

Wood Green School



Candidate Information Pack
Teacher of English

Details of the Post

Job Title:	Teacher of English
Start date:	September 2023
Status of post:	Permanent
Closing date for application:	24 th March 2023
Interview Date:	

WELCOME – Headteacher

Dear Prospective Candidate,

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. We have a clear vision of a Wood Green student, and we are developing our Baccalaureate that encourages and celebrates everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles and our Diversity, Equality and Inclusion Policy. Everything is underpinned by our LEARNWell values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

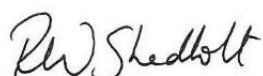
Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust consists of seven schools: Wood Green School, Chalgrove Primary School, Stadhampton Primary School, Botley Primary School, Icknield Community College, Watlington Primary School and Matthew Arnold School.

All seven schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are Trust, Collaboration and Opportunity.

Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to the university and with the National Baccalaureate Trust. These all bring great opportunities for students, and also for staff development. I believe that investing in staff is crucial to achieving our mission. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Thank you again for your interest in this post and I hope to receive your application in the near future.

Yours sincerely



Rob Shadbolt
Headteacher

Our School Philosophy

“Head, Hands and Heart”



Our School Philosophy can best be summarised by the phrase ‘Head, Hands and Heart.’ Head, Hands and Heart represents the whole child:

- The Head represents learning
- The Hands represent creativity and practical skills
- The Heart represents respect and nurture for others and ourselves.

Mission, Vision and Values

Mission Statement

“Our mission is to develop exceptional, well-qualified and well-rounded young people who make a positive contribution to our school, our community and the world.”

Our Vision Statements:

Wood Green students

- I. Are inquisitive, independent and creative thinkers who communicate powerfully, respond well to feedback and who work well by themselves and with others
- II. Believe they can improve, are proud to try hard and to be successful and are not scared to fail
- III. Have integrity and honesty and take responsibility for themselves
- IV. Manage themselves well and develop good relationships with all students and staff
- V. Take care of others, their community and their environment and respect all others
- VI. Know how to keep themselves healthy and safe
- VII. Achieve highly and leave prepared for their next exciting challenge

Our Values

Our LEARNWell values reflect our commitment to developing the whole person and underpin everything we do:

LEARNING **E**FFORT **A**SPIRATION **R**ESPECT **N**URTURE **W**ELLBEING

Department Information

The Department of English consists of eleven specialist teachers. We work collaboratively across all Key Stages and opportunities for career development and progression are made available whenever possible. The Department teaches in a set of eleven English classrooms, all housed in the same building, along with a department staff room. Each classroom has an interactive touchscreen board, and its own PC.

The Department is well resourced with a range of texts and teaching materials for use across all Key Stages. We meet regularly with other English Departments from the Acer Trust to share good practice.

Ethos

The Department is committed to developing effective learners who are capable of thinking creatively and independently as well as being able to reflect on their own practice as readers and writers. We place a significant emphasis on assessment for learning across the curriculum, setting personal targets for individuals to enable them to make progress and aspire to the best outcomes possible.

Students are taught the skills to enable them to use both written and spoken language creatively, effectively and precisely for different purposes, audiences and contexts, and to engage with and appreciate a wide variety of texts, including literary and non-literary texts from both modern and historical contexts.

We are committed to grouping students in ways which will enable staff to focus effectively on the needs of a particular cohort. This includes teaching mixed ability tutor groups as well as broad ability groups.

Alongside the classroom curriculum, the Department enters students for public speaking competitions, the Mock Trial competition, and creative writing competitions. We have also enjoyed theatre trips for all Key Stages to London and Stratford to engage students in Shakespeare in performance wherever they have been possible.

Curriculum

Key Stage 3

The focus in Years 7-9 is on inspiring learners, as well as teaching students explicitly the core skills of reading and writing, speaking, and listening, through a broad and balanced curriculum that offers continuity and progression to students of all abilities. Careful consideration has been given to the mapping of skills, disciplinary knowledge and powerful concepts across the key stage, alongside supporting students to read challenging texts. Our curriculum includes both literary and non-literary prose, poetry, drama – including Shakespeare in all years – and independent reading.

Key Stage 4

Students at Wood Green currently follow the AQA English Language and English Literature at GCSE. The curriculum is structured to enable all students to aspire to the very best grades possible and to build on the knowledge and skills learned at Key Stage 3, providing plenty of opportunity to make links across their learning and build understanding of literary concepts, as well as practising the skills for exams.

Key Stage 5

We offer two different subjects at A Level: English Literature (AQA Spec B) and English Language and Literature (AQA). The teaching of both A Level subjects is structured around the different units and has been planned to enable students to build confidence as they move through the key stage, enabling them to explore challenging texts and ideas, and providing regular opportunities to consolidate key skills.

Department Development and Future Plans

This is an exciting time to join us as we seek to embed evidence-based work in metacognition (with a particular focus on the effective use of live modelling) and to continue to develop a range of strategies to improve the impact of feedback – as well as considering how to reduce workload. As a team, we are constantly looking for ways to harness the talent of each member of staff to make us a 'high-performing team', rather than just a team of high-performers. We regularly engage in peer coaching and peer observation to provide a supportive environment for trying and evaluating new methods in the classroom, and this is a strategy which we are seeking to consolidate and develop further over the coming months and years.

2022 English Language GCSE results compared to FFT50

Comparison Grade				Result Grade														Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%			
	Other			1					1				1		0	0	0.00%	0	0.00%	0	0.00%			
	U														0	0	0.00%	0	0.00%	0	0.00%			
	1														0	0	0.00%	0	0.00%	0	0.00%			
	2							1							1	0	0.00%	1	100.00%	0	0.00%			
	3			3	1	2	4	15	5	7					34	7	20.59%	15	44.12%	12	35.29%			
	4			2			1	7	8	11	8	2	1		38	8	21.05%	8	21.05%	22	57.89%			
	5			1		2		3	9	16	5	5	6		46	14	30.43%	16	34.78%	16	34.78%			
	6			1				1		5	2	5	4		17	6	35.29%	2	11.76%	9	52.94%			
7			1				1	1	1		5	4	2	14	3	21.43%	5	35.71%	6	42.86%				
8												1	1	1	3	1	33.33%	1	33.33%	1	33.33%			
9														0	0	0.00%	0	0.00%	0	0.00%				
#			0	1	4	6	27	23	40	15	18	16	3	153	39	25.49%	48	31.37%	66	43.14%				
															<div></div> Less Than Comparison	<div></div> Same As Comparison	<div></div> Above Comparison							

2022 English Literature GCSE results compared to FFT50

Comparison Grade				Result Grade													Below Comparison			Same As Comparison		Above Comparison	
		#	%	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%		
	Other								1			1			0	0	0.00%	0	0.00%	0	0.00%		
	U														0	0	0.00%	0	0.00%	0	0.00%		
	1														0	0	0.00%	0	0.00%	0	0.00%		
	2					1									1	1	100.00%	0	0.00%	0	0.00%		
	3			3	1	2	9	4	7	1	1				25	12	48.00%	4	16.00%	9	36.00%		
	4			3			6	8	12	9	4	1	1		41	14	34.15%	12	29.27%	15	36.59%		
	5			3	1	1	3	3	7	14	7	5	2		43	15	34.88%	14	32.56%	14	32.56%		
	6			2		1			2	2	7	6	3	1	22	5	22.73%	7	31.82%	10	45.45%		
7			1	1				1	2	5	2	2	1	14	9	64.29%	2	14.29%	3	21.43%			
8												3		3	3	100.00%	0	0.00%	0	0.00%			
9														0	0	0.00%	0	0.00%	0	0.00%			
#				0	3	5	18	15	29	28	24	17	8	2	149	59	39.60%	39	26.17%	51	34.23%		
<div><div></div> Less Than Comparison<div></div> Same As Comparison<div></div> Above Comparison</div>																							

2022 A Level results

Details			A* to A		A* to B		A* to C		Grades									
Subject Name	Entries	APS	#	%	#	%	#	%	A*	A	B	C	D	E	F	G	U	X
A - English Lang & Lit	9	37.8	3	33	6	67	8	89		3	3	2		1				
A - English Literature	8	43.8	4	50	6	75	8	100	1	3	2	2						



Job Description

Job Title	Teacher of English
Job Description	This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.
Review Date of Job Description	January 2020
Establishment	Wood Green School, Woodstock Road, Witney, OX28 1DX
Responsible to:	Head of English
Responsible for:	Teaching and supporting all designated classes in English
Purpose of Post	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate To monitor and support the overall progress and development of students as a Teacher/Form Tutor To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
Teaching	<ul style="list-style-type: none"> To undertake a designated programme of teaching across all key stages Teach consistently high-quality lessons Plan and deliver schemes of work and lessons that meet the requirements of the KS3, 4 and 5 Be a role model for students, inspiring them to be actively interested in the subject To maintain appropriate records and to provide relevant accurate and up-to-date information for inhouse systems

	<ul style="list-style-type: none"> • To complete the relevant documentation to assist in the tracking of students • Set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching • Prioritise and manage time effectively, ensuring continued professional development in line with the role • To follow the school policies and procedures • To ensure the effective/efficient deployment of classroom support • To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • Follow schemes of work for the subject at all Key stages • Promote aspects of Personal Development related to the subject • Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject • Promote the subject learning through out of hour's activities • Ensuring a high-quality learning environment throughout the subject area.
Assessment, Feedback and Tracking	<ul style="list-style-type: none"> • To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy • To follow department monitoring and tracking systems relating to students' attainment, progress and achievement • Mark, grade and give written/verbal and diagnostic feedback as required • Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures • Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required • Complete the relevant documentation to assist in the tracking of students • To follow department policy regarding department tracking of student progress and use information to inform learning and teaching • Follow setting and co-ordinating assessment arrangements in the subject at all Key Stages, and in all areas as required by school policies, including standardising those assessments.
Staff Development	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management process • Participate in whole school CPD programmes • To take part in the staff development programme by participating in arrangements for further training and professional development.
Student Support and Progress	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students • To promote the general progress and well-being of individual students and the Tutor Group as a whole • To liaise with the relevant pastoral leaders to ensure the progress of students • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep up-to-date student records as may be required • To lead the National Baccalaureate within the tutor group • To contribute to the preparation of Action Plans and other reports as required • To alert the appropriate staff to problems experienced by students • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

	<ul style="list-style-type: none"> • To contribute to PSHE and citizenship and enterprise according to school policy • To apply the Behaviour for Learning policy so that effective learning can take place • Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.
Safeguarding	Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ Successful teaching experience ➤ Evidence of professional development relevant to this role
Skills and knowledge	<ul style="list-style-type: none"> ➤ Good classroom practice, constantly showing a positive and resilient approach to students and staff ➤ Excellent communication and organisational skills ➤ Knowledge of effective teaching and learning strategies ➤ A good understanding of how children learn ➤ Ability to adapt teaching to meet students' needs ➤ Ability to build effective working relationships with students ➤ Knowledge of guidance and requirements around safeguarding children ➤ Knowledge of effective behaviour management strategies ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none"> ➤ High expectations for all students and belief in bringing out the best in all ➤ Commitment to upholding and promoting the ethos and values of the school ➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to equality

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.



Wood Green School
Woodstock Road
Witney
OX28 1DX

01993 702355

vacancies@wgswitney.org.uk

www.wgswitney.org.uk