in both English Language and English Literature. 30% of students attained grades 7-9 in both English Language and English Literature, with our combined English progress score for both courses being +0.25. Our impressive progress over the last several years was acknowledged in the March 2017 Ofsted report. An ongoing priority for us is to improve the progress of boys, higher attaining students and students in receipt of Pupil Premium.

We deliver two A-Level courses at Post-16: AQA English Literature (Specification B) and AQA English Language and Literature. Both courses are extremely popular with students, with several students each year going on to study English at university, including Oxbridge. At A-Level we usually achieve a 100% pass rate, with high numbers of students achieving A*/A or B grades. Our key priority at A-Level is differentiation, with a particular focus on the less able.

Our pedagogical practice is underpinned by our five key strands: High expectations and challenge for all; effective instruction; oracy and questioning; knowledge and recall; and responsive teaching. We offer a responsive and dynamic CPD programme in English, wherein our staff develop their expertise in these areas through high-quality CPD, shared planning and engaging with research. We are a highly collaborative department with a strong focus on pedagogy; our vision is to develop this further through effective application of the latest pedagogical research in the classroom.

We like to enhance learning in the classroom with the opportunity to offer extra-curricular activities to our students. Over recent years these have included: running theatre trips; hosting Ilkley Literature Festival events; organising inter-class public speaking competitions and running a creative writing club and book club. We even find time to dress up as fictional characters on World Book Day!

Throughout English we believe that good and outstanding lessons result from positive relationships with students. High quality teaching is at the heart of our discussions and we strive to make each classroom an excellent learning environment. We are proud of our team and its achievements. By sharing ideas and resources we support each other in our aim to maintain consistently high standards. Hard work, a sense of humour and a genuine love of language and literature ensure that our work, although demanding, is always rewarding and never dull.

Alison Lowes: Curriculum Leader for English
March, 2021

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of English

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching English across KS3 and 4	E	Application and selection process
<input type="checkbox"/> Ability to teach up to KS5	D	
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching English	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	

<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	

<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	Selection process
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature.....**

Line Manager:

Print Name **Signature**

Date: