

Applicant Information Pack

Teacher of English
Full Time - MPS

Start Date: 2nd September 2021

Closing Date: Friday 14th May 2021 at 9am

C o n t e n t s

- 1. Letter from the Headteacher**
- 2. Guide to the application process**
- 3. Person Specification**
- 4. Job Description**
- 5. Faculty and School Information**
- 6. Protection of Children: Disclosure of criminal background details and declaration Form**
- 7. Map of Area**

Dear Candidate

Teacher of English

Thank you for your interest in the above position at Queen Elizabeth's School.

At Queen Elizabeth's School the spirit of the QE family is primarily recognised in the learning partnerships that exist between staff and students and between the students themselves. We believe that when students are happy they will thrive, when they are challenged they will succeed and when they are supported they will achieve. Above all else, Queen Elizabeth's School focuses on the individual to ensure that all students have the opportunity to mature as learners and as individuals. As a Church of England school our vision is linked to a commitment to hope for all students. It is the spirit of the QE family and the way in which we work together that makes this such a wonderful school to work and learn in.

We are immensely proud of all of our students and their achievements. The examination results from 2020 were the highest that the school has achieved and demonstrate our commitment to raising standards for all students.

We are equally as proud of the staff within the school who are dedicated, hard-working and committed to securing the best outcomes for the students. We value our staff and are committed to their continuing professional development and wellbeing.

In September 2017 the school was judged to be good by Ofsted and in June 2018 it was judged to be outstanding in the SIAMS inspection. The reports highlight the many strengths of the school and also highlight the areas that we need to develop further as we continue on our journey to outstanding. Joining QE at this time in the school's development is exciting and will provide you with the opportunities to further develop your career.

Queen Elizabeth's School became an academy in 2014 and on 1st September 2019 joined Wimborne Academy Trust. The Trust provides the vast majority of the intake at QE and the vision of an all-through, 2-19 learning community is incredibly exciting for us all. The successful candidates will need to demonstrate their commitment to partnership working across not only our school but other schools and key stages within the trust.

We hope that you find all of the information that you require in this application pack and on our website and we look forward to receiving your application.

Yours sincerely



Katie Boyes
Headteacher



Allenbourn Middle School Colehill First School Emmanuel Middle School Hayeswood First School Hillside First School
Lockyer's Middle School Merley First School Pamphill First School Queen Elizabeth's School St John's First School
St Michael's Middle School Verwood First School Witchampton First School

GUIDE TO THE APPLICATION PROCESS

Your application

Please complete an application form via the online application process or by downloading an application form from our website. Please contact us if you would like a hard copy posted to you.

Interview Process

The interview process is likely to include the following components*:

- Tour of the school and time to familiarise yourself;
- Discussions with other members of the Faculty Team;
- Teaching a lesson or part of a lesson;
- Formal interview.
- You will be assessed on your suitability to work with children in accordance with our safeguarding criteria.

***At this time of uncertainty and restricted access, the interview process may be carried out via video link where you would be asked to present on a particular topic.**

Debriefing candidates

As is professional good practice, we will be delighted to offer debriefing on the process to all shortlisted candidates, whether appointed or not. We regret that we will not offer any feedback to applicants who are not successful in being shortlisted for an interview – a large field is expected for this post and time does not permit this being offered to all.

QUEEN ELIZABETH'S SCHOOL, WIMBORNE MINSTER

PERSON SPECIFICATION

Position: Teacher of English

| Potential Candidates will need to show evidence of the following | | |
|---|-----------|-----------|
| Criteria | Essential | Desirable |
| Qualifications | | |
| Qualified Teacher Status | ✓ | |
| English degree (or equivalent) | ✓ | |
| Evidence of continuous professional development | ✓ | |
| | | |
| Knowledge & Skills | | |
| Enthusiastic attitude towards developing within the role, with a strong interest continuous professional development | | ✓ |
| A dynamic and varied approach to teaching | ✓ | |
| Confident teaching skills with the ability to teach across the age and ability range, including A Level | ✓ | |
| Good understanding of the most recent changes to specifications and assessment | ✓ | |
| Confident and competent in the use of ICT | ✓ | |
| Ability to inspire and motivate all students to achieve the highest standards | ✓ | |
| Ability to use a positive approach to promote excellent behaviour in the classroom and throughout the school | ✓ | |
| Ability to perform effectively as a tutor | ✓ | |
| Evidence of high-quality outcomes in relation to teaching and learning. | | ✓ |
| The monitoring, assessment, recording, tracking and reporting or pupil's progress | ✓ | |
| The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection | ✓ | |
| Professional understanding of safeguarding within a school setting | ✓ | |
| Personal Attributes | | |
| Excellent communication and organizational skills (including written and oral skills) | ✓ | |
| Willingness to become fully involved in the work of the Faculty and contribute to the life of the school. | ✓ | |
| A commitment to safeguarding and promoting the welfare of children and young people | ✓ | |
| Ability to establish rapport and respectful relationships with students, parents and other adults | ✓ | |
| | | |

MAIN PAY SCALE TEACHER

KEY PURPOSES

- To plan and deliver high quality lessons
- To assess and report on the achievement of students
- To act as a tutor as required

KEY KNOWLEDGE AND UNDERSTANDING

- A secure knowledge and understanding of specialist subject(s) to degree level, sufficient to cope securely with subject related questions which students raise and to know about students' common misconceptions and mistakes.
- A detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements and the demands expected of students in relation to KS4 and post-16 courses.
- An understanding of subject progression, including across KS3.

KEY FUNCTIONS

1 Planning

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Select and make good use of textbooks, ICT and other learning resources to enable teaching objectives to be met.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement strategies provided on their SEND tracker or EHCP
- Provide opportunities to develop students' understanding by relating their learning to real and work-related examples.

2 Teaching & managing student learning

- Use teaching methods with whole classes, groups and individuals that ensure that students are engaged and stimulated, that teaching objectives are met, that momentum and challenge are maintained, and best use made of teaching time.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focussed teaching and through positive and productive relationships.

3 Assessment & reporting

- Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
- Mark and monitor students' class and homework, providing constructive oral and written feedback and targets for students' progress. Work to secure progress towards targets.
- Prepare and present informative reports to parents. Complete progress check data to inform parents of their child's progress.

4 Guidance & welfare

Where appropriate, act as a tutor, fulfilling the following functions.

- Take overall responsibility for monitoring tutees' academic and wider progress and development, acting in line with school policies in this area.
- Contribute to the planning, development and delivery of the Personal, Social, Health, and Careers Education Programme.
- Carry out the tutor group registration, following up any absences as directed by school policy.
- Use the Progress Discussion timetable slot and other opportunities to review progress and support students in targets settings and action planning.
- Deliver the daily act of collective worship.

5 Wider professional effectiveness

- Take responsibility for your own professional development, keeping up to date with research and developments in pedagogy and in teaching subjects.
- Understand professional responsibilities in relation to school policies and practices.
- Set a good example to students in personal presentation and conduct.
- Evaluate own teaching critically, using this to improve effectiveness.
- Work effectively with other school colleagues, attending meetings and liaising with representatives of other agencies as necessary.
- Organise display of work in own classroom and faculty areas.

Individually negotiated areas

Post holder: _____

Signed: _____

“Queen Elizabeth’s is committed to safeguarding and promoting the Welfare of children and young people and expects all staff and volunteers to share this commitment”

ENGLISH FACULTY

The Teaching Team:

| | |
|------------------|--|
| Claire Bailey | Head of English Faculty and Coordinator of KS4 |
| Cheryl Murray | Second in Faculty/Raising Standards Leader KS4 |
| Laura Barnes | Teacher of English |
| David Chilvers | Teacher of English |
| Mark Chutter | Teacher of English |
| Dylan Coward | Teacher of English |
| Kerry Dewsnap | Teacher of English and Media Studies |
| Rebecca Martin | Teacher of English |
| Heather Sheridan | Teacher of English |
| Suzanne Viney | Teacher of English |
| Amy Wright | Teacher of English (Maternity Leave) |

The English Faculty have made consistent progress with examination results in recent years, achieving 75% 9-4 in English Language in the summer of 2018. We are one of the most popular A Level subjects and offer a choice of two courses. The teaching team is committed to high expectations and standards in teaching, student achievement and educational ethos. Central to both student and staff progress is an effective monitoring and feedback system which allows staff to make professional judgements concerning student performance, in conjunction with a process of staff review and development.

Year 9

All students have 7 lessons of English per cycle. The course has been developed to provide continuity with Middle School work and is structured around specific modules such as the Modern Novel, Relationships Poetry or Macbeth. Liaison with Middle School colleagues is very important especially with regard to assessment and student transfer during their Key Stage 3 studies.

While the Middle Schools complete KS3, we prepare them for GCSE study in their first year at QE, introducing and developing their understanding of the courses they will follow.

Year 10-11 GCSE

All students have 8 lessons per cycle to complete their GCSE studies. As a faculty we have worked to ensure that all units of the new GCSE courses are fully resourced. We work successfully as a team to share resources and review our planning to ensure the best outcomes for the students.

Post 16

We are proud to be one of the most popular A-Level choices in the school and offer two courses of study. We have a B / grade 6 entry requirement for all of our students and the courses all have 9 lessons per cycle.

English Literature: Edexcel

Students study the A Level curriculum. In Year 12 they cover 'A Streetcar Named Desire' for Paper 1, 'The Forward Anthology: Poems of the Decade' for Paper 3 and 'Dracula' and 'The Picture of Dorian Gray' for Paper 2. They begin their coursework on 'Handmaid's Tale' and 'Never Let Me Go' at the end of Year 12.

In Year 13 they complete their coursework and study Larkin's 'The Less Deceived' to complete study for Paper 3 and 'Hamlet' to complete study for Paper 1.

English Language & Literature: AQA

Students study the A level curriculum. In Year 12 they cover Paper 1 and commence the NEA. The set texts are 'The Lovely Bones', 'Mean Time' by Carol Ann Duffy and 'The Paris Anthology'. For the NEA they study 'Top Girls' in comparison to their choice of non-literary text.

In Year 13 students complete their NEA and study Paper 2, where they cover 'A Streetcar Named Desire' and 'Into the Wild' by John Krakauer.

INFORMATION FOR APPLICANTS

ABOUT QUEEN ELIZABETH'S SCHOOL

Queen Elizabeth's School is a Co-educational, Church of England, Comprehensive Upper School within Wimborne Academy Trust. We have an excellent local reputation for high quality teaching and learning and an innovative and forward looking approach to education. This reputation was reinforced by OFSTED in September 2017 and SIAMS 2018 and it continues to grow as we succeed in raising achievement still further; results have risen consistently over time and we expect to see further improvement over the next few years. There is a strong commitment to comprehensive education and a focus on creating an environment that supports continual school improvement and the attainment of all students. Although the Specialist Schools Programme has more or less ceased under the Government, we are very proud of the positive ethos we developed as a Specialist Sports College and have sought to retain this drive. The complete rebuilding of the school into one of the best educational facilities in the entire country was completed in 2011 and we genuinely believe it is highly unlikely you will find better anywhere.



ABOUT WIMBORNE AND THE LOCAL AREA

Wimborne is a beautiful market town situated in an unrivalled position in stunning Dorset countryside on the banks and picturesque water meadows of the River Stour. As a voluntary controlled Church of England school, QE maintains close links with Wimborne Minster. The area contains a wide variety of spectacular landscapes and is a very agreeable place to live. To the west and north lie the rolling chalk Downlands of Cranborne Chase, now designated an 'Area of Outstanding Natural Beauty'. In the east, woodlands border the nationally important heathlands of the New Forest. The coast and beaches of

Poole, Bournemouth and Dorset are easily accessible and both towns provide further leisure opportunities including theatres, cinemas and nightclubs. Good local road and rail connections mean that Southampton, London and indeed most of the UK are easily accessible. The area is very well served by a range of First and Middle Schools.

ABOUT OUR STUDENTS

We currently have 1594 students on roll, with a large sixth form of around 400 students. The school is regularly over-subscribed. Our catchment area is very large and covers a mixture of rural and urban areas. Our intake is relatively favoured, with approximately 5% of students having an entitlement to free school meals, but it has a genuinely comprehensive range of students. Most of our students come from four main feeder middle schools (Allenbourn in Wimborne, Cranborne, Emmanuel in Verwood and St Michaels in Colehill). QE, the four middle schools and fifteen first schools constitute the Queen Elizabeth's pyramid. Increasingly though, our popularity also means that students join us from further afield.



Student leadership and student voice is one of the key components of our school's success. We have an excellent School Council and highly successful leadership programme.

PERSONNEL, STAFF DEVELOPMENT AND TEACHER TRAINING

The key to our success is the quality of the people who work at the school. We have 104 teachers and 60 support staff (incl. Teaching Assistants). Although teacher recruitment has been a major national issue, we have been very fortunate in being able to recruit a very high quality of staff to the school and we are fully staffed with subject specialists. We place a very strong focus on Continuing Professional Development and have a strong track record of colleagues achieving promotion internally and externally.

We work very hard to create a positive, open environment that means that people want to work here. All new staff are allocated a mentor and are able to benefit from an extensive induction programme.

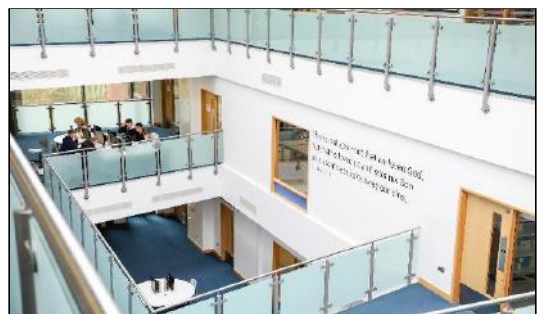
The school is committed to training new teachers and has a long history of successful involvement in ITT, working principally with Exeter University and the College of St Mark and St John, as well as training colleagues on the School Direct Programme.

TEACHING AND LEARNING AT QE

The curriculum

The school continues to offer a broad and balanced curriculum and we continue to develop this provision to meet the needs of our students. We offer a very wide range of courses at Key Stage 4, and in the Sixth Form, combining traditional and applied courses and alternative curriculum opportunities for those students who will benefit from these.

At Key Stage 4, there is a core programme of study followed by all students, and 3 other subjects of their choice. The core consists of English, Mathematics, Science, RE and PE. Students choose 3 option subjects from a wide range of courses, including BTEC First Certificates and Applied GCSEs. A large number of students follow a course in Modern Foreign Languages as one of their options.



At Key Stage 3 we deliver a broad curriculum to students, designed to complete the key stage and also to prepare students for the greater flexibility of the Key Stage 4 curriculum. Middle school liaison has assumed even greater importance since the removal of Key Stage 3 tests, which has opened up great opportunities for early commencement of GCSE courses.

Assessment

Assessment plays a central role in our drive for student achievement. All students receive challenging, individualised target grades and staff carry out regular progress checks to assess performance.



THE HOUSE SYSTEM

The school's pastoral system is based on a House system where students stay in the same house throughout their time as QE. Each of our five Houses is managed by a Head of House, supported by support staff within the house office to support students and tutors. The tutor groups within the house system are organised in year groups.

The QE HUB provides a provision within school to provide extra support and guidance for students where necessary to ensure that they can engage positively with their learning. We work with a wide range of agencies to ensure that we can offer the highest quality of support to our students. In partnership with the local Primary Care Trust, we also have a counsellor to provide support for students within school.



LEADERSHIP OF THE SCHOOL

The school's Senior Leadership Team currently consists of a Headteacher, two Deputy Headteachers, two Assistant Headteachers and a Support Services Officer.

| | |
|-----------------|---|
| Katie Boyes | Headteacher |
| Lucy Bickley | Deputy Headteacher |
| Chris Humphreys | Deputy Headteacher |
| Mark Willis | Assistant Headteacher & Designated Safeguarding Lead for Child Protection |
| Sally Dean | Assistant Headteacher |
| Sharon George | Support Services Officer |

BUILDINGS

The educational environment offered by the rebuilding of the school (at a cost of over £50 million) is second to none. Extensive landscaping works have created a campus that creates open space and a feeling of well-being that is quite exceptional.

YOUR APPLICATION

Queen Elizabeth's School is a positive, flourishing and successful institution with high expectations, standards and ambitions for its students. We extend a warm welcome to candidates who are ready to take up the challenge alongside us.

Our school values the diversity of our workforce and welcome applications from all sections of the community

Appendix 12 - Privacy Notice for Job Applicants at Queen Elizabeth's School

Queen Elizabeth's School is committed to protecting the privacy and security of your personal information. This privacy notice describes how we collect and use personal information about you during and after your work relationship with us, in accordance with the General Data Protection Regulation (GDPR).

Successful candidates should refer to our privacy notice for staff for information about how their personal data is stored and collected.

Who Collects This Information

Queen Elizabeth's School is a "data controller." This means that we are responsible for deciding how we hold and use personal information about you. We are required under data protection legislation to notify you of the information contained in this privacy notice. This notice does not form part of any contract of employment or other contract to provide services and we may update this notice at any time. It is important that you read this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information.

Data Protection Principles

We will comply with the data protection principles when gathering and using personal information, as set out in our data protection policy.

The Categories of Information That We Collect, Process, Hold and Share

We may collect, store and use the following categories of personal information about you up to the shortlisting stage of the recruitment process: -

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;
- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;
- Your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs.

We may also collect information after the shortlisting and interview stage in order to make a final decision on where to recruit, including criminal record information, references, information regarding qualifications. We may also ask about details of any conduct, grievance or performance issues, appraisals, time and attendance from references provided by you.

How We Collect This Information

- We may collect this information from you, your referees, your education provider, relevant professional bodies, the Home Office and from the DBS.

How We Use Your Information

We will only use your personal information when the law allows us to. Most commonly, we will use your information in the following circumstances: -

- Where we need to take steps to enter into a contract with you;
- Where we need to comply with a legal obligation (such as health and safety legislation, under statutory codes of practice and employment protection legislation);
- Where it is needed in the public interest or for official purposes;
- Where it is necessary for our legitimate interests (or those of a third party) and your interests, rights and freedoms do not override those interests.
- Where you have provided your consent for us to process your personal data.

Generally, the purpose of us collecting your data is to enable us to facilitate safe recruitment and determine suitability for the role. We also collect data in order to carry out equal opportunities monitoring and to ensure appropriate access arrangements are put in place if required.

If you fail to provide certain information when requested, we may not be able to take the steps to enter into a contract with you (for example if incorrect references are provided), or we may be prevented from complying with our legal obligations (such as to determine suitability to work with children).

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use your personal information for an unrelated purpose, we will notify you and we will explain the legal basis which allows us to do so.

How We Use Particularly Sensitive Information

Sensitive personal information (as defined under the GDPR as “special category data”) require higher levels of protection and further justification for collecting, storing and using this type of personal information. We may process this data in the following circumstances: -

- In limited circumstances, with your explicit written consent;
- Where we need to carry out our legal obligations in line with our data protection policy;
- Where it is needed in the public interest, such as for equal opportunities monitoring;
- Where it is needed to assess your working capacity on health grounds, subject to appropriate confidentiality safeguards. Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is necessary to protect your interests (or someone else’s interests) and you are not capable of giving your consent.

Criminal Convictions

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where it is necessary to carry out our legal obligations. We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so.

Where appropriate we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of working for us.

Sharing Data

We may need to share your data with third parties, including third party service providers where required by law, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so.

These include the following: -

- Academic or regulatory bodies to validate qualifications/experience (for example the teaching agency);
- Referees;
- [our Local Authority/Academy/Trust] in order to meet our legal obligations for sharing data with it;
- [other schools within the Federation/Trust];
- Other schools;
- DBS; and
- Recruitment and supply agencies.

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually information will be anonymised but this may not always be possible. The recipients of the information will be bound by confidentiality obligations. We may also be required to share some personal information with our regulators or as required to comply with the law.

Retention Periods

Except as otherwise permitted or required by applicable law or regulation, the School only retains personal data for as long as necessary to fulfil the purposes they collected it for, as required to satisfy any legal, accounting or reporting obligations, or as necessary to resolve disputes.

How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.

Security

We have put in place measures to protect the security of your information (i.e. against it being accidentally lost, used or accessed in an unauthorised way). In addition, we limit access to your personal information to those employees, agents, contractors and other third parties who have a business need to know.

Third parties will only process your personal information on our instructions and where they have agreed to treat information confidentially and to keep it secure.

We have put in place procedures to deal with any suspected data security breach and will notify you and any applicable regulator of a suspected breach where we are legally required to do so.

Your Rights of Access, Correction, Erasure and Restriction

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Under certain circumstances by law you have the right to: -

- Access your personal information (commonly known as a “subject access request”). This allows you to receive a copy of the personal information we hold about you and to check we are lawfully processing it. You will not have to pay a fee to access your personal information. However, we may charge a reasonable fee if your request for access is clearly unfounded or excessive. Alternatively, we may refuse to comply with the request in such circumstances.
- Correction of the personal information we hold about you. This enables you to have any inaccurate information we hold about you corrected.
- Erasure of your personal information. You can ask us to delete or remove personal data if there is no good reason for us continuing to process it.
- Restriction of processing your personal information. You can ask us to suspend processing personal information about you in certain circumstances, for example, if you want us to establish its accuracy before processing it.
- To object to processing in certain circumstances (for example for direct marketing purposes).
- To transfer your personal information to another party.

If you want to exercise any of the above rights, please contact the school’s Headteacher in writing.

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

Right to Withdraw Consent

In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw your consent for that specific processing at any time. To withdraw your consent, please contact the school’s Headteacher. Once we have received notification that you have withdrawn your consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

How to Raise A Concern

We hope that the school's Headteacher can resolve any query you raise about our use of your information in the first instance. We have appointed a data protection officer (DPO) to oversee compliance with data protection and this privacy notice. If you have any questions about how we handle your personal information which cannot be resolved by the school's Headteacher, then you can contact the DPO on the details below: -

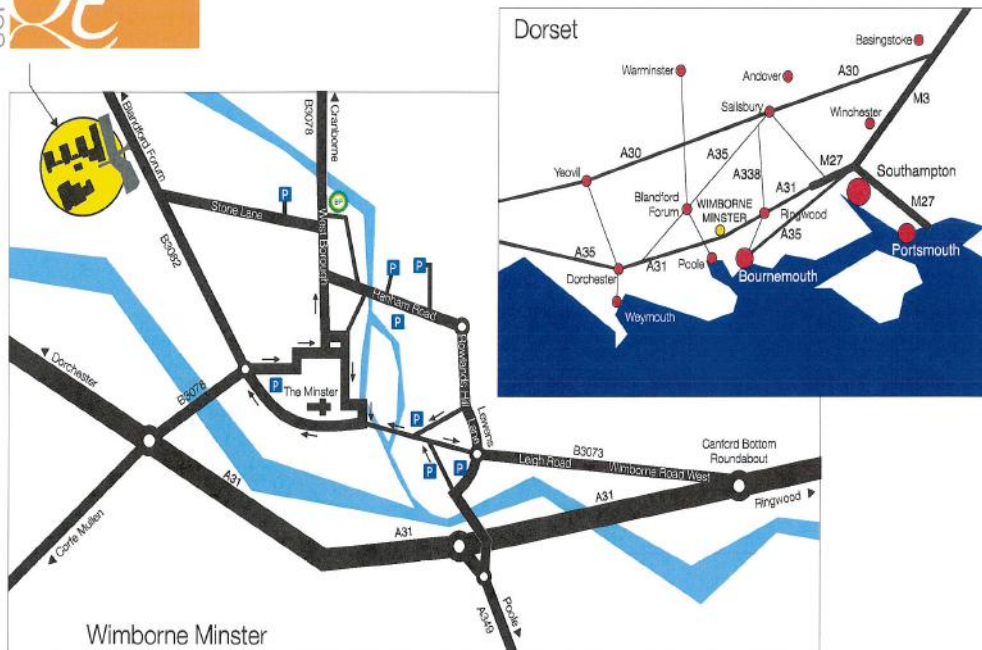
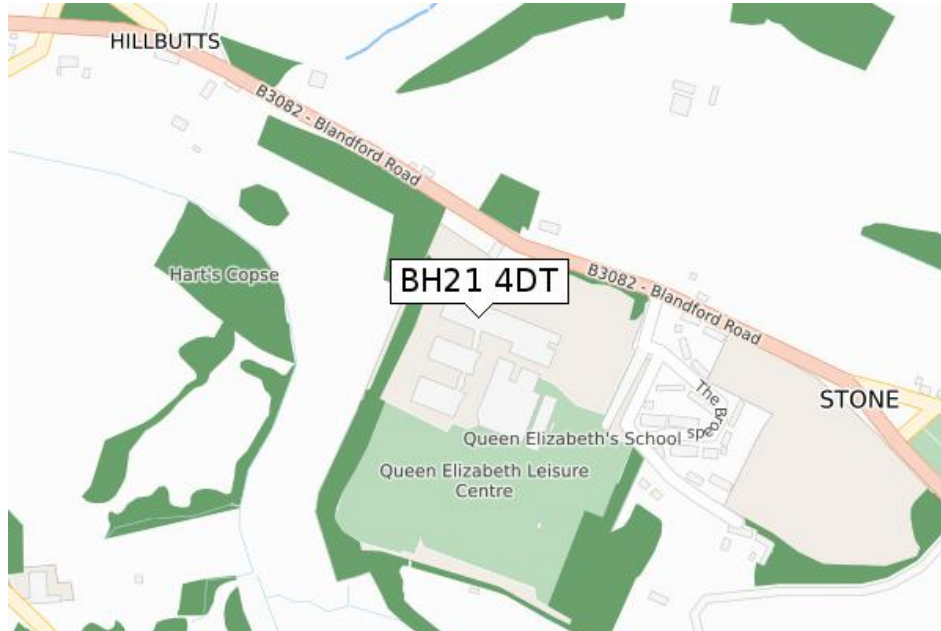
Data Protection Officer: Judicium Consulting Limited
Address: 72 Cannon Street, London, EC4N 6AE

Email: dataservices@judicium.com
Web: www.judiciumeducation.co.uk

Lead Contact: Craig Stilwell

You have the right to make a complaint at any time to the Information Commissioner's Office, the UK supervisory authority for data protection issues.

MAP OF AREA School's Location



Queen Elizabeth's School
Blandford Road, Wimborne Minster, Dorset, BH21 4DT
Tel: 01202 885233, Email: office@qe.dorset.sch.uk



A commitment to hope

Queen Elizabeth's School
Wimborne Minster
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01202 885233

Delivering Academic Excellence