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| **Director of English**  **Leadership 6 – 10**  ***Plus £5000 Recruitment and retention package***  Hazel Wood High School  Application Pack  CONTENTS   |  |  |  | | --- | --- | --- | | A | Job Advert / Summary | 2 | | B | Welcome Letters from the CEO and Headteacher | 3-4 | | C | About Hazel Wood High School | 5-6 | | D | Job Description | 7-10 | | E | Person Specification | 11 | |



**JOB ADVERT/SUMMARY**

**Director of English**

Dates: Apply as soon as possible or by the final deadline of 9am on Monday 25th May 2020

Salary: Leadership Scale 6 – 10 with a £5000 Recruitment and Retention package available

Start date: September 2020

Contract type: Full-time; suitable for experienced teachers

Contract term: Permanent

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**Hazel Wood High wishes to appoint a well-qualified, hardworking and enthusiastic Director of English, capable of making a strong contribution to our rapidly improving school. We are passionate about delivering a high quality and engaging English curriculum and this is a great opportunity to lead a dedicated and hardworking department where you will be supported to develop your practice. The post holder would form part of the ‘ELT’ – Extended Leadership team it is not expected the post holder would be a permanent member of the Senior Leadership Team but rather to feed in on a planned and strategic basis. We see this position as a key role in leading this faculty forward and as an aspirational step towards senior school leadership.**

We believe that Hazel Wood High is a great place to work. This post offers you the opportunity to work in/with:

* A school with a strong will and determination to continue to improve
* A school that has high expectations of all who work here
* A school that places teaching and learning at the heart of school improvement
* A school that is driven by strong values, invests in its staff and students and has a high
* regard for their welfare
* A supportive and cooperative teaching staff who are committed to their roles
* A school that works effectively with all stakeholders
* A caring school where you can make a real difference to the lives of young people

You will be part of an excellent team and will be given extensive support to develop to your full potential both in this role and beyond

Employees of Hazel Wood High have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Appointment is subject to a satisfactory enhanced disclosure from the Criminal Records Bureau and references.

Applicants are asked to complete the application form and write a letter, which responds to the person specification, which tells us about your experience and skills relevant to the post and stating why they feel they would be suitable for the position; this must include how candidates meet all essential aspects of the person specification.

Please do not send CV’s. Completed applications and supporting letters should be returned by email to the HR department at [recruitment@oaklp.co.uk](mailto:recruitment@oaklp.co.uk). We would welcome applications as soon as possible; the final deadline is 9am on Monday 25th May 2020



Letter of welcome from Elaine Parkinson CEO, Executive Headteacher and NLE

Dear Applicant,

Thank you for your interest in a teaching post at Hazel Wood High. I would like to give you some information about the school and the Oak Learning Partnership.

Hazel Wood High (previously Broad Oak Sports College) was placed in a category last year and has recently had an Ofsted monitoring visit, which found that leaders and managers are taking effective action towards the removal of special measures. We are very proud of the progress the school has made and see this post as pivotal in succeeding on the next stage of our journey. We are looking for a colleague who will share our passion to provide the very best education and care for our wonderful pupils.

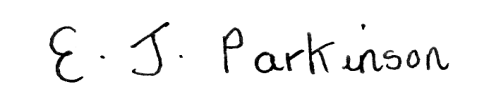
As a result of the Ofsted inspection last year the school was designated to be a sponsored school as part of an academy. The decision was made for Hazel Wood High to join the Oak Learning Partnership. The trust formed on 1st April and includes three schools: Elms Bank (a secondary special school), Unsworth Primary School and Hazel Wood. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school. I am very proud that the trust has been chosen to sponsor Hazel Wood High and know with the dedicated teams we have across all three schools we will as a partnership make the difference needed at Hazel Wood.

The Oak Learning Partnership has firm values focused on inclusion and giving every pupil the opportunity to make the very best progress. We recognise that some pupils will have additional challenges and it is our firm belief that as professionals we should work with all young people to ensure that they receive the very best education in order to live happy and successful lives once they leave school. We are looking for a member of staff who wants to make a difference and a professional who will go above and beyond to ensure that this happens. In return you will work with a dedicated staff team both within the school and also in the wider trust. You will also be able to contribute to developments beyond Hazel Wood High and take advantage of working within a trust, which is also part of a teaching school.

If you want to join us and know you can make an impact on our pupils, we would welcome your application. We welcome you visiting Hazel Wood High and if you wish to do so please contact Rachael Swan, HR at the school at [r.swan@hazelwoodhigh.co.uk](mailto:r.swan@hazelwoodhigh.co.uk)

I wish you every success with your application.

Best Wishes



Elaine Parkinson

Executive Headteacher and CEO of the Oak Learning Partnership.

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Letter of welcome from Paul Greenhalgh – Headteacher

Dear Applicant,

I am the Headteacher of Hazel Wood High School and during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

The school has a good reputation for being a caring and inclusive school, and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students.

Every student is challenged to achieve outcomes in line with the top 20% of students nationally who have the same starting points and we are determined not to settle for mediocrity. We believe that all our students deserve the very best education that we can provide.

Our teaching staff aspire to raise the standards and quality of teaching and learning, this is encouraged through inspiring and supporting colleagues and ensuring that best practice is shared and embedded. Our staff are all committed to continually improving their practice to ensure that the provision is achieving the very best outcomes.

Through high expectations around behaviour and learning, actively applied in the classroom we believe facilitates the student’s ability to understand and utilise these lessons in everyday life.

The cumulative impact of all this work was recognised at our recent Ofsted Monitoring visit. Attainment and progress indicators at Key Stage 4 are improving; student numbers are healthy across all year groups, attendance levels have dramatically improved and exclusions are falling. After some significant restructuring we are as financially secure as anyone can be at the present time.

As a part of the Oak Learning Partnership we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase of our transformation. If you would like to join our excellent team then we would like to hear more about you.

Visits to the school prior to application are both welcomed and encouraged. Please contact the school on 0161 797 6543 or by e-mailing Rachael Swan, HR at r.swan@hazelwoodhigh.co.uk to arrange an appointment.

I hope that when you have read the information enclosed that you will be encouraged to apply for the post. We look forward to receiving your application.

Paul Greenhalgh

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Our Vision

**Fostering a sense of pride and community and providing**

**opportunity for all to excel.**

Our Values

**RESPECT**

To be a role model to others and demonstrate positive interactions with all

To use good manners, treating others how we wish to be treated

To engage with others and to be considerate and kind

To be prepared and organised

To listen to others

**RESPONSIBIITY**

To provide consistency of procedures, policies and professional behaviours

To ensure the safety and wellbeing of all at Hazel Wood High School

To engage, enthuse and inspire our learners thorough the whole school Journey

To be inclusive by understanding the whole child and their needs

To promote the ethos of the school within the wider community

**ASPIRATION**

To demonstrate a ‘can do’ attitude

See every challenge as an opportunity to shine

To work with integrity in order to be a good role model

To reflect on our practice and seek to improve as a life-long learner

To create a safe environment so that we are not afraid to try

**About Hazel Wood High School.**

Hazel Wood High School opened on the 2nd September 2019 as a sponsored Academy as part of Oak Learning Partnership, the school was formerly known as Broad Oak Sports college. Our new school launched following significant improvement works and it is a school we are very proud of.

Hazel Wood High School is a smaller than average secondary school with 650 students currently on roll and standard intake number of 650 that we hope to grow to 720 by the end of the Academic Year 2022. Pupil numbers are rising and our current Year 7 is above capacity and is oversubscribed.

Hazel Wood High School retains its position at the heart of its local community and many families have sent all of their children to the school which contributes to the strong relationships we have with our parent body. We have good relationships with our local primary partners and take our students from over 22 different primary schools.

We currently have 38 teaching staff all of which are specialists in their teaching areas ably supported by 26 members of support staff. Staff are committed not only to providing a safe and stimulating classroom and learning environment but also to providing opportunities that enrich the lives of our students.

We place great emphasis on an engaging curriculum and we are very proud of our unique Year 7 transition model that aims to ensure a smooth, positive and exciting experience throughout the transition year both academically and pastorally.

Our central values of Respect, Responsibility and Aspiration permeate everything we do and we would encourage you to come into school to have a look around and talk with our staff at any time.

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**JOB DESCRIPTION: DIRECTOR OF ENGLISH**

**Leadership Posts**

Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

**Section (A) Generic to all Leadership Team** This section is based on the National Standards for Headteachers. These standards include four ‘Excellence As Standard’ domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

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| **Qualities and Knowledge** |
| 1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.  2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.  3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.  4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.  5. Work with political and financial astuteness, within a clear set of principles centred on the School’s vision, ably translating local and national policy into the school’s context.  6. Communicate compellingly the School’s vision and drive the strategic leadership, empowering all students and staff to excel. |
| **Students and Staff** |
| 1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students’ outcomes.  2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students’ well-being.  3. Establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.  4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.  5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.  6. Hold all staff to account for their professional conduct and practice. |
| **System and processes** |
| 1. Ensure that the School’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.  2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.  3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.  4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.  5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students’ achievements and the School’s sustainability.  6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making. |
| **The self-improving school system** |
| 1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.  2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.  3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.  4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.  5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.  6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education. |

**DIRECTOR OF ENGLISH**

**Job Title/Post: Director of English**

**Salary: L6 – L10**

***The post holder would form part of the ELT – Extended Leadership team it is not expected the post holder would be a permanent member of the Senior Leadership Team but rather to feed in on a planned and strategic basis***

**Immediately responsible to: Assistant Headteacher, Headteacher**

**Immediately responsible for: *Assistant Director & Faculty staff***

**Job Purpose:**

**To assist the Head Teacher in raising standards of student attainment and achievement within English in line with national and school policies/ priorities. This will include Leading, Developing and Managing the quality of teaching; monitoring and supporting student progress to raise standards in the quality of learning and making strategic evaluations of teaching, learning, personnel, finance and premises issues in your curriculum area.**

**To co-ordinate delivery of English across the curriculum and Key Stages and to liaise with other members of the Extended Leadership/Senior Leadership Team where necessary, to ensure continuity and progression throughout the curriculum.**

**Teaching and Learning:**

1. To be responsible, in consultation with the Head Teacher and in co-operation with Colleagues and Governors, for the oversight and development of the Faculty throughout the school developing a cohesive and effective long-term plan.
2. Review, monitor and evaluate current practice and provide feedback to the SLT & Governors.
3. Formulate written guidelines and a policy to ensure delivery of English is consistent with expectations, frameworks and guidelines.
4. In consultation with the Head Teacher review the curriculum
5. Organise the integration of English in to the school curriculum
6. Devise teaching and learning activities for English taking account of the different ability ranges of the pupils;
7. Contribute to the school Improvement plan;
8. To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of planning and scrutiny of pupil’s work.
9. To review long term planning to ensure coverage, progression and a range of learning experiences throughout the school.
10. Liaise closely with other subject leaders in the planning of the curriculum.
11. To be responsible for the budget allocated to the subject area and prioritise resource needs as indicated in the School Improvement Plan.
12. Identify and make links between English and the rest of the curriculum.
13. Setting and maintaining high standards of teaching and learning across the age and ability range.
14. Ensuring, in the event of staff absence, that appropriate work is supplied for the use of supply or substitute staff.
15. Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in English in accordance with the aims of the school and the curricular policies determined by the Governing Body and Head Teacher.
16. Reviewing, developing and refining schemes of work in line with the KS3 Programme of Study and appropriate GCSE/Vocational specifications, and encouraging links where appropriate.
17. Leading, reviewing and developing all Faculty policies and strategies in line with the strategic aims of the school.
18. Leading curriculum development for the whole department/faculty.
19. Updating Professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the subject area in particular.
20. Developing and co-ordinating literacy and numeracy links with other faculties.
21. Taking a leading role in promoting learning through out of hour’s activities.
22. Develop and enhance the teaching practice of others by developing self-evaluation strategies within the faculty to monitor, evaluate and improve the quality of teaching through:
23. A structured, rigorous and recorded programme of lesson observation for all staff.
24. Providing feedback and advice on improvement as appropriate.
25. Monitoring of medium-term planning.
26. Completing self-evaluation audits to identify strengths and areas for improvement.
27. Ensuring that this process informs improvement planning within the Faculty.
28. Developing and formalising arrangements for the scrutiny of pupils’ work.
29. Ensuring a high-quality learning environment within the Faculty by managing and improving: The fabric of the classrooms within the faculty area, Displays and exhibitions of pupils’ work, including references to levels or GCSE grades on display work.
30. Classroom behaviour by ensuring that faculty policies on sanctions are consistent with the agreed school Positive Behaviour Policy and its systems.
31. Assisting in the school Performance Management process by being responsible for the line management of teachers allocated teaching time within the faculty, for the purpose of ensuring the continued delivery of high-quality teaching and learning.
32. Liaising with Senior Managers to support teachers within the faculty by identifying their professional development needs and which will enhance teaching and learning; induction of new teachers to the faculty, including Newly Qualified Teachers (NQTs), and support of trainee teachers.

**Recording and Assessment:**

1. Update the Head Teacher and Governing Body on the effectiveness of provision for pupils in English to include an annual development plan.
2. Set targets for raising achievement for pupils in the English and feedback to the Head Teacher.
3. Monitor progress across and throughout English and ensure appropriate action plans are in place where issues are identified.
4. Contribute to the Annual Report to Parents.
5. Monitor planning to ensure individual needs are being met.
6. Collect and interpret assessment data.
7. Being accountable for student progress and development within the faculty by leading, developing and enhancing all assessment arrangements within the faculty in line with school policy.
8. Being accountable for leading, developing, co-ordinating and monitoring strategies to raise pupil achievement, in line with the school’s ‘Assessment for Learning’ targets, making best use of assessment information.
9. Reviewing long term and short-term planning to ensure coverage, provision of a range of learning experiences, continuity and progression for all pupils from one year to the next, and between Key Stages, in line with the school’s ‘Assessment for Learning’ targets, making best use of assessment information to ensure that individual needs are being met.
10. Liaising closely with Assistant Directors - key-stage leaders to ensure continuity and progression across the Key Stage.
11. Ensuring that Faculty reports on students are completed to a high professional standard, by the appropriate deadline dates and are consistent with the school’s reporting arrangements.
12. Contributing to the termly report to Governors.

**Leadership:**

1. Establish good relationships, encourage good working practices and support and lead teachers in the subject area.
2. Lead staff in developing a wide range of learning and teaching strategies in the curriculum area.
3. Plan and organise departmental meetings.
4. Lead, support, motivate and direct support staff.
5. Lead by example in all areas of the curriculum.
6. Liaise with teaching assistants and outside agencies.
7. Establishing good relationships, encouraging and celebrating good working practices, supporting and leading departmental staff;
8. Being accountable for leading, managing and developing the curriculum area.
9. Effectively managing and deploying all staff, financial and physical resources within the department to maximise support for the Faculty.
10. Supporting and maintaining the aims, ethos and core values of the school and their practical expression through agreed policies.
11. Being responsible for the production of a detailed annual Faculty Improvement Plan, in line with agreed whole school priorities, setting ‘SMART’ costed, targets for raising student achievement.
12. Monitoring progress against the targets and ensuring appropriate action plans are in place where issues are identified.
13. Updating the Head Teacher on the progress of the Faculty Improvement Plan and its associated targets.
14. Planning, and organising meetings on a regular basis in line with the published school calendar.
15. Leading, supporting and motivating support staff working within the faculty.
16. Contributing to management decisions on all aspects of policy formulation, development and implementation.
17. Liaising with Governors, when appropriate, to facilitate their overview of the leadership and management of the school.

**Standards and Quality Assurance**

1. Support the aims and ethos of the school
2. Attend and participate in open/parent evenings
3. Uphold the school's behaviour code and uniform regulations
4. Participate in staff training
5. Participate in Continuing Professional Development
6. Attend team and staff meetings
7. Develop links with governors, LEAs and neighbouring schools
8. Ensure that the department’s quality procedures meet the requirements of the school’s self-evaluation strategy and the Improvement plan.
9. Liaising with appropriate external agencies, organisations and other schools to ensure the maintenance of high standards within the faculty.
10. Attending and participate in open/parent evenings.
11. Attending team and staff meetings.

**Other Duties and Responsibilities**

Other duties that the Head Teacher may from time to time ask the post holder to perform.

**THIS SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS STAFF TO SHARE THIS COMMITMENT.**

PERSON SPECIFICATION

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| --- | --- | --- | --- |
|  | **ESSENTIAL** | **DESIRABLE** | **EVIDENCE** |
| Qualifications and  Training | * Qualified Teacher status * Degree * Relevant Qualifications * Relevant in-service training during the last three years | * Good honours degree * A range of relevant in-service training during the last three years which includes accreditation | * Application Form * Application Letter * References |
| Experience | * Significant successful teaching experience and an excellent classroom practitioner. * Leadership and Management experience in a secondary school at a middle leader/senior level * Experience of leading a successful whole school initiative * Experience of Curriculum Development, Assessment and/or development and quality assurance of Teaching & Learning * Evidence of work which has led directly to positive outcomes for students at whole school level * Involvement in leading CPD at whole school level | * Experience in more than one school * Collaborative work with other schools. | * Application Form * Application Letter * References * Interview Process |
| Knowledge and Values | * Ability to articulate a sound educational philosophy consistent with the school’s aims * Enthusiasm for learning * Empathy with young people * A good range of Information Communication Technology skills * Be committed to having a positive impact on the learning and teaching of students in your charge. | * A high order of Information Technology skills which have been deployed to support student learning * Understanding of effective practice in the teaching of all areas of the curriculum and cross-curricular themes | * Application Form * Application Letter * References * Interview Process |
| Personal Qualities | * Inspirational Leadership skills * Ability to work on own initiative * Ability and willingness to work with a wide range of people * Very good health, attendance and punctuality records * Excellent interpersonal skills * Smart professional appearance * Track record of being a team-player * Be ambitious and keen to contribute to whole school development. * Positivity & Resilience. |  | * Application Form * Application Letter * References * Interview Process |