

**Hugh Christie School
White Cottage Road
Tonbridge
Kent
TN10 4PU**

**CHAIR OF GOVERNORS
EXECUTIVE PRINCIPAL
HEAD OF SCHOOL**

**Sue Mason
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Mark Fenn**

www.hughchristie.kent.sch.uk

Briefing Pack for:

**The appointment of
Full Time Teacher of English**

Start date: September 2022



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Hugh Christie School

Full-Time Teacher of English

Are you enthusiastic to inspire a life-long love of reading in students? Are you keen to keep developing your own subject and pedagogical knowledge? Are you looking to collaborate and grow in a supportive and dedicated team?

We are delighted to have the opportunity to take on a new English Teacher who loves literature, is eager to engage in research and believes that every student should be given the best chance to succeed. Our Department is going through an exciting time with the collaborative development of a new knowledge-rich curriculum. We are looking for a teacher who will bring their own dynamism and positive attitude and become a trusted and valued team member.

The successful candidate will have high expectations of their students, strong subject knowledge, resilience and a full bookshelf! The ability or desire to teach A-level English Literature is a bonus.

Working in a custom-built modern facility with spacious classrooms and a dedicated office for the English team, we strive to give our students the cultural literacy, deep thinking and grammar skills they need to be able to tackle their exams and the world after school.

CPD is at the heart of good teaching and the heart of our Department vision: the successful candidate will be supported to continue their own learning and develop their own specialisms and interests.

Hugh Christie is a mixed all-ability school rated 'Good' by Ofsted in 2017. The school is a welcoming community with a friendly atmosphere. All staff strive to ensure every child is happy, successful and prepared for adult life.

To support teacher welfare, we benefit from an early 1.35pm finish on Fridays and a two-week half term in October.

This position would suit an Early Career Teacher, a teacher looking for their first move or an experienced teacher in search of a collaborative and innovative department.

Please contact Mrs N Riddle for an application pack on 01732 353544 ext 242 or nriddle@tonbridgefederation.co.uk. Further information is available on the school's website: www.hughchristie.kent.sch.uk. For more information about the role, please contact Heather Swinnerton on hswinnerton@tonbridgefederation.co.uk.

Closing date for applications: Monday 7th February

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure



January 2022

Dear Applicant,

Thank you for expressing an interest in the post of Teacher of English.

Hugh Christie is part of the Tonbridge Federation – a small collaboration between Long Mead Primary School and Hugh Christie. Both schools share resources and expertise working together to support some very disadvantaged children within our community. Our website contains lots of information about our values, ethos and organisation - www.hughchristie.kent.sch.uk.

I have been at Hugh Christie for nearly seventeen years and thoroughly enjoyed my time here. It is a great place to work with wonderful colleagues who share my passion to do the very best for our students. All of my own children have attended Hugh Christie.

We are a wide ability school but, because of the local selective system, do have a larger proportion of disadvantaged pupils. Our staff are therefore committed to make a difference to these young people by challenging them to achieve their very best.

This post would be suitable for both experienced and Early Career Teachers. The department is excellent at supporting new teachers and you will receive lots of support. You need to be a good team member and effective communicator.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please refer to the job description and Emotional Intelligence standards later in this pack.

If you have any specific questions you would like to ask about the application process, then please contact me on 01732 353544 EXT 242 or by email via nriddle@tonbridgefederation.co.uk

I look forward to meeting short listed candidates at interview.

Yours sincerely

Jon Barker
Executive Principal

Hugh Christie School and Long Mead School Vision Statement

Aspiring to be outstanding:

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We bring in experts from outside to validate the schools' self-assessment at least once a year, including safeguarding.
- We monitor the schools' appraisal systems to ensure staff are meeting the required standards and being provided appropriate training opportunities to develop and meet their aspirations.

Our schools are tolerant and inclusive places where every child and member of staff has the right to be safe, happy, respected and receive equality of opportunity:

- We have appointed a Governor with responsibility for Equality and Diversity.
- We challenge Senior Leaders to ensure staff workload and wellbeing are considered before making changes and expect unnecessary burdens, that do not positively impact on pupils, to be removed.
- We receive and challenge information from Senior Leaders about any incidents of discrimination.
- We ensure our schools are both physically and emotionally safe places by challenging Senior Leaders, receiving surveys, visiting and speaking to stakeholders.

Every child has the opportunity to receive a high quality of education:

- We review the aims of the curriculum to ensure it is meeting the needs of learners and we monitor its implementation to ensure it is delivered.
- We check that teaching supports the acquisition and retrieval of knowledge, skills and vocabulary over time.
- We receive reports on the impact of the curriculum in terms of external exam results, course completion rates and pupil destinations, which are challenged.
- We monitor attendance, behaviour, and participation to ensure all children are fully engaged.

Disadvantaged and SEND children receive equality of opportunity:

- We have appointed Governors with responsibility for disadvantaged and SEND children.
- We require high expectations and aspirations for all SEND and disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding on disadvantaged children and support for SEND children.
- We challenge data on outcomes, attendance and behaviour for disadvantaged and SEND children.

- We check that the range of opportunities available at the schools to build social and cultural capital and experiences are shared equally.

Our 'Learning Journey' prepares children well for the future:

- We check the curriculum offer in our schools fulfil statutory responsibilities, meet the needs of all children and prepare them well for their future.
- We check that the curriculum is appropriately sequenced and enriched by a range of additional opportunities available to all children.
- We monitor the additional opportunities provided to prepare every child well for their future.
- We find out if stakeholders are satisfied with the curriculum and additional opportunities available.

Developing a strong sense of community, leadership and character underpinned by British values:

- We challenge Senior Leaders as to how they are instilling a strong sense of community locally, nationally and internationally.
- We monitor the strength of the schools' community through discussions with stakeholders.
- We check how students and staff are being supported to develop their leadership potential.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We monitor the provision for Personal, Social, Health and Citizenship Education to ensure it meets statutory responsibilities and the needs of the pupils.
- We investigate how character and values are taught, modelled and developed.
- We check to ensure any radicalisation or extremism is effectively tackled.

Preparing for the future:

- We are building capacity, anticipating challenges, minimising risks and developing personnel.
- We monitor policies, finance, staff development and appraisal.
- We attend training to keep ourselves informed of changes and challenges ahead.
- We check all children are well prepared through the information, advice and guidance they receive by receiving information on destinations and speaking to children.

About Hugh Christie School

Hugh Christie is 'The Place to be...'

Hugh Christie opened in 1957 as a co-educational school for children of all needs and abilities. We have around 925 students on roll. Based in Tonbridge with excellent transport links, the school is housed in new buildings on an attractive campus with excellent facilities. It is our aim that every child at Hugh Christie is happy, successful and well prepared for adult life.

Our priorities for the school are that;

- Every student achieves their very best
- Our students make better progress because every teacher is good and on the journey to outstanding
- Students are happy, behave well and engage with their learning
- We make a greater difference to the lives of our students because we aspire to outstanding leadership
- Our provision meets the academic, economic, social, cultural and emotional needs of all our students and ensures they are well prepared for adult life in modern Britain.

We are very proud of the students and staff at Hugh Christie. We are passionate about providing a unique learning experience for your child that will enable them to achieve well, learning new skills, enjoy learning and have a successful and prosperous future.

Who was Hugh Christie?

Hugh Christie was a pioneer in every way. Born in London and the son of a city merchant, he was a farmer, public servant and educationalist and lived in Quarry Hill, Tonbridge. A founder member of the National Farmers Union and also involved in the formation of the Women's Institute, in 1957 during the year in which our school was founded bearing his name, he was awarded the OBE for political and public services in Kent. A man of outstanding character, integrity and courage, he died in 1962.

ENGLISH

	<u>The Team</u> • Mrs Heather Swinnerton – Deputy Principal: Pastoral & English • Mrs Melanie Davies – Second in Department • Miss Jan Di Giovanni – Second in Department • Miss Sarah Jacobson • Miss Georgina Stevens • Miss Jacqueline Thorogood • Miss Rabyah Manzoor • Miss Claire Simpson • Miss Beth Wade • Mrs Lucy Bowley – English Tutor • Mrs Alice Wood – Librarian • Miss Phoebe Sowten – English Intervention Assistant
Subject Intent	In English, we read with our heads and our hearts, master our language and harness the power of words. “The English Department aims to empower every student to read with fluency, accuracy and emotion. We wish to shape you into curious and critical thinkers, who can listen deeply and empathise with others. Our students learn to appreciate the power of words to help articulate their ideas and share their voices. Over your time at Hugh Christie, we will help you to broaden your knowledge and mastery of the English language and delve into a wealth of literature and stories from the past and present that will teach you about what it means to be human and how to express yourself. We will equip you with the cultural literacy you need to make sense of challenging texts and the complex world around you. As a team, we will passionately, strategically and collaboratively work to support every student to develop the English skills and knowledge they need for life.”
Age Related Learning Objectives (ARLOs)	<u>Year 7 & Year 8</u> <u>Year 9</u>
Knowledge Organisers	<u>Year 7</u> <u>Year 8</u> <u>Year 9</u>

Exam Board Specifications	AQA GCSE English Language 8700 AQA GCSE English Literature 8702 AQA ELC Step Up to English 5970 AQA A-Level English Literature A 7711/7712
Subject Learning Journeys	Year 7 Year 8 Year 9 Year 10 Year 11 A-Level English Literature
Key Stage 3	All students study the Key Stage 3 National Curriculum in English. During Key Stage 3, we aim to both revisit, and develop, the skills learnt at Key Stage 2. In doing this, we cover a broad range of texts that will begin to prepare students for the requirements of GCSE once they are in Year 10. The mastery of literacy and vocabulary remains at the heart of the Key Stage 3 English curriculum. All students study a range of prose, poetry, drama and non-fiction texts, as well as having regular library lessons.
Key Stage 4	The Key Stage 4 curriculum is split into separate English Literature and English Language lessons. This is to focus thoroughly on the different skills and requirements of each paper. All students are entered for both Literature and Language at the end of Year 11. Our current set texts are: 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and the AQA Poetry Anthology: Power and Conflict cluster. A number of staff within the department are GCSE Examiners and run masterclasses to support students with exam skills. For students who require additional support to access the GCSE English qualifications, we also offer the Step Up to English qualification at the end of Year 9 and 10. This focuses on the basic skills of English with a thematic approach. This enables students to achieve a qualification and to build up their mastery of skills, as well as their confidence, before completing their GCSE English examinations in Year 11.
Key Stage 5	English Literature at Key Stage 5 continues to build on the skills from GCSE Literature, but with a greater focus on literary criticism and academic writing. There are two exam papers and an independent coursework unit which allow students to plan, research and compare texts of their choice.

The Emotional Intelligence Competencies

SELF-AWARENESS

Emotional Self-Awareness:
Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

Accurate Self-Assessment:

Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

Self-Confidence:

A strong sense of one's self-worth and capabilities.

1. Is confident in job capability
2. Believes in oneself
3. Is self assured
4. Has presence

SOCIAL AWARENESS

Empathy:

Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

Organisational Awareness:

Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

Service Orientation:

Anticipating, recognising and meeting customers' or clients' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

SELF-MANAGEMENT

Emotional Self-Control:
Keeping disruptive emotions and impulses in check.

1. Shows restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

Transparency:
Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits to mistakes
4. Acts on values

Adaptability:
Flexibility in handling change.

1. Open to new ideas
2. Adapts to situations
3. Handles unexpected demands
4. Adapts or changes strategy

Achievement Orientation:
Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

Initiative:
Readiness to act on opportunities.

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

RELATIONSHIP MANAGEMENT

Developing Others:
Sensing others' development needs and bolstering their abilities.

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

Inspirational Leadership:
Inspiring and guiding individuals and groups.

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

Change Catalyst:
Initiating or managing change.

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

Influence:
Having impact on others.

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the scenes support

Conflict Management:
Negotiating and resolving conflict.

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions

SELF-MANAGEMENT

Optimism:

Persistence in pursuing goals despite obstacles and setbacks.

1. Has positive expectations
2. Is optimistic about the future
3. Is resilient
4. Learns from setbacks

***RELATIONSHIP
MANAGEMENT***

Teamwork & Collaboration:

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

1. Co-operates
2. Solicits input
3. Encourages others
4. Builds bonds

Job Description for Teachers

Overarching Purpose

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

Job Title: Teacher of English

Responsible to: Deputy Principal (English)

Responsible for: Teaching and supporting all designated classes

Specific Job Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all students
- To monitor and support the overall progress and development of students as a Teacher and Advisor
- 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

Duties:

The conditions of employment of School Teachers specify the general professional duties of all teachers. The safeguarding of children and young people underpins the work of the Tonbridge Federation and must be adhered to as a prime responsibility. All staff working in the federation must read and understand our safeguarding policy and statutory guidance on safeguarding before employment begins and on a regular basis. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

Principal Responsibilities

1. Teaching:

- To contribute to the teaching of designated subjects in the school
- To consistently teach high quality lessons
- To participate in the development of appropriate syllabuses, schemes of work, lessons and materials that meet the requirements of the Key Stage 3 & 4 (possibly 5) national curriculum
- To plan appropriately differentiated and scaffolded lessons for students including for disadvantaged students
- To share good practice across the school and federation
- To maintain appropriate records and to provide relevant accurate and up-to-date information

- To complete a SIMs register at the beginning of each timetabled teaching period
- To complete the relevant documentation to assist in the tracking of students
- To attend and participate in subject meetings and parent consultation events
- To set and mark appropriate classwork and homework and monitor progress in line with subject and school marking and AFL policies and procedures
- To supervise the use and care of rooms assigned to the subject including adherence to Health and Safety regulations
- To be responsible for the storage and use of learning resources used whilst teaching
- To be a pastoral Advisor and teach PSHE where appropriate
- To set high 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
- 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 English
- Promote English learning through out-of-hours activities
- Ensuring a high quality learning environment within the English area

2. Assessment, Feedback and Tracking:

- 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
- 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 English at all Key Stages, and in all areas as required by school policies, including standardising those assessments

3. Staff Development:

- 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.

4. Student Support and Progress:

- To be an advisor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the advisory group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support systems
- 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 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
- To contribute to the PSHE, citizenship and enterprise programmes according to school policy
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams and directors of learning

5. Communication, Marketing and Liaison:

- To communicate effectively with the parents/carers of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.

6. Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example

- To actively promote school policies and procedures
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis
- To attend meetings scheduled in the school calendar punctually
- To set cover work during any leave of absence

7. Personal and Professional Conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:

- Act with honesty and integrity
- Forge positive professional relationships with all stakeholders
- Be committed to collaboration and co-operative working
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the Tonbridge Federation and maintain high standards in their own attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Notes:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It can be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School.