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***“Learning for Life"***

Start Date 1st September 2021

Salary Grade MPS/ UPS + 1 SEN Point

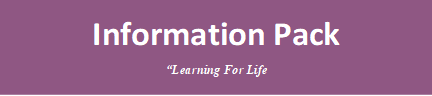
Closing Date Friday 19th March 2021 9am

Interview Date Friday 26th March 2021 9am

*During this period it is our intention to continue with essential recruitment for key positions starting in September 2021. We want to reassure applicants that effective COVID measures will be implemented to ensure their health and wellbeing.*

Teacher of English + Second Subject

Candidate Information Pack

**Hope High School, Carfield, Skelmersdale, Lancashire, WN8 9DP**

**Tel: 01695 721066 sbm@hopehigh.lancs.sch.uk**

**(82 on roll 11-16)**

**Mrs H Dunbavin Headteacher**

**General Information**

Do you want to work in a unique SEN school where your teaching will make a real difference to pupils’ lives and ambitions for their future?

We have an exciting opportunity for a creative & dynamic English teacher to develop the curriculum within our school, initially within KS3. The second subject will form part of the school’s Enhanced Curriculum and could include Drama, Music, Media, or Film Studies. The successful candidate will, through dedication and creativity, inspire students to succeed both in the classroom and beyond; candidates should be able to demonstrate a diverse range of skills and a positive attitude and will have a passion for the subject of English that will motivate and encourage students.

You will be joining a supportive, talented and friendly staff team where ideas are shared, staff are listened to and you will help to shape the future direction of the school. Our pupils deserve the best teachers who can inspire and ensure the best outcomes possible. Our small classes mean that every pupil gets the right help, support and expert teaching to allow them to reach their true potential.

We would welcome applications from suitably qualified English Teachers. Applications from NQT's would be encouraged for candidates with the relevant experience.

For more information about our school please visit www.hope.lancs.sch.uk. A visit to look around the school before you apply is recommended. Please contact the Deputy Head Teacher Mike Tracey for an informal chat and to make an appointment.

Hope High School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to an enhanced DBS check. The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful you will be required to apply to the Disclosure and Barring Service for a 'disclosure'.

Applications must be accompanied by a supporting letter and be a maximum of 2 side of A4 and in font size 12. Completed applications must be submitted electronically to: trencherk@hope.lancs.sch.uk. Rehabilitation of offenders Act 1974 - details of any criminal record spent or unspent should be sent to the Chair of Governors at the school address by the closing date.

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**About the School**

Hope High School in Skelmersdale is a relatively small SEN school for young people aged 11 to 16 who have individual needs based on Social, Emotional and Mental Health difficulties.

The school has created a culture for learning and behaviour, which enables pupils with additional needs to succeed. The approach that all staff share is both nurturing and innovative. The modern setting and high levels of quality provision ensures pupils learn in a calm and constructive environment. In January 2020, the school was judged by Ofsted as being good in all areas and the school intends to build on this success.

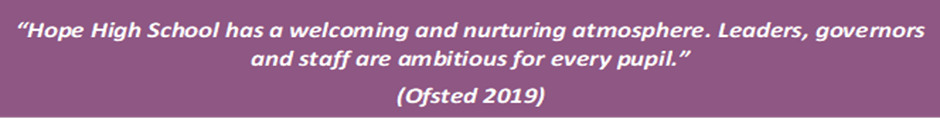
We are a purpose-built school with facilities designed to support our learners towards success. Our facilities include a modern computer suite, a fully equipped cookery room, design technology workshop, an art studio, a brand-new forest school area, a sports hall with gymnasium and climbing wall and of course classrooms each having the latest learning technology.

Our school boasts a fantastic staff team committed to improving the life chances of our young people. Our expectations are high. We aspire for pupils to flourish and succeed – socially, emotionally and academically. We personalise the curriculum and strive for every learner to make accelerated levels of academic progress. We build upon their interests, their strengths and learning styles whilst acknowledging what motivates them to learn.

Our experienced and skilled staff use their expertise to tailor individual strategies to improve pupils’ self-esteem and confidence, which we understand is a foundation for success. Young people develop their ability to build relationships, develop positive behaviour and become motivated and enthusiastic learners.

At Hope High we understand the importance of home-school partnerships and we keenly encourage active participation from all parents and carers. This includes regular communication via each pupil’s key worker, regular coffee mornings and barbeques. All parents and carers are also encouraged to play an active part in the target setting and review process which is in place for all pupils.

Hope High is a place where no two days are ever the same and is filled with vibrant, talented and driven learners who never fail to amaze and inspire us.



**Person Specification**

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| Criteria | Essential - E  Desirable - D | Evidence in:  Application  Interview  Reference  Observation |
| Qualification and Experience:   * Qualified Teacher Status specialising in relevant subject * Degree in relevant subject * SEN Experience * Successful secondary teaching experience up to and including KS3 and GCSE (Level 2) in the English education system | E  E  D  E | A  A  A/I/R  A/I/R |
| Professional knowledge and experience   * Have thorough up-to-date knowledge of and enthusiasm for the subject of English, including the latest developments * Demonstrate a strong pedagogical understanding of the developments in teaching * Have excellent classroom and behaviour management skills * Understanding of and a commitment to Assessment for Learning * Ability to * The ability to meet the needs of all learners in a mixed attainment class * Evidence of current continuous professional development | E  E  E  E  E  E  E  E | A/I/R/O  A/I/R/O  A/I/R/O  A/I/R/O  A/I/R/O  A/I/R/O  A/I/R/O  A/I/R/O |
| Professional Skills   * Strong communication and interpersonal skills * Effective/collaborative team member * Values working in partnership with parents and has confidence to engage with them * Ability to use and develop the skills of support staff * Ability to lead subject areas * The ability to develop positive relationships with children | E  E  E  E  D  E | A/I/R/O  A/I/R  A/I/R  A/I/R/O  A/I/R  A/I/R/O |
| Personal Characteristics   * Sense of humour * Enthusiastic, self-motivated, hardworking and dedicated * Professionalism – high expectations and standards * Good attendance record | E  E  E  E | A/I/R  A/I/R/O  A/I/R/O  A/I/R |
| Other   * Fully support our vision for the best outcomes for all children * Commitment to all aspects of school life, extra-curricular, extended school activities and residential visits | E  E | A/I/R  A/I/R |



**Job Description**

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| **POST** **TITLE:** | English Teacher |
| **SALARY:** | NQT/MPS/UPS + 1 SEN Point |
| **LOCATION:** | Hope High School |
| **REPORTING TO:** | The Headteacher/Senior Leadership Team |
| **STAFF RESPONSIBLE FOR:** | No line management responsibility |
| **JOB PURPOSE: The main objectives to be achieved by the Postholder** | |
| Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).  Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.  Monitor and support the overall progress and development of students as at teacher/ Personal Tutor.  Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.  Contribute to raising standards of student attainment. | |
| **Teaching** | |
| * Set high standards and expectations which inspire, motivate and challenge students. * Promote good progress and outcomes for students. * Demonstrate good subject and curriculum knowledge, including examination specifications. * To teach to the highest standard. * To promote a level of learning and children’s intellectual curiosity. * Teach, students according to their educational needs, including the setting and marking of work including homework. * Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. * Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. * Ensure that ICT, Reading, Writing, Communication and Maths, and Social, Moral, Cultural and Spiritual developments are reflected in the teaching/learning experience of students. * Undertake a designated programme of teaching. * Ensure a high-quality learning experience for students which meets internal and external quality standards. * Prepare and update subject materials. * Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. * Maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. * Undertake assessment of students as requested by external examination bodies departmental and school procedures, including marking of classwork and homework. | |
| **Strategic/ Operational Planning** | |
| * Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.   • Contribute to the curriculum area and department’s development plan and its implementation.  • Plan and teach well-structured lessons that reflect the abilities and needs of the students.  • Contribute to the design and provision of an engaging curriculum within the relevant subject areas. | |
| **Curriculum Provision** | |
| * Assist the Subject Leader, to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives. * Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s mission and strategic objectives. | |
| **Staffing** | |
| * Take part in the school’s staff development programme by participating in arrangements for further training and professional development. * Continue own professional development in the relevant areas including subject knowledge and teaching methods. * Engage actively in the performance excellence process.   • Ensure the effective/efficient deployment of classroom support.   * Work as a member of a designated team and to contribute positively to effective working relations. | |
| **Quality Assurance** | |
| * Help to implement school quality assurance procedures and to adhere to those. * Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. * Review methods of teaching and schemes of work. * Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school and department. | |
| **Management** | |
| * Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. * Complete the relevant documentation to assist in the tracking of students. * Track student progress and use information to inform teaching and learning. * Assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources. * Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students. | |
| **Communication and Liaison** | |
| * Communicate effectively with the parents of students as appropriate. * Where appropriate, communicate and co-operate with persons or bodies outside the school. * Follow agreed policies for communications in the school. | |
| **Pastoral System** | |
| * Be a Form Tutor and Keyworker to an assigned group of students. * Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. * Liaise with the Lead Tutor to ensure the implementation of the school’s pastoral system. * Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. * Contribute to the preparation of action plans and progress files and other reports and references. * Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. * 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. * Apply the school’s behaviour management systems so that effective learning can take place. | |
| **School Ethos** | |
| * Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example. * Promote actively the school’s corporate policies. * Comply with the school’s health and safety policy and undertake risk assessments as appropriate. | |