



Walkwood

Church of England  Middle School



Recruitment information:

Teacher of English

with a temporary Teaching & Learning responsibility



“For learning about wisdom and instruction, for understanding words of insight, for gaining instruction in wise dealing, righteousness, justice, and equity; to teach shrewdness to the simple, knowledge and prudence to the young - let the wise also hear and gain in learning, and the discerning acquire skill, to understand a proverb and a figure.”

Proverbs 1: 2-6

“The vision, in line with the Church of England’s role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.”

Deeply Christian, Serving the Common Good, 2016

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



Principal's introduction

Thank you for taking time to request information about the appointment of a Teacher of English at Walkwood Church of England Middle School. This appointment is for a colleague to join on a permanent contract, although for someone suitably experienced, a Teaching and Learning Responsibility is offered to cover during a maternity leave ([see page 12 for details](#)).

Walkwood is a school which has clear values that are taught within all lessons alongside the subject knowledge and associated skills. Therefore, we are seeking a colleague who will share the vision for a curriculum that links content, skills and values, and who also believes that each individual pupil deserves high-level pastoral care.

Our school is “middle deemed secondary”, and the timetable is run as for a secondary school, with great emphasis placed on subject specialisms. Tutor groups are based within four colleges, and each group is made up of pupils in Year 5 to 8.

The inclusive vision of the school ensures that all children are supported in their personal well-being and academic achievement.

SIAMS, 2017

The school has an impressive climate for learning. Pupils' contributions in lessons are often thoughtful, sensitive and articulate.

Ofsted 2018

Pupils at key stage 2 (Years 5 and 6) have 12 lessons a fortnight of English, while pupils within key stage 3 (Years 7 and 8) have 7 lessons over the two-week timetable cycle.

Within the English department, we nurture well-read, shrewd, enquiring and enthusiastic readers and writers, who are articulate speakers and assiduous listeners. Pupils relish the exploration of reading material and other media accessible to them. Our use of the Accelerated Reader program helps motivate readers to broaden their reading content and to strive to be the best reader, and thus writer, that they can be.

Reading for pleasure is at the core of learning in English, and thus across all subject areas. We ensure high quality texts provide the opportunity for learners to become purposeful, motivated and confident writers and orators. We passionately develop a love of literature within our pupils which they will take with them beyond their middle school education. Drop Everything and Read is our cross-curricular drive for reading for pleasure, promoting literature and a love of reading across all subject areas.

Throughout their time at Walkwood, all pupils are encouraged to express themselves creatively and imaginatively, through their reading, writing, speaking and listening. We expose them to a wide range of genres, text types and visual and audio media to stimulate their responses. The Walkwood “Learning Superheroes” are: Reflective Learner, Team Worker, Creative Thinker, Independent Thinker, Self-Manager and Effective Participator. These help our pupils to reflect on their own skills as learners and to develop across the curriculum, in an interactive and creative manner.

Should you read the information and consider that you match our criteria, do progress to making an application. A standard application form must be completed. Additionally, letters of application should be written to the person specification and job description, and may either be submitted separately or be included in Section H of the application form. If you are using ‘Quick Apply’ through the TES, please ensure your statement includes a section on why you are applying to this school.



Kindly send your documents to recruitment@walkwoodms.worcs.sch.uk by **9.00am** on **Monday 17th April 2023**. Short-listed candidates will be contacted soon after this date. I regret that feedback to unsuccessful applicants will be limited to those who are called for interview. Tours of the school will be part of the interview day.

If you feel you are ready for a new role, working collaboratively with pupils and staff, then I look forward to receiving your application. In any event, I thank you again for your interest in Walkwood Church of England Middle School.

Yours sincerely,

Rev. Clive Leach
Principal



School Context

"I appointed you to go and bear fruit, fruit that will last, so that the Father will give you whatever you ask him in my name."

John 15: 16



"God blesses those people who are like trees growing beside a stream, trees that produce fruit in season and always have leaves."

Psalms 1: 3

Principles and purpose

At Walkwood Church of England Middle School we:

- Hold each child as precious
- Support the development of good character
- Seek for the best rates of academic progress
- Engender care, happiness & love

At Walkwood Church of England Middle School our purpose continues to be for pupils to:

- develop a deep desire to learn, engaging with the roots of the learning process;
- cultivate values that will shape their living both within and without the school;
- experience awe and wonder, and consider both spiritual and human dimensions.

Borrowing an adage from St. Irenaeus: "The glory of God is a human being fully alive!"

Vision and Values

The school has been an established Christian community for an extended period, being welcoming and friendly, with pupils who are expected to behave and be eager to learn. Those pupils who find this a challenge are fully supported through highly functioning classroom practitioners and well-developed pastoral support.

Walkwood Way

'Love to Learn; Learn to Live; Live to Love'

Our aim is that all children attending the school will become life-long learners who are curious about the world around them and are creative in their exploits while caring for others and themselves. We seek to enable our pupils to make informed choices, becoming increasingly independent and playing their part in the community. We offer pupils a spiritual dimension that is distinctively Christian, and honours other faiths and those people who profess no faith.

We aim to inspire every child – whatever their abilities – to achieve their very best, and make a valuable contribution to the Walkwood community. We want our pupils to [love to learn](#).



Our school is not just about knowledge, it is also about skills. It's about inspiring children to look at the world differently, and about challenging them to be fascinated by lessons and subjects. In this way, we encourage our pupils to **learn to live**, preparing them for an adult life in a changing world, and as such we seek to equip our children for the future. Our 'Learning Superheroes' allow teachers to hone pupils' learning skills. We want pupils to excel in school... and in later life.

As a Church of England school, we are fully inclusive of all faiths and beliefs. While Christian principles underpin all of the school's values, we know that these morals are shared by many faiths. We look for our pupils to take into their lives beyond our school an outlook that allows them **to live to love** the experiences, people and spirituality that they encounter.

Walkwood values

Our core values are expressed in the Fruits of Faith, which are ten values that have their roots in Christian tradition. However, we believe that devotees of other faiths, or those who express no faith commitment, are able to agree upon the definitions and implementation of these values within a shared community. These fruits are used as part of worship, and are also within lessons.



Walkwood pupils

Our Christian ethos, embedded in all aspects of school life, ensures that every child will know what it is to be cared for and valued. All pupils receive the very best education and an equal opportunity to learn and achieve academically, socially and spiritually. We know that enthusiastic, happy, confident children are most likely to persevere and work to the best of their ability. We aim to build upon this and foster a love of learning in all children. Our Fruits of Faith and Superhero Thinking Skills form a firm foundation to school life where children are encouraged to develop independent learning skills, be thoughtful and take responsibility for their actions.



Walkwood staff

We set high aspirations for all our pupils, both academically and socially, as well as allowing pupils to consider the spiritual dimension. Therefore, we have high expectations. Christian values lie at the heart of our work and we aim to provide a broad, rich, stimulating education to develop a thirst for learning in all children. We aim to challenge all our children to raise their standards and support them in that challenge, encouraging them to become reflective, resilient learners. Firm and fair discipline, based upon Christian values, is vital in creating an environment in which all children can flourish. We aim to make every child feel positive about their learning and achievements and our role as staff in school is to care, encourage and listen as well as to teach.

Walkwood community

Our Fruits of Faith were developed as a Christian expression of the nature of the school, but also to define the characteristics of an interconnected community. These values are part of teachers' planning, as well as part of decision making by the Senior Leadership Team and Governors. We wish for our pupils to be aware of their role in the wider world, open their eyes to the diversity within it, celebrating the richness of human experience and the potential of divine expression.

Curriculum: Introduction

Walkwood's curriculum is summarised by its three-fold mission statement:

Love to Learn; Learn to Live; Live to Love.

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live.

Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The development of character is a significant part of the school's work.

The school actively promotes its core values – the Fruits of Faith – doing so through the curriculum as well as through collective worship and vertical tutor time.

Curriculum: Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in mixed ability groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.



- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

Curriculum: Intent

Love to learn

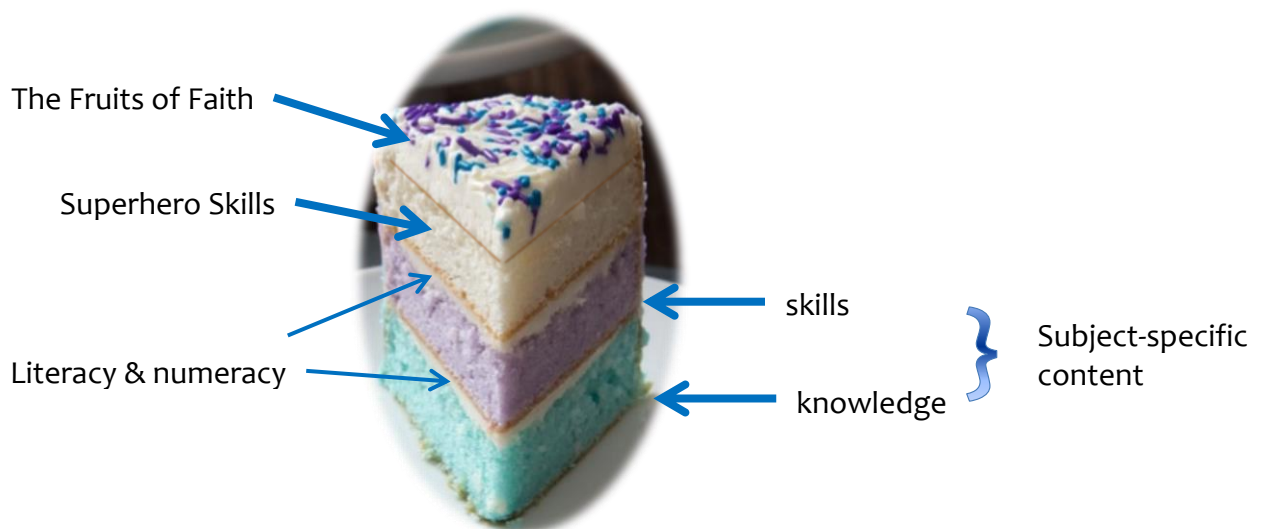
This aspect concerns the subject content, that is, structured and delivered in an age-appropriate, engaging and differentiated way. The content holds both the subject matter and the subject-specific processes that are taught and explored.

Learn to Live

Here we have the learning roots – our ‘Superhero skills’. These six aspects are part of the Walkwood Way, and are delivered in each lesson. Teaching draws out the opportunity for applying these learning and thinking skills. Literacy and numeracy strands are part of this section too.

Live to Love

Our ten school values – our Fruits of Faith – are an aspect of our school that is unique to us. These values are in action throughout our school, and are thus another part of the Walkwood Way. It is appropriate that opportunities to model these values, and to exercise them, are within lessons.



Superhero skills

Independent Enquirer

Explore and analyse information
Draw conclusions from evidence
Use reasoned arguments with key words



Self Manager

Search for solutions before asking for help
Manage own emotions
Use time and equipment well



Effective Participator

Take a full part in learning
Influence others in a positive way
Identify improvements and express these thoughtfully



Information Retriever

Articulate information from prior lessons
Apply retained information to new learning
Retrieve information from a source



Reflective Learner

Assess self and others honestly
Review progress and know 'next steps'
Accept praise and learn from setbacks



Team Worker

Collaborate with others
Engage in a variety of roles
Provide helpful and supportive feedback



Creative Thinker

Ask questions which extend thinking
Connect own and others' ideas
Adapt thinking and try alternatives



Job description:

Post title:	Teacher
Salary and Grade:	MPS in line with the current <i>School Teachers' Pay and Conditions Document</i>
Responsible to:	The Principal, Head of Department, College Leader and the Governing Body
Responsible for:	The deployment and supervision of the Teaching Assistant

Main Purpose of the Job:

- Establishing and maintaining high standards in relation to all aspects of the Teachers' Standards
- Demonstrating effective practice and to evaluate the impact of their teaching on pupils' achievement
- Upholding and implementing workplace policies
- Contributing to school development
- Fulfilling the pastoral arrangements for pupils
- Making a contribution to the wider aspects of school life

Main Responsibilities:

1. Set high expectations which inspire, motivate and challenge pupils

- Work as part of the teaching team, sharing good practice and maintaining standards
- In tutorial work, to establish and maintain routines, including participation in Collective Worship
- In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions
- Actively support the Christian ethos of the school in relationships with children, colleagues and parents, both in class and around the school

2. Promote good progress and outcomes by pupils

- Demonstrate secure understanding of the needs of children of all backgrounds, abilities and dispositions so that the majority of pupils make good progress
- Use data effectively, evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils
- Demonstrate through self-review, an effective evaluation of the impact of teaching
- Demonstrate knowledge of how children learn and adapt teaching accordingly
- Establish a culture that ensures that pupils have a responsible and conscientious attitude to their work
- Monitor the progress and well-being of individual students and of the form tutor group as a whole
- Engage with colleagues in review and evaluation of pupils' progress and attainment
- Actively promote parental involvement and initiate opportunities to involve them
- Provide quality, accurate, professional reports for parents



3. Demonstrate good subject and curriculum knowledge

- Demonstrate knowledge and expertise across the assigned subjects through coherent planning and lively, inspirational teaching
- Develop expert knowledge by working collaboratively
- Review, with others when appropriate, the delivery of the curriculum to the pupils
- Take responsibility for own CPD, keeping abreast of changes/developments
- Provide professional reports (verbal or written) to parents, indicating progress, attainment and targets for improvement

4. Plan and teach well-structured lessons

- Teach lessons that meet the school's defined expectations of good or better
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated
- Demonstrate ability to reflect and evaluate teaching and the impact on learning, pupils' attitudes and behaviour
- Be systematic in evaluating learning within and across a sequence of lessons
- Actively engage parents in their children's learning
- Facilitate children's and parents' views on learning
- Evidence opportunities for out-of-hours learning and additional contribution through after school clubs or other activities
- Work effectively as part of a team, ensuring consistency
- Take a role in collaborative planning
- Recognise own accountability for curriculum provision within assigned classes and the quality of learning
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individual

5. Make accurate and productive use of assessment

- Make effective use of assessment, both formative and summative, and in using outcomes to support accurate target setting and continuous progress and high attainment
- Use school data effectively to track progress and set targets
- Show competency in marking and providing feedback to pupils
- Establish strategies to encourage children to respond to feedback
- Engage fully in moderation activities as required

6. Manage behaviour effectively to ensure a good and safe learning environment

- Be competent in managing an effective learning environment so that all pupils are actively engaged in learning and poor behaviour never disrupts learning
- Recognise responsibility and accountability for maintaining high standards of behaviour beyond the classroom
- Keep parents well informed and work effectively with them to bring about improvement where necessary
- Inspire pupils' respect and form positive relationships



7. Fulfil wider professional responsibilities

- Be proactive in supporting the Christian ethos of the school
- Be positive and encouraging during times of change
- Show full cooperation and support for colleagues managing development or change
- Generate respect from colleagues through highly effective professional, working and supportive relationships
- Form highly effective relationships with children that generate respect, confidence and high self-esteem
- Form highly effective relationships with parents e.g. through good communication, listening to and acting upon concerns, providing professional support and guidance in respect to all aspects of school life
- Write accurate, professional end of year reports
- Recognise responsibility and accountability for the effective deployment of support staff
- Liaise with the leadership team to ensure that support staff have the skills they need to work effectively
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence
- Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement
- Be willing to support for PSA activities by attending events
- Be willing to support a club or activity
- Carry out such duties as are reasonably assigned by the Principal.

Additional responsibilities to cover a maternity leave:

Curriculum manager, temporary (one year), TLR-F, £1750

- Co-ordinate and take day-to-day responsibility for the organisation and management of resources involved in the teaching of the subject.
- Prepare and maintain schemes of work, teaching materials, teaching programmes, methods of teaching and assessment with reference to the subject.
- Ensure schemes of work have reference to contributions to SMSC.
- Ensure assessment is appropriate and accurate, leading moderations as part of the subject's professional learning programme.
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the department and integrate this into the work of the school as a whole.
- Draw up and monitor the resource requirements of the department and, from time to time, to requisition resources and materials in accordance with arrangements made for the purpose.
- Carry out monitoring and review activities as part of the work across the school.
- Contribute to written reports for the Governing Body.
- Maintain arrangements for reporting to parents on the progress of pupils undertaking learning in the department in accordance with the school's overall systems.
- Co-ordinate, plan and lead CPD events related to the teaching of the subject.
- Organise and lead related visits to curriculum-related events.



Working time

A full-time teacher shall be available for work for 195 days in any given year of which 190 days shall be days on which she/he may be required to teach pupils, in addition to carry out other duties.

Subject to this, a full-time teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 1,265 hours in any academic year excluding time spent in traveling to or from the place of work.

A teacher will have duties assigned as part of directed time. A teacher shall not be required under his/her contract as a teacher to undertake midday supervision and shall be allowed a break of reasonable length for lunch.

A teacher shall, in addition work such additional hours as may be needed to enable her/him to discharge effectively her/his professional duties, including marking of pupils' work, writing reports on pupils and the preparation of lessons, teaching materials and teaching programmes. The amount of time for this purpose beyond their 1,265 hours shall not be determined by the employer but shall depend upon the work needed to discharge the teacher's functions.

The teacher will be entitled to 10 per cent PPA time.

Code of Conduct

The School expects all staff to ensure that their standards of conduct are, at all times, compliant with the Walkwood Church of England Middle School Code of Conduct for Employees.



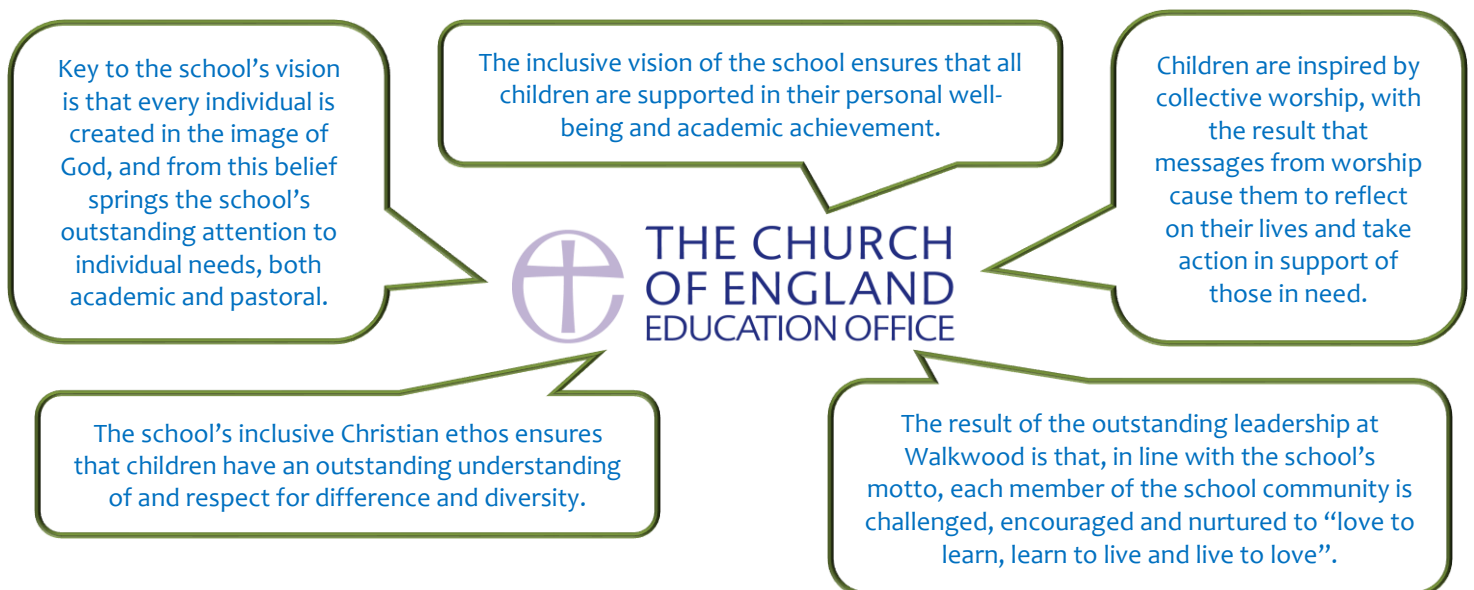
Person Specification: Teacher of English

Attributes	Criteria
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status. • Degree qualification in a relevant subject. • Evidence of professional development and recent relevant in-service training. • Commitment to the protection and safeguarding of children and young people
Experience	<ul style="list-style-type: none"> • Successful teaching experience. • Successful record of raising standards: demonstrable skills of a highly effective classroom practitioner. • Experience of working with colleagues on resource procurement and preparation. • Effective communication with parents.
Skills and Abilities	<ul style="list-style-type: none"> • Deliver and collaboratively develop the values-based curriculum. • Deliver and collaboratively develop literacy within the curriculum. (Desirable) • Appreciation of the Christian ethos of the school through clarity of vision. • Make effective use of formative assessment. • Identify the learning needs of individuals and groups and plan supportive interventions where necessary. • Provide quality feedback to pupils.
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Define, identify and achieve highly effective teaching and learning. • Knowledge of behaviour management strategies and an ability to maintain good discipline. • Experience of working in collaborative partnerships with other schools. (Desirable)
Qualities and Values	<ul style="list-style-type: none"> • Be in sympathy with the Christian values of the school. • Ability to build and maintain a professional relationship with colleagues and parents. • Inspirational to pupils. • Ability to lead the department through changes and to meet new challenges with enthusiasm, vision and flair. • Self-motivated and hard working. • Positive approach to behaviour management and rewards. • Commitment to developing the extra-curricular life of the school and other out of school activities. • Commitment to ensuring the health and wellbeing of all pupils and colleagues. • Ability to demonstrate drive and determination. • Role-model for good manners and professional behaviour.

Note: The Academy is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Appointments to this post will be subject to receipt of satisfactory Enhanced Disclosure and Barring Service (DBS) check.



Inspection highlights





"Therefore, my beloved, be steadfast, immovable, always excelling in the work of the Lord, because you know that in the Lord your labour is not in vain."

2 Corinthians 15: 58



I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.'

Ephesians 3:18-19

