



FACULTY OF ENGLISH

The Teaching Team for September 2023

April Tricker	Head of Faculty
Joe Lay	Assistant Head of Faculty
Ushma Voss	Teacher of English
Angela Stockwell	Teacher of English
Tracey Chaplin	Teacher of English
Anna Flint	Teacher of English
Julie Davies	Assistant Head
Vacancy	Temporary Teacher of English

The Faculty

The English Faculty is a dynamic and hard-working team, fully committed to the success of all of our pupils. Some of our staff travel from as far afield as Cheltenham, Gloucester and Dursley to work here at Deer Park. Over 80% of our pupils make expected progress or better. This is achieved through a careful blend of challenge and support which gives our pupils the richest possible experience of English. However, we are keen to embrace change and we are open to new ideas.

The Faculty was delighted to move into a brand-new building in 2018, located on the ground floor at the front of the school, comprising a suite of 7 purpose-built classrooms, with a large Faculty office at their centre. Each classroom is equipped with a 'teaching wall' which includes a projector, whiteboard and storage. The successful applicant will have their own classroom in this building.

The pace of change and innovation at Deer Park is reflected within the Faculty. We review and update policy and practice on a regular basis as a part of our self-evaluation. This allows the team to be proactive in how we sustain and develop an effective climate for teaching and learning. We contribute to the development of the school as a core subject and we promote literacy across the curriculum.

Alongside the use of technology, there is a real willingness to investigate new models of learning and instil a sense of rigour into our curriculum. The Faculty's work has included developing a marking policy using codes based on recent research into the impact of teacher feedback, as well as using whole class feedback to reduce teacher workload.

In 2022, our Year 11 pupils completed AQA GCSE examinations in English Language and Literature and obtained very good results, 90% 9-4, 76% 9-5, 27% 9-7. Our exam results at Key Stage 4 are consistently above the national average. The Faculty continues to work hard to keep results high by working collaboratively, developing innovative practice and supporting revision.

All pupils work towards qualifications in both English Language and Literature. Pupils in Key Stage 4 are following the AQA specification for both Language and Literature. In addition, a small number of pupils will be entered for the AQA Entry Level award 'Step up to English', as well as GCSEs.

In Year 10 and Year 11, we currently have eight teaching groups. In addition, there is one group in Year 10 who receive an extra hour of English a fortnight to help them improve their literacy skills. Exam Preparation Workshops take place after school throughout Key Stage 4 to enable our pupils to achieve their very best. Additionally, the Faculty runs a series of 'Literature Lectures' developing pupils' understanding of higher-level concepts and providing them with an increased level of challenge. English teachers have welcomed the opportunity to develop their academic interests whilst broadening subject knowledge. Lectures that have taken place this year include 'Patriarchy, monarchy and Kingship in Macbeth, Jekyll and Hyde and Lord of the Flies' and 'Religion, witchcraft, symbolism, and iconography'. There has been a positive impact seen in exam results for the pupils who have attended lectures regularly. Good links exist with Cirencester College, with whom we share a site, to ensure appropriate progression routes exist for pupils.

In Key Stage 3, pupils in Year 7 have eight hours of English a fortnight. Additional Literacy and reading lessons take place once a week and these allow pupils to focus on developing independent reading skills, promoting reading for pleasure and ensuring they continue to develop their spelling, punctuation and grammar skills. Pupils in Year 8 and 9 receive seven hours a fortnight, with some pupils receiving an eighth hour in which they focus on developing their literacy skills. The Faculty works closely with the school's librarians who run a reading club during lunchtimes and organise literature themed events to promote reading.

Pupils in Years 7 and 8 are taught in mixed ability classes. To ensure they are challenged to achieve more, pupils in Year 9 and above are grouped by ability. Prepared schemes of learning with lesson outlines and resources exist to ensure consistency in our teaching although we do encourage teachers to be creative and modify these to meet their own classes' needs and explore their own ideas and strengths. It is regarded as a strong feature of the Faculty and our recent thinking that, within Key Stage 3, there is a real sense of wide coverage: a typical Year 7 class will move seamlessly from studying units such as 'Mythological Gods and Monsters' in which they are taught many of the ideas underpinning literature studied later, to critical analysis of Poetry, whilst Year 8 pupils enjoy the very different challenges offered by modules on 'A Christmas Carol' and 'Much Ado About Nothing'.

We strive to offer an enrichment programme which enhances the pupils' experience of English. Where possible we take pupils to watch live performances, or invite theatre companies into school. We have been visited by a number of authors who have run writing workshops for our pupils. We have also joined with the Library to run events, for example celebrating 'Shakespeare's Birthday'.

Whilst the climate of innovation and success is a direct consequence of highly committed and skilled staff, it is also underpinned by a strong feeling of collaboration and good humour. This creates a real sense of being part of an excellent team. The development of individual teachers is a priority within the Faculty and opportunities exist for ambitious colleagues. Being a part of a multi-academy trust 'The Corinium Education Trust' means that members of the Faculty are able to take part in cross phase continuous development exploring themes such as transition from Key Stage 2 and 3 or literacy across the key stages.

We look forward to receiving your application to join the team as a temporary Teacher of English from September 2023.

April Tricker
Head of English
June 2023



Outline job description: All subject teachers (MPS-UPS3)

All Teachers (Main Scale)

Purpose

1. To set high expectations which inspire, motive and challenge pupils;
2. To promote good progress and outcomes by pupils;
3. To demonstrate good subject and curriculum knowledge;
4. To plan and teach well-structured lessons;
5. To adapt teaching to respond to the strengths and needs of all pupils;
6. To make accurate and productive use of assessment;
7. To manage behaviour effectively to ensure a good and safe learning environment;
8. To fulfil wider professional responsibilities.

All teachers are expected

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted 2019) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;
- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able pupils, those with SEN and those eligible for the pupil premium;
- Be aware of pupils' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;

- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all pupils can make good progress;
- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip pupils with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare pupils for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for pupils;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all pupils;
- Follow the faculty's and school's pupil behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire pupils in line with the school's policy;
- Be accountable for pupils' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to pupils on their progress and next steps;
- Assess pupils' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for pupils by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure pupils' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage pupils to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of pupils and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;
- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;

- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Teachers on Upper Pay Spine (UPS)

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of these increase in line with UPS progression.

For UPS1 and 2 teachers

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and pupil outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified pupils as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

For UPS 3 teachers

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged pupils, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

Note

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment, or generated by staff outside the course of their employment where school resources have been used.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school's values of Trust, Kindness and Determination underpin all we do. Pupils enjoy their learning in a disruption free environment, and staff are proud to work here. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

Following our Ofsted inspection in January 2023, Cirencester Deer Park School continues to be a good school. Inspectors noted that:

- "Pupils welcome leaders' high expectations of their behaviour and conduct....Pupils enjoy their learning and feel well prepared for the future."
- "Pupils behave well in lessons and benefit from learning without low-level disruption from others."
- "Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour."

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has expanded through the development of The Corinium Education Trust and working alongside Chesterton, Kemble and Siddington C of E Primary Schools we aim to improve pupils' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from ECT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment and a recently opened English, RE and ICT block.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.