



Blenheim

# Teacher of English - Raising Standards Lead

(Suitable for an experienced Practitioner)

September 2024

Enhanced Salary Negotiable



[www.blenheim.surrey.sch.uk](http://www.blenheim.surrey.sch.uk)

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# BACKGROUND INFORMATION

Blenheim High School became Surrey's most improved school for public examination outcomes in 2018, was categorised by Ofsted as 'Good' in all areas in May 2019, has been oversubscribed since 2020 and achieved its best public examinations results in summer 2023. In March 2023, despite the consistently large increase in student recruitment, Blenheim secured the biggest increase in first preference Year 7 applications across Surrey.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1410 students on roll including over 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent. The intake comprises of students from all surrounding areas with ability levels being favourable; over 40% of all students have high prior attainment at the end of Key Stage 2. In recent years the school's popularity has grown significantly, as detailed below:

Year	2023	2022	2021	2020	2019	2018	2017
Number of Year 7 Students Recruited	248*	248*	248*	248*	234	209	188

\* Waiting lists currently operate in these four year groups.

As a Single Academy Trust Blenheim's features include:

- A 36-week academic year with a fortnight October half term break and a 7 week summer holiday.
- Formative assessment is embedded across the curriculum ensuring students have a clear understanding of their 'next steps'.
- A significant financial reserve, which Blenheim has complete autonomy to invest.
- Modern buildings and infrastructure, that benefitted from £1.75million of investment in 2022/2023.
- A strategic goal prioritising staff well-being, led by the senior whole school well-being lead.
- A comprehensive co-curricular programme prioritising the development of the whole student.
- A Chelsea FC Blenheim Girls' Football Academy that competes in the National Youth Football League.
- A 'Blenheim Ambition' Dance Academy and a Blenheim Golf Academy.
- A 'High Performers' programme to boost student aspirations, independence and career prospects.
- An extended day for Year 11 and Year 13 students until 5pm Monday – Thursday, with complimentary biscuits, squash and pizza.

In 2019, Blenheim was characterised as a 'good' school following a Section 5 Ofsted inspection. Please [click here](#) to read the Ofsted Report. Ofsted commented that the school had excellent capacity to continue improving. The Headteacher, Mr A A Bodell, has made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and has developed many community and primary school links. Blenheim is a well-resourced school and is fortunate to have outstanding facilities including modern buildings, large grounds, an AstroTurf pitch, bespoke sixth form facilities and grass football and rugby pitches. Together with a very supportive and well qualified governing body the school continues to prosper. Visitors often comment on the calm, purposeful learning environment that pervades.

Blenheim sets high standards in terms of uniform with several 'non-negotiables' and there are strict expectations regarding behaviour and conduct, both in and out of the classroom. Students can be given up to 1 hour detention on any given day without 24 hours' notice. Ofsted described Blenheim as 'calm, orderly and purposeful' and our students as 'respectful, kind and courteous', which is what those of us who work at Blenheim see every day. The Headteacher has little sympathy for poor standards of student behaviour.

As Blenheim students prepare to take up their place in society they are actively encouraged to become independent learners. Part of this process involves the use of iPads across the curriculum; all teachers and 98% of students own one. Technological evolution is inevitable and this approach is key to ensuring that students develop attributes that will allow them to adapt in a rapidly changing world. The iPad complements daily teaching and allows students to easily access a multitude of interactive and innovative resources both in and away from school.

# BLENHEIM GCSE RESULTS 2023

Blenheim's 2023 GCSE and A Level results broke school records in a number of areas. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well-timed interventions and consistent monitoring of student performance, coupled with an extended day for Years 11 & 13 students, led to the majority of outcomes surpassing those achieved previously.

*'The return to pre-pandemic grading means that national results will be lower than last summer. It will be most meaningful to compare this year's results with 2019, the last year that summer exams were taken before the pandemic.'*

Rachel Taylor, Associate Director, Standards & Technical Issues, Ofqual

## Headline Figures

### GCSE Grade 9 - 4

	Blenheim 2023	Blenheim 2019
5 or more + 9 - 4 incl. Maths & English	66%*	65%
Maths 9 - 4	74%	78%
English Language 9 - 4	76%*	72%
English Literature 9 - 4	75%	78%
Maths & English only 9 - 4	70%*	64%
Combined Science 9 - 4	83%*	71%
Total 9 - 4	70%*	69%

School Record \*

### GCSE Grade 9 - 5

	Blenheim 2023	Blenheim 2019
5 or more + 9 - 5 incl. Maths & English	44%	41%
Maths 9 - 5	52%	58%
English Language 9 - 5	59%*	53%
English Literature 9 - 5	62%*	53%
Maths & English only 9 - 5	49%*	49%
Combined Science 9 - 5	65%*	53%
Total 9 - 5	55%	53%

School Record \*

### GCSE Grade 9 - 7

	Blenheim 2023	Blenheim 2019
5 or more + 9 - 7 incl. Maths & English	10%*	4%
Maths 9 - 7	18%	21%
English Language 9 - 7	22%*	9%
English Literature 9 - 7	24%	12%
Maths & English only 9 - 7	14%*	8%
Combined Science 9 - 7	27%*	21%
Total 9 - 7	23%	17%

School Record \*

# BLENHEIM GCSE RESULTS 2023

English Baccalaureate Curriculum Outcomes (Grades 9 – 5 and 9 - 7).

	Blenheim 2023	Blenheim 2019
Geography 9 - 7	21%	17%
Geography 9 - 5	50%	57%
History 9 - 7	21%	16%
History 9 - 5	50%	35%
French 9 - 7	38%	40%
French 9 - 5	69%	75%
Spanish 9 - 7	34%	36%
Spanish 9 - 5	82%	68%
Computing 9 - 7	60%	12%
Computing 9 - 5	80%	53%

10 Highest Achieving GCSE Students.

Name	GCSE				Destination
	Grade 9	Grade 8	Grade 7	Grade 6	
Student 1	4	4	1		Blenheim Sixth Form
Student 2	3	4	2		Blenheim Sixth Form
Student 3	2	6	1		Sutton Grammar
Student 4	2	5	2		Blenheim Sixth Form
Student 5	4	2	2	1	Esher College
Student 6	3	4	1	1	Blenheim Sixth Form
Student 7	3	3	2	1	Blenheim Sixth Form
Student 8	3	3	2	1	Blenheim Sixth Form
Student 9	3	1	5		Blenheim Sixth Form
Student 10	4	2	1	1	Blenheim Sixth Form

# BLENHEIM A LEVEL RESULTS 2023

A Level Outcomes

	Blenheim 2023	Blenheim 2019
A* - A	23%*	16%
A* - B	50%*	41%
A* - C	76%	71%

School Record \*

L3 BTEC Outcomes

	Blenheim 2023	Blenheim 2019
D*	13%*	6%
D* - D	52%*	25%
D* - M	80%*	50%

School Record \*

10 Highest Achieving A Level Students.

Names	Grades	Qualification 1	Qualification 2	Qualification 3	Qualification 4	Destination
Student 1	A* A* A*	Mathematics	Further Maths	Physics	n/a	Oxford – Physics
Student 2	A* A A C	Biology	Chemistry	Further Maths	Maths	Leeds – Medicine
Student 3	A* A A	Chemistry	Mathematics	Further Maths	n/a	Bristol – Maths
Student 4	A* A A	Chemistry	Mathematics	Further Maths	n/a	D'ham - Primary Teaching
Student 5	A A A B	English Lit	Psychology	Mathematics	History	Nottingham – Law
Student 6	A A A	Drama	Geography	Sociology	n/a	Durham - Geography
Student 7	A A A	Biology	Chemistry	Sociology	n/a	B'ham – Medical Science
Student 8	A* A B	Biology	Further Maths	Mathematics	n/a	Surrey – Maths
Student 9	A A A	Mathematics	Physics	Product Design	n/a	Warwick – Engineering
Student 10	A B Dis *	Biology	Chemistry	BTEC H&S Care	n/a	Applying for Vet Medicine

# JOB PROFILE



## **The Aim**

To ensure that students studying English from Years 7 – 13 make maximum progress. The Raising Standards Lead in English will emphasise a growth mind set modelling the characteristics of hard work, resilience, innovation and improvement.

## **Accountable to**

- The Assistant Headteacher – Head of English

## **Supporting roles**

- The raising standards lead will be supported by department colleagues, Blenheim colleagues and curriculum support.

## **Job Purpose**

### **In conjunction with the Head of Department:**

- Work closely with the Assistant Headteacher – Head of English in all areas of the department.
- Ensure that all students, and/or identified groups of students make maximum progress.
- Support and challenge the Assistant Headteacher – Head of English as necessary thus ensuring that the student experience and progress is maximised.
- Role model excellent practices, actively encouraging other members of staff to do the same, going 'above and beyond', intervening with students outside the curriculum so they 'catch up' as quickly as possible.
- Ensure data is used effectively in a straightforward way so it impacts directly and positively on the student experience.
- Support underachieving students by removing barriers from their learning and providing them with the opportunities and skills to progress.
- Ensure, in conjunction with the Assistant Headteacher – Head of English, that lessons are well planned and follow schemes of work with regular and consistent assessments providing

students with high quality feedback which they are accountable for acting upon via DIRT marking.

- Encourage a culture of shared practice in the department where resources are shared, practices are discussed and lesson observations take place in a positive collaborative way.
- Communicate with parents on a range of issues, particularly where students are underachieving.
- Communicate appropriate information to the department.
- Contribute to a confidential record of issues affecting the educational progress of students.
- Run department CPD sessions as necessary.
- Be proactive, seeking improvement in everything the English department does.
- Be highly visible and a point of contact for students and teaching staff.

### **Safeguarding**

- To be familiar with school policies, in particular safeguarding procedures, and promote the welfare of children.

### **Key responsibilities**

#### **In conjunction with the Head of Department:**

- Support and assist the Assistant Headteacher – Head of English in ensuring the vision for the school and department is clearly articulated, shared, understood and acted upon by all.
- Propose improved practice to the Assistant Headteacher – Head of English, both in and out of the classroom.
- Intervene forensically, but systematically, with a range of students to help improve performance levels in English.
- Work with the Assistant Headteacher – Head of English on student progress and attainment targets.
- Ensure that the department benefits from a rigorous self-evaluation framework that substantially contributes to raising standards.
- Promote high expectations of attainment and progress for all.
- Ensure implementation of key policies.
- Be a skilled and successful teacher who has high expectations and leads by example.
- Have a holistic approach to learning, recognising the importance of relationships at all levels which is broader than examination results and targets.
- Help develop policies and practices across the department that promote inclusion and high achievement through effective and differentiated teaching, learning and assessment.
- Ensure appropriate support and interventions are put in place, as necessary, to secure high-quality teaching and learning experiences.
- Play a lead role in the development of the department's teachers by working with and through others to further develop a shared positive teaching and learning culture.
- Coach and mentor others, model and exemplify good practice and act as consultant for other teachers.
- Provide regular, diagnostic feedback for colleagues so good practice is recognized but, where necessary, to challenge teaching staff so student progress is maximized.
- Ensure vulnerable students succeed via differentiated lesson delivery.
- Communicate effectively and purposefully with parents so they are well informed about the department's procedures, expectations and upcoming events.
- Liaise with the SEND Department to ensure such students are effectively catered for.
- Promote best practice through the delivery of department and whole school INSET.
- Uphold and promote the values and ethos of the school.

### Person Specification

- A willingness to embrace a growth mind set and to recognise 'the greater good'.
- A motivated individual who can inspire.
- The ability to 'absorb' the challenges of the day and still be the ultimate professional.
- A team player putting students first and working with colleagues efficiently and effectively;
- Strong interpersonal and communication skills both orally and in writing.
- A genuine interest and enjoyment in working with students, educators, schools and learning.
- Ability to demonstrate flexibility and tenacity.
- Confident, assertive and able to thrive in a challenging environment.
- Ability to motivate pupils through a variety of methods, including competition, rewards, sanctions and the setting of SMART goals.
- Ability to interpret and track student progress through the use of data.
- Ability to encourage students to achieve their academic and recreational potential.
- Commitment to provide a supporting and challenging environment for students, particularly pupil premium students including those with Special Educational Needs.
- Commitment to individual continuous professional development, wanting to 'get better' by building on strengths but also recognising development areas and actively seeking to improve them.

### General

- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the leadership team, publicly.
- To challenge school policy, and the leadership team, privately.



# THE APPLICATION PROCESS

Please either click on 'Quick Apply' or complete the school's application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

If choosing to complete the school's application form then please email your completed application to [recruitment@blenheim.surrey.sch.uk](mailto:recruitment@blenheim.surrey.sch.uk). Applications should be received by **12.00pm (noon) Monday 11<sup>th</sup> March 2024** with interviews scheduled for Friday 9<sup>th</sup> February. **The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.**

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service's/Disclosure Scotland's Children's Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.

