**BRIEFING FOR APPLICANTS**

Teacher of English – maternity cover

From June/September 2023

Teachers’ Main Pay Scale / UPS.

**An introduction to our school**

Our school is an 11-16 mixed, community, comprehensive school of around 950 students. We are lucky to be based in a relatively new building, with great facilities, on a beautiful site at the edge of the Peak District market town of Chapel-en-le-Frith. The Peak District National Park is quite literally on the school’s doorstep and provides endless opportunities for walkers, cyclists, mountain bikers, climbers, cavers and other outdoor enthusiasts.

The nearest big towns to the school are Buxton and Stockport but good transport links mean that the school’s staff travel from a wide area with many commuting from Manchester, Sheffield, Chesterfield and the towns of East Cheshire. A sizable contingent of staff live in the villages of the Peak District. For anyone considering relocating it is a wonderful area in which to live, with a good mix of housing, decent schools, easy commutes and a good quality of life.

We believe that our school is unusual in many ways. Perhaps the most obvious of these, which may even make us unique, is structural. The current school was formed by merging, in a new building, the local area special school with the existing high school. The special school became the current 35 place enhanced resourced SEND provision, always referred to simply as ‘Learning Support’ in school. To meet the moderate to severe special educational needs of its cohort, Learning Support operates as a ‘school within a school’. The Learning Support department runs a full independent curriculum with significant dedicated SEND trained staffing. Whilst Learning Support can provide an independent, tailored, learning experience for students, in every other way this cohort is fully integrated into the life of the school. This arrangement makes for a wonderfully inclusive school with young people who are very accepting of difference. Our inclusive approach spreads more widely too and we often buck local and national trends by accepting students with difficult and complex backgrounds.

This inclusivity does however make the school’s published data rather tricky to interpret. The DfE data effectively merges the results of an average sized comprehensive school with that of a special school. In short, we are rather better than the league tables make us look. Some years ago, we set ourselves a challenge; “*to* *achieve results ranking alongside the best schools nationally; whilst remaining a highly inclusive, friendly, community school”*. We have not achieved this yet, but it is a mantra that has guided us since. Undoubtedly, the balance between inclusivity and excellence is a difficult one, but both governors and staff are fully committed to making it work, despite its undoubted challenges in the current educational environment.

We think that we are different in other ways too. Our governors value the arts and creative subjects and we retain high uptake in these areas. We are not a top-down organisation; we are a team, and we work together to do the best we can for the young people in our care. If you join us, you can become involved in developing the future of our school community. Perhaps most importantly, we recognise that happy, committed staff make for a successful school; we work really hard to look after and develop our staff.

Visitors to our school notice these differences. People frequently comment on the sense of community, the calm atmosphere, and the fact that our staff smile, joke and enjoy what they do. At the start of our most recent Ofsted inspection the lead inspector commented, after meeting the staff in briefing, that he had never met such a welcoming, smiley and relaxed staff team at the start of an inspection. The report from that inspection, in May 2019, gives a very good picture of the organisation that we are.

Like most schools, we have our strengths and weaknesses. We are proud of the work we have done recently on curriculum development, on teaching and learning and on research-based practice, with many staff now engaged with research and further professional qualifications. Our challenges remain those of many rural schools, getting our results to be clearly above average requires that we better engage disadvantaged students and that we raise aspirations of boys in particular.

We are in the minority of secondary schools that remain local authority run. This is by choice after careful research and consideration. We are not, however, an isolated school. We have good links with other local schools, with local further education providers and with universities. We are a member of the Peak Edge Group of local primary and secondary schools.

**English at Chapel-en-le-Frith High School**

The English team is exceptionally strong comprising an experienced head of department, a deputy head of department and six other teachers. The school’s head of media studies and the school’s whole school literacy coordinator are members of the English team. Some English department staff also teach media studies and contribute to the school’s high profile literacy catch-up strategies. The successful candidate would be joining a very well qualified, experienced and supportive team.

The Department is based in a suite of 6 specialist rooms; each with a data projector. The department is well resourced with a variety of texts and great use is made of collaborative joint planning. The school’s superb library proactively supports the work of the English department and there is a strong whole school focus on developing reading.

The English team deliver the AQA specification at GCSE and the vast majority of students will be entered for English and English Literature qualifications.

Ours is a school in which students enjoy English and results are consistently good.

**Safer recruitment and our values**

The school uses robust safer recruitment procedures that meet the requirements of [Keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) . These processes are designed to deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in the school.

Our safer recruitment processes form a vital part of our whole school approach to safeguarding and are an essential part of creating a safe environment for our learners. Further details on the safer recruitment of staff in school can be found in our Child Protection and Safeguarding policy which is linked [here](http://www.chapelhigh.org.uk/internet_assets/documents/parents/policies/2022/Chapel%20High%20Safeguarding%20and%20Child%20Protection%20Policy.pdf).

When you apply for a job in our school you will be asked to disclose any previous criminal convictions. You will be asked to provide a full employment history and the names of two referees. One of these referees must be your most recent employer and, if the employer is a school, must be the headteacher. We will follow up on any issues raised by your references at interview and we may contact your referees to verify their identity or for further information.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) checks. For teachers, qualified teacher status will be checked. Appointment to a post will be subject to satisfactory references, satisfactory DBS checks, the checking of qualified teacher status (for teachers), checking of the right to work in the UK, and health clearance.

Chapel-en-le-Frith High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chapel-en-le-Frith High School is committed to creating an inclusive workplace which promotes and values diversity in age, gender identity, race, sexual orientation, physical or mental ability and ethnicity. We expect our staff and volunteers to share these values.

Chapel-en-le-Frith High School

**Job Description**

This document has been drawn up based on the Teachers’ Pay and Conditions Document and other statutory provisions

**Teacher of English - Teachers Main Pay Scale/UPS**

**Purpose**

* To raise standards of student attainment and progress in all aspects of English through high quality teaching and learning within English lessons
* To monitor student progress and development within English lessons
* To ensure a variety of extra-curricular opportunities in English

**Reporting to**: **Head of Department - English**

**Main Duties**:

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| **Key Functions** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, incorporating the National Curriculum requirements and in line with the curriculum policies of the school. * To facilitate, support and monitor the overall progress and development of a designated group of students. * To foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential. * To share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review. * To support and contribute to the school’s responsibility for safeguarding children. |
| **Teaching** | * To seek to raise standards of teaching and learning. * To ensure a high quality learning experience for students, which meets internal and external standards. * To teach, according to their educational needs, students assigned to him/her, differentiating material, resources or delivery appropriately including the deployment of support workers in the classroom. * To use a variety of delivery methods appropriate to students’ learning styles and the varying demands of the curriculum. * To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships. * To set high expectations for students’ behaviour and maintain a good standard of discipline through well-focused teaching, fostering positive relationships and implementing the school’s behaviour policy. * To set and mark appropriate work to be carried out in school or elsewhere. * To assess, record and report on development, progress and attainment of students in line with national and school requirements and keep records as required by the school system. * To set targets for student attainment and achievement in line with school policy and to monitor progress towards these targets. * To keep methods of teaching and programmes of work under review. |
| **Students’ Progress and Development** | * To promote the general progress and well-being of individual students and of any class or group of students assigned to him/her. * To safeguard students’ health and safety both in school and out following school procedures. * A commitment to safeguarding and promoting the welfare of children and young people. * To participate in arrangements for preparing students for public examinations, assessing their work and recording and reporting these assessments. * To contribute to the personal, social, health, citizenship and enterprise education of students according to school policy. |
| **Continued Professional Development** | * To be proactive in assessing his/her training and professional development needs and seeking appropriate opportunities to meet these needs. * To participate in the school’s performance management systems and, where appropriate, contribute to the performance management of others. * To work with colleagues on preparing, developing courses of study, teaching materials, teaching programmes, methods and assessment and pastoral issues. |
| **Communication** | * To communicate effectively with parents of students and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff. * To record and report on the personal and socials needs and development of students. * To communicate and consult with parents. * To communicate and consult with outside bodies and agencies. * To provide or contribute to oral and written assessments, reports and references. |
| **Contribution to the whole school** | * To play a full part in the life of the school, to support its mission and ethos and to encourage and ensure staff and students follow this example * To contribute to and promote the policies of the school * To contribute to the formulation and implementation of the School Improvement Plan and associated action plans as appropriate. * To support and adhere to the school’s quality assurance procedures * To work as a member of a designated team or teams and contribute positively to effective working relationships within the school. * To promote the Department and subject at school events such as Open Days/Open Evening. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

**Person Specification**

**Teacher of English**

**Essential:**

* Appropriate degree or equivalent qualification
* Qualified teacher status (or working towards QTS for September 2023)
* Experience of teaching English in KS3 and KS4
* The ability to teach English to GCSE
* An absolute commitment to inclusive education
* Experience of teaching across the age and ability range
* Experience of using a range of teaching and learning styles to ensure students learn effectively
* Experience of innovation and developing practice
* Ability to work co-operatively with a wide range of staff and as part of a team
* Ability to relate positively to students and show a fundamental commitment to them and their development
* Ability to work in partnership with Governors, parents and the community
* Commitment to achieving the highest standards
* Enthusiasm for English and ability to communicate this
* Sense of humour
* Strong classroom management skills
* Administrative and organisational skills, with good attention to detail
* Good oral and written skills
* Good ICT skills

**Desirable:**

* Experience of teaching media studies.
* Experience of working to develop basic literacy skills.
* Experience of working with colleagues to ensure all students’ individual needs are met, including those with a range of complex SEND
* Experience of working with colleagues to help them develop good practice
* Ability to work effectively with colleagues across schools and phases

**Notes on Applying**

Applying for any job is time consuming, these notes aim to make it easier.

**We do not use either the Derbyshire County Council or the TES online application process. You need to complete an application and post it or e-mail it to us. The application should consist of a completed application form and a letter of application.**

**The Application Form**

Please complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand please use black ink. Indicate clearly on the front page the post you are applying for. **We do not use Job Reference numbers, simply leave this box blank.**

Safeguarding guidance requires us to ensure that there are no unaccounted for gaps in your employment or educational history. Please explain any gaps that do appear; notes such as “gap year” or “bringing up children” are very helpful.

The Derbyshire application form includes a large box headed “supporting statement”, since we have asked you to submit a separate letter you can leave this box blank. There is little point in repeating information.

**Referees**

Please use referees who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses and contact details; we will normally contact them by e-mail. One referee must be your current or most recent employer; if you are working in a school, it should normally be your headteacher. References will not be accepted from relatives or from people writing solely in the capacity of friends.

**Letter of Application**

The letter of application is probably the most important part of your application. You should make statements that demonstrate how your qualifications, personal qualities and experience match the post. Please focus on the impact of any work you have done. You should take particular care to demonstrate how you meet the person specification included with this pack.

**CVs**

In line with current safeguarding guidance, we do not accept CVs.

**Arrangements for Interview**

Shortlisted applicants will be contacted as soon as possible after the closing date. For teaching posts, referees are contacted **prior** to the interview stage. If you are shortlisted, any relevant issues arising from your references will be taken up at interview.

**Appointments**

Appointments are made conditional upon the successful candidate meeting requirements for satisfactory references; satisfactory DBS checks; qualification checks and (for teachers) checking of Qualified Teacher Status. We are also required to check that you have the right to work in the UK.

**Submitting your Application**

When you have completed your application, the completed form and covering letter should be e-mailed to Diane Hibbert, Personnel Administrator ([dhibbert@chapelhigh.org.uk](mailto:dhibbert@chapelhigh.org.uk)), or applications can be posted to the school, addressed to the headteacher, to arrive before the closing date.