



LEARNING TRUST

Standing Together, Learning Together

Candidate Information Pack

Teacher of English

(suitable for ECT's)

Closing Date: 21 February 2024 at 12 noon
Interview date: to be confirmed





Chief Executive Officer: Neil Moore

It is with great pleasure that I introduce you to Mosaic Learning Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student to develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

Who we are:

The Mosaic Learning Trust was established in 2017. The work for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments by dedicated members of support.

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

February 2024

Dear Applicant,

Teacher of English
Full time 1.0 FTE

Many thanks for your interest in the above position. Please find enclosed the following documents:

- Information about Southlands High School
- Information about the English Department
- Job Description
- Person Specification
- Arranging a Visit/Application Process

Southlands High School is advertising for a Teacher of English to commence as early as April 2024. This full-time role will be based at Southlands School, however as we are part of Mosaic Academy Trust, there may be occasions when you will be required to work at other schools within the trust.

We are looking to appoint enthusiastic, self-motivated, and highly organised individual to contribute to the outstanding support, care, and guidance that the school offers its students. Applications are sought from individuals with energy, commitment, and a determination to succeed. This post is open to Teachers with QTS status and Early Careers Teachers who are new to the profession and are in their first or second year of their induction.

Please use the MOSAIC Application form to apply. Late applications will not be considered. As part of the assessment, shortlisted candidates must be able to attend the school, in person, for an interview and to deliver a session to students. Applications will be considered as soon as they are received and the closing date will be Wednesday 21 February, 12 noon. Interviews will take place week commencing 26 February 2024.

We would be delighted to arrange a school visit or a call to discuss the position in my detail during or after school hours.

Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list through the Disclosure and Barring Service (DBS), medical clearance, references and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Miss R Atherton
Trust H.R. Manager

General Information for Applicants

Southlands High School is an improving school. Our motto '**Endeavour for Excellence**' demonstrates that we expect all stakeholders, staff and students to drive for the highest standards in everything they do. Southlands High School is striving to be 'Better' than ever before as a successful and inclusive school that works in close partnership with families and the community to achieve the best for our young people.

In December 2017, we were designated as a converter academy within the Mosaic Academy Trust with Standish High School and Golborne Primary School and look forward to going from strength to strength in our partnership. The Mosaic Academy Trust as an organisation seeks to value each and every member of the community and to become a family of schools that will welcome other schools and be a Trust whose chief aim is to become stronger as a whole than by the sum of its parts. We seek for our students to be **Successful Learners, Confident Individuals and Responsible Citizens**. The Trust has a Trade Union Recognition Agreement in place.

We strive to meet the needs of the individual child so that they feel safe, secure and happy and enjoy their time at Southlands. We also aim to provide the highest standards of teaching and learning so that students are able to progress and fulfil their potential. We believe that every child should be given opportunities to develop their leadership skills as part of their growth and development in order to prepare them for adult life. Many of our students go on to be very successful in all aspects of life with a number attending some of the leading universities in the country. We are committed in our drive for academic excellence whilst offering a wide range of extra-curricular activities and opportunities so that our students can achieve educational success and develop fully as individuals.

We recognise that all students have the right to the highest quality education that will equip them with the qualifications they need to progress to college, university or their chosen career. Every decision we take to create our successful school comes from a firmly held staff belief that we can always strive to be 'better' than before.

The school was inspected in December 2021 and was judged as requiring improvement. This judgement was in line with the school's own evaluation. The report highlight many of the positive changes that are taking place in the school and has given us a firm platform from which to achieve our aims. Our school priorities for 2023-24 clearly focus on our culture for improvement: improving student outcomes, the development of teaching, learning and assessment, strong personal development, behaviour and welfare and effective leadership at all levels.

There are 924 young people on roll with the likelihood of growing close to 1000 in the coming years. The intake profile in both socio-economic and academic terms is that of a fairly typical comprehensive school.

At Southlands we are very proud of our caring school community and place great emphasis on high standards of behaviour and respect for all through our Southlands Standard.

Hopefully, this has inspired you to take a serious look at Southlands.

I look forward to receiving your application form.

Paul Bousfield

Headteacher

DEPARTMENT INFORMATION

English

The English department at Southlands High School is an established team consisting of 6 English specialists of varying experience who are all passionate about their subject. We are looking to build on the strength in this already effective department.

From September 2022 our curriculum model ensures that all students at Southlands cover a broad and balanced curriculum where they develop skills and acquire knowledge to prepare them for the future. All students in key stage 3 study English for three hours per week with an additional hour in Year 7 which is dedicated to developing reading in order to build fluency and inference skills which will support pupils across the wider curriculum.

At Key Stage 4 all students are entered for GCSE English Language and Literature (Examination Board: AQA from September). In English Language students study a range of extracts from 20th Century literature, and practise creative writing skills for Paper 1 of the exam. For Paper 2, students focus on extracts from the 19th Century and 21st Century in order to make comparisons and they also focus on transactional/persuasive writing tasks. In English Literature, students study Macbeth, An Inspector Calls, A Christmas Carol and a selection of poems from poetry anthology.

All teachers at Southlands have their own classroom which ensures that they can develop routines and high expectations with regards to teaching and learning and student engagement.

The English Department is led by the Director of English (Assistant Headteacher) who are supported by a Key Stage 4 Leader and a Key Stage 3 Leader.

Utilising the leadership skills within the team, we want to develop a love of English in KS3 that provides a firm foundation for success at examination level at the end of KS4.

Job Description

Post Title:	Teacher of English
Status:	Full time 1.0 FTE, Permanent / ECT Contract
Job Overview:	<ul style="list-style-type: none"> To teach English in key stages 3 and 4. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
Reporting to	Assistant Headteacher_Director of English
Liaising with:	Headteacher, senior leadership team, Governing Body, teachers and support staff, Trust representatives, external agencies and parents/carers.
Working time:	Full time 1.0 FTE (as specified within the STPCD)
Salary /Grade:	Classroom Teachers' Pay scale
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190-day teaching year.
Main Duties / Job Outline	<p>Purpose</p> <ul style="list-style-type: none"> 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. To teach English in key stages 3 and 4. Monitor and support the overall progress and development of students as a teacher / Form Tutor. Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. Contribute to raising standards of student potential. Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. <p>Operational / Strategic Planning</p> <ul style="list-style-type: none"> To assist in the development of appropriate specifications (syllabuses), resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. To contribute to the Curriculum area taught in, and the department's development plan and its implementation. To plan and prepare courses and lessons. To contribute to the whole school's planning activities. <p>Curriculum Provision</p> <p>To assist the Curriculum Leader/Assistant Curriculum Leader and SLT to ensure that the curriculum area provides a range of teaching which complements the school's aims.</p> <p>Staffing / Staff Development</p> <ul style="list-style-type: none"> To take part in the school's staff development programme by participating in arrangements for further training and professional development.

- To continue professional development, including subject knowledge and teaching methods.
- To engage in the Performance Management Review process.
- To ensure the effective/efficient use of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department. To seek/implement modification and improvement where required.
- To regularly reflect and evaluate methods of teaching and programmes of study.
- To 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.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for management information systems, registers, etc.
- To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning.

Communications and Liaison

- Represent the department's views and interests.
- Contribute to the planning and delivery of school liaison activities.
- Work with the curriculum leader in the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.

Pastoral System

- Monitor and support the overall progress and development of students within the department.
- Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- Act as a Form Tutor if required and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.
- Contribute to Personal Development including Life Skills.
- Ensure the behaviour management system is implemented in the department so that effective learning can take place.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Health and Safety Training	<ul style="list-style-type: none"> • To undertake Health and Safety Training on areas within the designated work area • During fire evacuations follow procedures explained in the Fire Safety and Evacuation Procedures Policy
Other Specific Duties	<ul style="list-style-type: none"> • To carry out the duties in the most effective, efficient and economic manner available • To continue personal development in the relevant area • To support the development and promotion of an image that is consistent with the aims of the school • Be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person • Commitment and support to ensure equal opportunities for all • Contribute to the overall ethos / work / aims of the school • Appreciate and support the role of other professionals • Attend and participate in relevant meetings as may be reasonably directed
School Ethos	<ul style="list-style-type: none"> • 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

Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Signed
Teacher of English

Signed
Headteacher

Dated
Teacher of English

Dated
Headteacher

Safeguarding of Children and Young People

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date: January 2024



Person Specification

Requirements	Essential / Desirable
Experience	
Substantial recent experience of successfully teaching your subject through the 11-16 age range.	E
Proven skills in working with a wide range of student abilities	E
High expectations of your colleagues and all students	E
Training & Qualifications	
Graduate level qualification in an appropriate discipline	E
Qualified Teacher Status	E
Secure knowledge of safeguarding policies and procedures	E
High standard of numeracy and literacy	E
Recent participation in relevant professional development	E
Knowledge & Understanding	
Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post	
Secure knowledge of safeguarding policies and procedures and it's promotion as a responsibility of every staff member.	E
Knowledge of appropriate Key Stage National Curriculum	E
Understanding the key current developments and issues in relation to curriculum area.	E
Personal Skills, Abilities and Competencies	
Applicants should be able to provide evidence that they have the necessary skills and abilities required	
Ability to deliver polite, courteous and efficient service	E
Excellent communication skills to deal with staff, students and visitors regularly	E
Ability to use initiative to respond to and resolve problems	E
Ability to work effectively as part of a team and individually	E
Ability to respond to and resolve routine problems	E
Ability to work in accordance with the schools health and safety policies	E
Maintain confidentiality where appropriate	E
Adaptable, flexible, diplomatic, tactful and committed to success	E
Willingness to work occasional unsocial hours	E
Be aware of best practice with regard to working with young people	E
Ability to keep calm and focused in pressurised situations	E
Ability to work efficiently, organised and pays attention to detail	E
Professional appearance and manner, with the ability to promote a positive ethos in school	E

Personal Qualities	
Tact and a sense of humour	E
A personal and friendly nature	E
Honesty and Integrity	E
Application	
Accurate completion of school application form	E
Supporting statement which addresses person specification	E
High standards in spelling and writing	E
Legal Issues	
Legally entitled to work in the UK	E
Enhanced DBS Clearance	E
Valid UK Driving Licence, access to a vehicle with business insurance	D

Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Caroline Mears, mearsc@southlands.lancs.sch.uk, who will arrange a suitable time.

Application process:

To apply, please fully complete the MOSAIC Application Form (found on the School website) and email recruitment@southlands.lancs.sch.uk.

Closing date: Wednesday 21 February 2024, 12 noon
Interview date: w/c 26 February 2024

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Southlands 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 and adhere to the school's child protection policies and procedures. Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website www.southlands.lancs.sch.uk.

When completing your application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies included. You should refer to the job description and person specification to guide your supporting statement. Your supporting information should be no more than 2000 words. Please note that late applications and CV's will not be considered.

