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| **SMITHILLS SCHOOL**  **Academic Excellence. Rich in Opportunity**  **TEACHER OF ENGLISH**  **with responsibility for KS2 transition**  **CANDIDATE INFORMATION**  http://www.smithillsschool.net/sites/default/files/2%20students_1.jpg |  |  |

**Welcome from the Interim Principal**

Dear Colleague

**Welcome to Smithills School**

Thank you for showing an interest in working at Smithills School. I do hope you will find the following information useful; should you wish to know anything else about the school, all you have to do is ask.

In November 2016 the school was inspected and placed in Special Measures; we are not contesting this judgement; however it does not provide the complete picture of a vibrant school with a wonderful staff and great young people.

We know that achievement in Maths and English is not yet good enough and significant steps have already been taken to bring about the necessary improvements. At the same time we recognise that many subject areas in school have performance at or above National residuals.

The main force for change in the school is our new Joint Executive Board whose members include me, the Principal, together with a Headteacher of an outstanding school; a National Leader of Education; an Ofsted inspector; an external advisor and an independent Chair. Clearly, things are set to improve here and rapidly. We are confident that being in an Ofsted category will put us at the cutting edge of Learning and Teaching and will provide exceptional career opportunities for those who chose to take the challenge and work with us.

We have faced a number of difficulties over recent years; fortunately, these are now behind us and we intend to make speedy and sustainable progress from now on. We hope you will want to be part of our journey.

Smithills was a Specialist Performing Arts College from 2003 to 2013 and although the nature of Specialist Colleges has changed, our commitment to Performance, Music and Art remains as strong as ever. Our World Championship bands continue to captivate audiences both in this country and abroad, as they did last summer on their tour in Ireland and will do next summer when they return to America. Our dramatic performance and pantomimes are second to none and we continue to cultivate talent in all forms of the media. Instrumental music lessons are still available to all of our students free of charge, as are all instrument loans.

Both our formal curriculum structure and our extra-curricular programmes allow students to grow and develop into rounded, capable citizens. Progression to Key Stage 5 and FE is the ‘norm’ for the vast majority of our students. Our sports fields are huge, as is our superb Sports Centre (opened 2001) and, together with facilities like our own indoor, heated swimming pool, allow our staff to promote competitive sport in many forms as well as prioritising health related fitness.

In this academic year we have numerous field visits and trips within the UK scheduled. Over the last few years our students have undertaken community work in Kenya; attempted to climb mountains in Africa; performed in our outstanding dance productions in New York and toured with one of our internationally renowned bands in other parts of North America.

Our school campus is large and set in beautiful surroundings to the north of Bolton. We are a truly comprehensive school of nearly 1000 students. Bolton itself is part of the Greater Manchester conurbation, but remains a Lancashire town in its own right and is steeped in history and character.

If you would like to know more then please visit our website at [www.smithillsschool.net](http://www.smithillsschool.net). Or, better still contact us and arrange to visit and see us at work.

Yours sincerely,



Mike Sidebottom

Interim Principal

**About The School**

Welcome to Smithills! Smithills School is an 11-16 Academy Converter school of average size (968 students on roll). Smithills has a lot to offer all its students but academic achievement is at the heart of our work. We have a dedicated staff, working tirelessly to get things right for every child.

Our pupils come from a wide range of ethnic backgrounds and have a wide range of prior attainments. The percentage of pupils from minority ethnic groups is twice the national average, and the school regularly accepts pupils from overseas. The biggest group is White British, and the proportion of pupils who have special educational needs and/or disabilities is close to the national average.

The school is a member of the Bolton Learning Alliance, through which it links with other schools. Smithills is receiving support for modern foreign languages from Cheadle Hulme High School and for geography, art and design technology and computer science from St James’ Teaching School. Maths is receiving support from Thornleigh Salesian College and English from Westhoughton High School.

The school converted to become an academy in January 2014 and is the sole member of the Bolton Multi-Academy Trust. The sponsor has seconded a representative with senior leadership experience to the school to support other leaders in 2016/17.

We are facing the challenges of emerging from Special Measures with confidence and the school meets the government’s current floor standard, which is the minimum expectation for pupils’ progress across a number of subjects including English and mathematics.

**VISION & VALUES**

The vision a school has and the values it promotes might seem remote to some. At Smithills, however, our vision and values are at the very heart of everything we do. If you want to get to know us as a school, the way we work as a family and as an organisation, then this is what you need to know:

**Our Vision**

Academic excellence – rich in opportunity

Academic excellence is all about progress. This is progress in very lesson, every day. Academic excellence is an ambitious standard to reach in all subjects and it’s hard to maintain it too, but we always strive for better progress in lessons for each and every pupil.

Rich in opportunity is all about the development of every pupil. To give the pupils the skills, knowledge, confidence and self-respect to be successful an active members of a modern British society. We put our pupils’ well-being, safety and happiness first. At Smithills we have wonderful opportunities for all our pupils to grow: the bands and music; performing arts; outdoor pursuits; mountain biking; fishing; visits abroad; Duke of Edinburgh’s Award; clubs and societies to name but a few.

**Our Values**

Our values govern what we do and the way we all work and behave all the time.

In September 2016 we launched our new school values following consultation sessions involving a range of different groups. Our six core values are:

**A**mbition

**S**tewardship

**P**ositivity

**I**nvolvement

**R**esilience

**E**mpathy

Smithills is a wonderfully happy school and we’re all part of the Smithills family – pupils, parent/carers, staff, Governors and more. If you want to know more about us, just ask – we’re always happy to talk.

**“ASPIRE!”**

**The English Department**

The English Department is committed to achieving an engaging and academically enriching learning experience that delivers outstanding pupil progress. Within the department and the school there are collaborative support structures and a commitment to training and personal professional development. Within the school, the department is recognised as a lead department for developing classroom pedagogy and this is reflected in the popularity of English with our pupils. Data is used effectively to assess students and to set realistic and demanding targets. There is a genuine commitment to children, and to each member of the team, in an atmosphere where there are high expectations and a genuine pleasure in the job.

We are seeking an experienced English specialist to be part of a committed and forward looking team on the next stage of their journey in achieving ‘academic excellence’. This is an exciting opportunity for an enthusiastic and dedicated individual to take on a key leadership role as part of a new leadership team within the English department and to shape the strategic direction and future of the department.

## KS3

Our Y7-9 curriculum has recently undergone an extensive redesign to support all pupils through their 5-year flight path to GCSE in an era of ‘life after levels’. The curriculum is designed around four key concepts sequenced to enable pupil progression and mastery of the subject in all areas of reading, writing, speaking and listening. The new curriculum is underpinned by an awareness of the core thresholds pupils need to secure in order to achieve academic excellence in English. These thresholds have been designed to reflect the demands of the new GCSE specification. Each learning sequence promotes intertextuality by aligning concepts to particular themes and promoting the study of a seminal text alongside thematically related fiction and non-fiction sources. In this regard, the curriculum equips all students with a holistic grasp of the mechanics of English Language and Literature.

Assessment practices have also been adapted to reflect our innovative curriculum. Within each key concept, students’ learning is structured around a series of milestones which act as building blocks for the development of pupils’ skills. Pupils’ progress at each milestone is measured through a series of portfolio tasks. These portfolio tasks allow pupils to demonstrate their skills at each milestone stage and provide opportunities for pupils to receive formative feedback on their progress, as well as targeted intervention if a skills deficit is evident. Curriculum and assessment practices are therefore intertwined promoting spiral-learning and opportunities for pupils to engage in a process of reviewing, reflecting and improving their skills acquisition.

All KS3 classes are involved in the Accelerated Reader programme which plays a pivotal role in promoting students’ independent reading practice. This programme underpins pupils’ experience of literacy in school, and is integrated into fortnightly library lessons and mainstream English lessons.

## KS4

Our GCSE English Language and English Literature curriculum follows the AQA specification and is delivered over two years during Year 10 and Year 11. Several members of the department are markers for GCSE and all staff are encouraged to share their experience and knowledge through regular collaborative training sessions. Department meetings frequently focus on collaborative planning and discussing, creating and reviewing a range of teaching strategies aligned to meet the new demands at GCSE. All teachers are committed to securing pupil progress through quality first teaching.

As a PiXL school, the department has access to a range of resources to support intervention at GCSE and track pupil progress. Every December and March pupils sit PPEs (Pre-Public Examinations) to assess all aspects of the Language and Literature GCSE and data from these examination is used to inform future lesson planning and intervention revision sessions.

In addition to our work within lessons, we are committed to engaging with a wide range of extra-curricular activities such as visiting writers, storytellers, competitions, poetry writing, library and reading activities, theatre visits and public speaking including Mock Trials.

The school is looking for a specialist English teacher who is:

* an enthusiastic practitioner, passionate about English
* well qualified to teach the full range of abilities in Years 7 to 11
* committed to offering high levels of challenge and engagement
* committed to excellence in all aspects of classroom practice
* committed to developing their professional skills
* knowledgeable about changes in assessment practices at KS3 and KS4
* keen to participate in extra-curricular activities related to English
* supportive of developments in the department and willing to be part of a team

As well as contributing to the work of the department, applicants should also feel committed to the development of the school and its ethos. In turn, through our programme of support and tailored professional development, we can offer extensive guidance to new colleagues joining the school.

March 2017

**Teacher of English with responsibility for KS2 transition**

Responsible to: Assistant Vice Principal (English with Whole school teaching and learning)

Grade: TLR 2b

**PURPOSE OF POST:**

**To ensure the effective transition and progress of pupils in English in from Year 6 to Year 7, securing and building on their achievements in primary school and providing a solid foundation on which to ensure success as they progress to GCSE and beyond.**

**To facilitate and encourage learning which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the well-being, education and discipline of all pupils.**

**OVERALL RESPONSIBILITIES:**

**1. Strategic direction and development of the subject/area**

Work closely and in collaboration with other post holders within the department:

to develop innovative subject and curriculum area policies and practices for Year 7 and Key Stage 3 English;

to evaluate the Year 7 and Key Stage 3 curriculum and teaching and learning provision within the department and to plan, implement, monitor and evaluate the improvement plan for English.

**2. Teaching and Learning**

To ensure the curriculum in Year 7 enables pupils to build on the skills developed at Key Stage 2 and is at the forefront of good curriculum practice and abreast of current curriculum development and thinking by regularly assessing and reviewing curriculum content and teaching methods.

To plan, resource and evaluate the Year 7 curriculum.

To secure and sustain effective teaching, learning and assessment within Year 7 that is consistently good or better.

To be a model of good practice and to support teachers of Year 7 to improve their practice.

To researcheffective aspects of primary pedagogy and to lead department training to support continuing pupil progress in English.

To develop and enhance links with feeder primary schools to ensure an appropriate level of challenge and support in our Year 7 curriculum.

**3. Use of data and assessment**

To work with other postholders within the department (and with postholders responsible for whole school data) to devise and implement systems for recording, monitoring and tracking pupil progress in Year 7 English.

To develop effective data transition from KS2 to inform planning for progression.

To establish standardisation and moderation links with primary schools to clarify expected standards of attainment and progress.

With other key postholders, to lead standardisation and moderation within the department to secure consistency in application of standards of attainment and progress.

To plan and facilitate effective intervention to accelerate the progress of pupils below the expected standard at KS2 and who fail to make expected progress during Year 7.

Working with other key postholders, to ensure an effective response to the needs of all Year 7 learners within the English Department, including those with Special Educational Needs, the Gifted and Talented/ most able, learners with a first language other than English and those who may experience disadvantage which is a barrier to their learning.

To ensure assessment of pupil progress in Year 7 gives a robust and reliable measure of pupil attainment and progress.

**4. Leading and managing staff**

To assist the Assistant Vice Principal (English) in providing for all those involved in teaching or supporting Year 7 English pupils, the guidance, challenge, information and development necessary to sustain motivation and secure improvement in the quality of teaching and learning.

To assist the Assistant Vice Principal in managing all allocated teaching and support staff including assisting with recruitment, managing performance and meeting agreed targets.

To assist the Assistant Vice Principal in creating an effective team by inspiring and motivating staff and pupils.

To be a positive role model for other staff and pupils by assisting in the continuous improvement of the team within the context of the school.

**4. Efficient and effective deployment of staff and resources**

To identify appropriate resources for the delivery of the Year 7 curriculum and ensure that they are used efficiently, effectively and safely.

**This job profile needs to be read in conjunction with the generic job descriptions for classroom teachers below.**

March 2017

**RESPONSIBILITIES OF A CLASSROOM TEACHER**

The post holder is required to fulfil the professional responsibilities which are common to all classroom teachers in the school, as outlined in the current School Teachers’ Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

In particular the post holder’s key responsibilities will be for improving the standards of learning and raising levels of student achievement for all students in their care.

The post holder is accountable to a nominated Subject Leader, Senior Leader and to the Principal.

**PROFESSIONAL RESPONSIBILITIES**

The post holder will be expected to match the characteristics described in the Professional Standards for Teachers, as appropriate to his/her career stage, and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.

**Making an impact on the educational progress of students in your care.**

* To promote the general progress and well-being of all students reporting concerns to the appropriate staff member
* To provide guidance and advice to students on educational and social matters
* To ensure that students experience an educational programme that is personalised to their particular needs, developing their skills and abilities
* To actively contribute to the review, evaluation and development of effective Schemes of Work, teaching materials, methods of teaching and methods of assessment in line with school and national policy
* To actively promote relevant subject related activities to promote students’ enthusiasm and interest
* To ensure that lessons are appropriately planned, delivered and reviewed
* To be actively involved in interventions to raise student achievement & attainment across the curriculum area
* To assess, record and report on the development, progress and attainment of students in line with school policy
* To monitor and review student progress against targets, ensuring appropriate follow-up action
* To ensure positive behaviour for learning for all students in line with the school’s behaviour
* management policy
* To work to foster a positive working environment in the curriculum area that supports students’ learning
* To provide an effective role model for students in terms of your own professional practice

**Leading, developing and enhancing your own teaching practice (or work) and supporting the development of others**

* To work collaboratively within the subject team to reflect the whole school vision
* To coordinate and manage the work of other staff as appropriate to your role
* To participate fully in the performance management of yourself and other staff in line with the school policy
* To actively review and evaluate your own performance and quality of teaching
* To identify key professional development needs and to actively undertake appropriate training opportunities to meet these needs
* To actively support the professional development of other colleagues within the school including the induction and assessment of new teachers
* To work collaboratively to improve the quality of teaching and learning through lesson observations and other strategies, sharing judgements with colleagues as appropriate

**Taking an active role in the day to day management of the school**

* To follow all the whole school and departmental policies and practices
* To attend and participate in all calendared meetings as appropriate to your level of responsibility
* To participate fully in arrangements for preparing students for external examinations
* To play an active part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
* To play a part in the pastoral development of students particularly acting as a form tutor for a group of students
* To take all registers promptly in line with school policies
* To undertake supervision duties before, during and after school in line with the school’s duties policy
* To take responsibility for the effective management of resources in your care
* To ensure that all Health & Safety requirements are complied with
* To ensure the environment within the curriculum area is conducive to learning

**Other specific responsibilities**

* To ensure effective liaison with internal and external support agencies
* To liaise and collaborate with peers in school and in other schools to share, disseminate and develop good practice
* To develop effective liaison with parents/carers informally and through formal home/school communications procedures
* To make an active contribution to the school’s ongoing self-evaluation process
* To play an active part in the provision of a range of enrichment activities and extra-curricular activities across the curriculum area
* To carry out any other reasonable duties as assigned by the Principal

March 2017

**SMITHILLS SCHOOL**

**Person Specification for the post of Teacher of English (with responsibility for KS2 transition)**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. SKILLS AND KNOWLEDGE** | | |
| 1.1 | To be a good classroom practitioner and the ability to work effectively within a team environment | Interview/Reference |
| 1.2 | Ability to build effective working relationships with all pupils and colleagues | Interview/Reference |
| 1.3 | Ability to enthuse, inspire and motivate students | Interview/Reference |
| 1.4 | Good ICT skills to support learning | Application Form/Interview |
| 1.5 | To be able to plan and develop appropriate learning activities | Application Form/Interview |
| 1.6 | To be able to plan and organise themselves effectively. | Application Form / Interview |
|  | | |
| **2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC** | | |
| 2.1 | Qualified Teacher Status | Application Form |
| 2.2 | Honours degree or equivalent | Application Form |
| 2.3 | Experience teaching GCSE | Application Form |
| 2.4 | Willingness to participate in relevant training and development opportunities | Application Form |
| 2.5 | Experience of working successfully with young people | Application Form |
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| **3. WORK RELATED CIRCUMSTANCES – PROFESSIONAL VALUES & PRACTICES** | | |
| 3.1 | Thorough subject knowledge and understanding of current curriculum developments | Application Form/Interview |
| 3.2 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Interview/Reference |
| 3.3 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Reference |
| 3.4 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work | Interview/Reference |
| 3.5 | Able to liaise sensitively and effectively with parents/carers, recognising their role in pupil learning | Application Form/Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues | Application Form/Interview |
| 3.7 | Up to date knowledge of NC requirements | Interview |
| 3.8 | Awareness of current curriculum requirements KS3-4 | Application Form/Interview |
| 3.9 | A willingness to support and uphold the multicultural ethos of the school | Application Form/Interview |

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| **DESIRABLE REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| **1. SKILLS AND KNOWLEDGE** | | |
| 1.1 | To be familiar with the use of an interactive whiteboard to enhance learning | Application Form/Interview |
| **2. EXPERIENCE/QUALIFICATIONS/TRAINING ETC** | | |
| 2.1 | Higher Degree | Application Form |
| 2.2 | A desire to progress in his/her career | Application Form |
| 2.3 | Proven ability to engage and enthuse pupils | Application Form/Interview |
| 2.4 | A willingness to contribute to extra-curricular activities | Application Form |

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

* Disciplinary offences relating to children, including any which the penalty is “time expired”
* Whether the applicant has been the subject of any child protection concerns
* The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

M Sidebottom

Interim Principal

March 2017

**SAFEGUARDING CHILDREN – DISCLOSURE & BARRING CHECK**

**Exempt under the Exceptions Order to the Rehabilitation of Offenders Act 1974**

You are advised that all jobs at Smithills School are subject to an Enhanced Disclosure Check via the Disclosure & Barring Service. This means that you are required to disclose any convictions, cautions, reprimands or final warnings which would not be filtered in line with current guidance including relevant dates.

When completing an application form you are asked to sign a form that the information you have provided about any criminal convictions is a true statement. A conviction will not necessarily be a bar to obtaining employment, BUT failure to disclose any of the above criminal conviction will disqualify you from this appointment and may render you liable to dismissal without notice.

Disclosure checks will only be sought from the Disclosure & Barring Service after a candidate has been provided with a provisional offer of employment. If you have subscribed to the Disclosure & Barring Service (DBS) update service please indicate this on your application form.

To protect your privacy when applying for a post, you can provide details of any convictions, cautions and bind-overs in a sealed envelope marked ‘Private’, for the attention of Gill Gittins, and return this with your completed application form. Please indicate on the application form if you have enclosed further information separately.

If you require any further information or have any questions, please contact Gill Gittins, HR Manager, at Smithills School on tel: 01204 842382,prior to submitting your application.

**TEACHER OF ENGLISH**

**With responsibility for KS2 transition**

Thank you for considering this post at Smithills School. I do hope you will find this pack useful and choose to apply for the post.

**Closing Date for Application: 12.00pm Friday 7th April 2017**

Please Note: A short-list of candidates will normally be drawn up within four weeks of the closing date and they will be informed of the time and date of interviews as soon as the short-listing is completed.

In the interest of economy, I am not able to acknowledge application unless a stamped addressed envelope is enclosed. If you haven’t heard from me within four weeks please assume that on this occasion your application has been unsuccessful.

Whatever the outcome can I thank you for showing an interest.

The address for postal applications is Mrs A Lees, Business Director, Smithills School, Smithills Dean Road, Bolton, BL1 6JS, or by email to [HR@smithillsschool.net](mailto:HR@smithillsschool.net)

Mike Sidebottom

Interim Principal