



Teacher of English (Maternity cover)



Information Pack





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Date: as postmark

Dear Applicant

Re: Post: Teacher of English
 Salary: MPS/UPR (as appropriate to experience)
 Contract: Maternity cover to start January 2022

Thank you for your interest in teaching at Queen Mary's High School. I hope you will find the enclosed information helpful and that you will be encouraged to apply for the post. This is a forward looking and innovative school with a clear focus on equipping our young people for their future lives. We value the diverse nature of our school community and the sense of family that we experience is a significant strength.

We are a busy, friendly and energetic school with a distinctive ethos, positive culture and optimistic outlook. If you are interested in joining us and believe you have the enthusiasm to be part of our team here at Queen Mary's High School please complete the application form and return it to: st-ody-dd@qmhs.org.uk together with a letter of application of no more than two sides of A4.

Please be aware that if you are shortlisted for interview you will be required to bring your original qualification certificates together with photo ID, DBS certificate and evidence of right to work in the UK.

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to appropriate pre-employment vetting procedures including an enhanced DBS check from the Disclosure and Barring Service (DBS).

Closing date: Monday 18th October at 4pm

Yours sincerely

DR ALISON BRUTON
Head Teacher



Background Information

Head Teacher: Dr Alison Bruton. BSc MEd EdD

Queen Mary's High School is close to Walsall town centre and as a selective girls' school draws its pupils from a very wide area including Walsall, Birmingham, Sandwell, Wolverhampton and Staffordshire. Currently there are around 850 pupils on roll with around 180 students in the sixth form, including a small number of boys. The pupil admission number is 150.

The school was founded in 1893 and has a mixture of late Victorian and modern buildings on a compact site. The school has its own playing fields at its brother school Queen Mary's Grammar School. The school is heavily oversubscribed with well over 1,100 girls applying in 2021.

We were most recently inspected in March 2007 and judged by Ofsted to be an outstanding school, in particular the inspectors praised the high academic standards, very positive relationships, the leadership and management and the quality of the curriculum. Since then this standard has been maintained and even improved upon.

Queen Mary's High School Philosophy

Aim

- To enable each student to achieve excellence in all aspects of their life

Objectives

- To provide opportunities for each pupil to achieve the highest possible standards
- To inspire a love of learning for its own sake
- To foster self-esteem and sensitivity to the needs of others
- To develop an appreciation of our cultural heritage
- To equip each pupil to take a responsible place in society

The Curriculum

Queen Mary's High School delivers a broad and balanced curriculum and continues to offer additional academic subjects to challenge our pupils. We are committed to equal opportunities.

Currently, there are six fifty minute lessons a day and we operate a two-week timetable to accommodate curricular requirements. We have aligned our day and timetable with the local boys' grammar school.

Post -16 Curriculum

Our successful sixth form offers 16 A levels together with the Extended Project Qualification. A further 8, Level 3 qualifications are available through the Mercian Trust. Over 90% of our sixth formers go onto higher education. We have a small number of Oxbridge entrants in most years.

Student Support

Queen Mary's has a strong pastoral system and effective monitoring of pupil progress. Data is collected and reported using Go4Schools which enables parents to have access to current data about their child's performance, attendance and behaviour, online. We also have Parents' Evenings for all year groups.

Queen Mary's has two Pastoral Support Co-ordinators and a Pastoral and Academic Support Mentor who provide pastoral support for individual students (across all Key Stages). They also undertake administrative duties for Heads of Year and form tutors.

Professional Development

We regard the professional and career development of all our staff, teaching and support, as vital to the continued success of the school.

There are plenty of opportunities to share good practice and building capacity in-house is a focus for the school.

Governors

Queen Mary's High School is very fortunate in having a very committed and informed Local Governing Body led by Mr Tim Normanton. The Senior Leadership Team usually attend all full LGB meetings.

Support and opportunities for new staff

- Structured induction programme for all new staff
- Additional programme for NQTs
- Generous non-contact time allowances
- Cover supervisors so cover lessons are infrequent for teaching staff
- A supportive programme of lesson observations and feedback
- Opportunities to observe other colleagues
- Peer mentors attached to all new staff as 'buddies'
- A strong commitment to continuing professional development
- Excellent ICT facilities
- A school committed to continuous improvement in pupil achievement and enjoyment, and continuous development of staff expertise and career potential

Applications

Applications for all posts must be made on the TES application form. You will also need to include a comprehensive letter of application rather than a curriculum vitae. Your application should be submitted to: st-ody-dd@qmhs.org.uk

If you are invited for interview I do hope you will enjoy visiting us and getting to know the school.

Notification of result

It is the practice of Queen Mary's High School that notice of the result of an application shall not be sent to an unsuccessful candidate who is not called for an interview. If, therefore, you do not hear within 6 weeks of the closing date for applications for this post, you should normally assume that an appointment has been made.

Introducing the Mercian Multi Academy Trust

Dear Potential Applicant

Queen Mary's High School is a Founder Academy of a new Multi Academy Trust or MAT which was officially incorporated on 01 January 2018.

The Mercian Trust brings together six schools working together under a common banner and an over-arching structure of governance, but retaining their autonomy as custodians of their own unique heritage, distinct identity and successful operation.

The Schools are: Aldridge School, Queen Mary's Grammar School, Queen Mary's High School, Shire Oak Academy, Walsall Studio School and The Ladder School.

The schools are diverse in character, but united in purpose. We want to prepare all our pupils to realise their potential, thrive in the world of work and make a contribution to the local, national and international community. Our focus is to increase opportunities in order to improve outcomes.



Diversity underpins this Trust; seamless collaboration is what makes it work; that's what the DfE said when they came to visit us. They noted the enthusiasm, and enterprise, curiosity and commitment that you can see written large in the faces of the Mercian staff.

Thank you for your interest in joining Queen Mary's High School. It is an exciting prospect. The successful applicant will be expected to be ambitious, dynamic and innovative not only for QMHS, but also for the MAT as a whole. You will be joining a supportive network of leaders who have experience in leading successful schools and an appetite to make a real difference in our town. The DfE described our plans as a "compelling vision for Walsall."

You can be involved in turning that vision into reality. We look forward to receiving your application.

Yours sincerely

Mr Dan Parkes
Chief Executive Officer





TEACHER Main Scale

Job Description- What is expected of teachers at QMHS is underpinned by the Teachers' Standards and an acceptance of Ofsted's view that "the most important role of teaching is to promote learning and to raise pupil achievement".

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and
- address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSON SPECIFICATION FOR POST OF TEACHER OF ENGLISH

QUALIFICATIONS	<ul style="list-style-type: none"> • Good First Degree • Professional teaching qualification
EXPERIENCE	<ul style="list-style-type: none"> • Successful and varied teaching experience in the 11-18 age range ideally including Advanced Level • Good track record in terms of examination outcomes • Form tutor experience • An awareness of the importance and role of the subject in contributing to pupils' wider development • Awareness of use of national and school data in target setting and tracking for pupils
TRAINING	<ul style="list-style-type: none"> • Recent, relevant CPD • Clear sense of responsibility for one's own professional development
PERSONALITY	<ul style="list-style-type: none"> • Pleasant demeanour • Team-player qualities • A good listener • Relates well to students/colleagues/parents • Self-motivated hard worker • Can balance warmth and discipline as appropriate • A sense of humour • Enthusiastic and engaging approach that encourages participation
SKILLS AND ATTRIBUTES	<ul style="list-style-type: none"> • Successful teacher – observation feedback consistently strong • Ability to motivate pupils and colleagues • High level of written and oral communication skills • A good personal planner/organiser • Ability to support colleagues in developing professionally • Commitment to a distributed leadership model • Ability to deal with parents, colleagues and pupils in a manner appropriate to each • Experience of integrating ICT into teaching and administration • Meets deadlines
VALUES	<ul style="list-style-type: none"> • Belief in an environment that encourages all staff and students to give of their best • Commitment to: <ul style="list-style-type: none"> ○ high standards ○ caring for the individual ○ growth mind set approach ○ home/school partnership ○ the school's role in the wider community ○ single-sex education in a selective environment ○ appropriate provision for all ability groups in the school
REFERENCES	<ul style="list-style-type: none"> • Two unreserved references • Use of words such as good, excellent, outstanding etc. • Describing an adaptable, reliable and hard-working candidate • Reference to enthusiasm for subject, potential, confidence, integrity, competence and effectiveness
OTHER	<ul style="list-style-type: none"> • A clear and articulated educational philosophy with regard to the place of English in the curriculum • Promotion of positive behaviour strategies and constructive handling of problems • An awareness, understanding and commitment to equal opportunities • A variety of personal interests • A willingness to organise and contribute to extra-curricular activities



ENGLISH DEPARTMENT

The English Department is a large and thriving one serving the needs of all students at this selective girls' school. We are a very supportive and co-operative department, working together and willing to share ideas and resources with colleagues.

The department currently consists of a team of four full-time and three part-time English specialists who see the subject as vital in its own right and essential in helping students to access the rest of the curriculum. Of the department, one member of staff is responsible for KS3 English, another is Director of Houses and the Assistant Head responsible for Assessment, Data and Reporting, alongside the Key Stage Five curriculum and ITT provision is part of the department.

We have refreshed our well-established schemes of work in Key Stage 3 which have challenge at the core of them, whilst ensuring they are accessible and diverse in subject matter. A central belief that we hold as a department is a reflect approach, and we are constantly reviewing and updating these to support the demands of the current GCSEs and to ensure they are well suited to our students' needs. Likewise, we ensure our schemes of work build upon the work completed at Key Stage Two.

All students in Key Stage 4 take both English Language and English Literature GCSEs. From the 2021-22 academic year, students will following the OCR English Language and OCR English Literature courses. These courses are taught in an interwoven and integrated fashion, as we believe that Language and Literature are equally important and double exposure will ultimately enhance their progress.

In the sixth form, the department offers separate A-Levels in English Language (AQA) and English Literature (AQA Specification A). There are always some students who take both Literature and Language A-Levels, and although History and Psychology are commonly chosen alongside our courses we have students from across the range of other subjects.

The department is pleased that increasing numbers of students are going on to study English in its many forms, including Creative Writing, Literature, Linguistics and other English Language-based degrees, at university. Some of our students go on to Oxbridge, and we pride ourselves on the individual support we give to all the people we teach.

We have supported many new entrants to the profession by providing them with taster days and weeks, and offering placements for those entering the profession through the PGCE; we have also given training to those joining through the GTP.

One of the department's main aims is to foster a love of literature and creativity in students and there are regular theatre trips, study days and writing competitions, as well as established Book Clubs and a yearly Book Fair; in the past two years, students have also participated in the national Poetry by Heart competition. Even most recently, the department have introduced students to The Young Writers competition that centres upon the theme of empowerment. The department works closely with the library through the LRC manager to support reading groups and we have recently had a variety of author visits and events with writers including Robin Stevens, Michael Grant, Jennifer Niven, Cathy Cassidy, R J Anderson and Emily Lockhart.

September 2021.

ENGLISH DEPARTMENT AIMS

- To encourage and enable all pupils to achieve their **potential** in English.
- To foster an **enjoyment** of English and a **pleasure** in reading.
- To enable pupils to **speak** clearly and with confidence and to **listen** effectively in a range of challenging situations.
- To encourage pupils to develop their **dramatic skills** and enjoyment of drama.
- To foster and develop **reading** as a tool and for pleasure, covering a wide range of written texts including those produced in electronic form.
- To foster pupils' **analytical** and **critical** skills.

- To encourage the study and enjoyment of **English Literature**.
- To encourage consideration and debate of the **ideas and values** met with in reading literature.
- To introduce pupils to a wide range of **writing** in English.
- To develop **clarity** and **accuracy** in thought and in written and spoken expression.
- To enable pupils to **write clearly** in different **modes** and for various **purposes** and **audiences**.
- To encourage pupils' own **creative skills**.



A Vision of Queen Mary's High School

Queen Mary's High School is an outstanding girls' grammar school with a reputation for the highest academic standards, as a school where the individual needs of highly able students are met and the development of the 'whole person' together with the enjoyment of learning lie at the heart of its ethos and culture. We also have a commitment and responsibility to our own community and communities locally, nationally and internationally.

Queen Mary's is a school where students' needs are met through the quality of teaching and learning, pastoral care and guidance and the breadth and richness of the curriculum, both formal and informal, which supports students with individual learning needs or particular talents. The achievements of everyone in the school community are celebrated. The quality of the school is clear through outside scrutiny, external awards and data comparison.

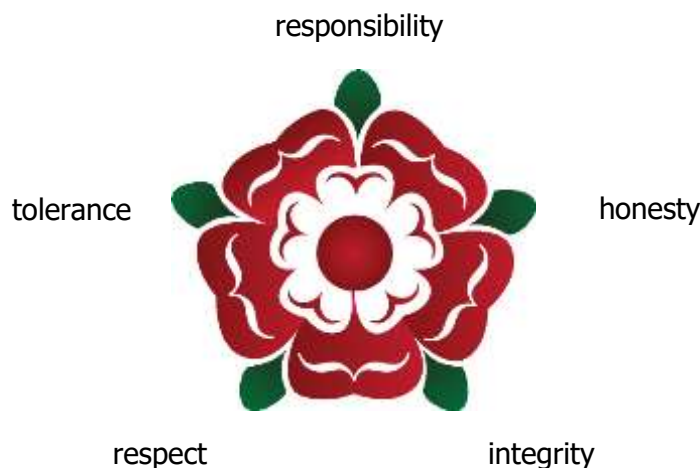
Our provision is further enhanced through being a founding member of the Mercian Trust which extends the opportunities available to our students in terms of both breadth of curriculum post-16 and also via a range of extra-curricular opportunities. In addition, our staff benefit from development opportunities through collaboration with colleagues in our partner schools.

The school has a leadership group which is forward-thinking and able to respond quickly and flexibly to change. It ensures that teaching methods are always developing and provides the best possible resources and physical environment for teaching and learning. The leadership group works with governors in order to evaluate its own performance and also to formulate the priorities for the school.

The high expectations for teaching and learning and positive relationships between staff, students and parents are clear in all induction procedures, staff development and performance management. Students receive consistently high-quality teaching and in return commit to the responsibilities of their school work and membership of the school community. Staff receive the best possible working and employment conditions and career opportunities. Parents are supportive of the school's ethos, systems and procedures and are kept fully informed about their child's progress, feel comfortable to come in to school to meet with staff and are confident that the school is providing high quality learning experiences for their child. Governors receive clarity and transparency about school matters and sufficient training and links with the school to ensure they are able to play their part in its strategic development. The school demonstrates its involvement with the wider community via support for local schools and organisations and a commitment to charity fund raising.

Finally, the school's reputation, culture and family atmosphere are such that all who are connected with it are happy to continue an association with Queen Mary's High School long after they have ceased to be connected with it on a daily basis.

The 'Spirit of Queen Mary's' is demonstrated through our core values:





Child Protection Policy Statement

Issued as information to applicants

Queen Mary's High School recognises that it has a pastoral responsibility towards its pupils who have a fundamental right to be protected from harm. The school will assist the local authority, social services department and the police acting on behalf of children in need or enquiring into allegations of child abuse.

Identifying Abuse

Teachers and other staff will be observant and alert to signs of abuse of any kind. These may include:

- ◆ Changes in behaviour.
- ◆ Failure to develop or grow.
- ◆ Bruises, lacerations or burns.
- ◆ Inadequate clothing.
- ◆ Hunger or apparently deficient nutrition.
- ◆ Excessive dependence or attention seeking.
- ◆ Injuries indicating that a child has been forcibly held down.
- ◆ Sexual precocity.
- ◆ Withdrawal.

A member of staff, where appropriate, noticing such signs will tactfully and sympathetically ask what has happened or what is wrong. Questions will be very open and general (e.g. Tell me what happened) and will in no way probe for details or risk putting ideas into the child's mind. The chief task at this stage is to listen to the child and not interrupt. Investigation of any suspicion or actual allegation of abuse will be undertaken by the statutory authorities i.e. the Social Services or the Police. Staff of Q.M.H.S. have no investigatory role.

All suspicions or actual disclosures of abuse of any kind must be reported to the Designated Safeguarding Lead (DSL).

The DSL is the Assistant Head Teacher, Mrs Debbie Connell supported by Mrs Plimmer and Mrs York, Pastoral Support Coordinators.

Confidentiality

Whilst every attempt will be made to promote an atmosphere of trust in which pupils feel able to confide in someone at school, no member of staff shall give an undertaking of absolute confidentiality. Any child disclosing abuse to a member of staff will be gently and sensitively told that the information must be passed on to the appropriate agencies to protect her and any others in danger of being harmed. The child will be reassured that information will only be passed on to those who need to know about it in a professional context. Child Protection issues should be shared only with those pastorally responsible for the child in school i.e. the Form Tutor, Personal Achievement Manager, Pastoral Co-ordinator (Child Protection Co-ordinator) and Head Teacher as well as with the statutory Child Protection agencies.

Child protection records will be kept in a securely locked cabinet.