



Hardenhuish School
A High Performing Academy

Candidate Information



Teacher of English

Closing Date: 8.30am Monday 20 May 2024



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May 2024

Dear Applicant

Thank you for your interest in Hardenhuish School and our vacancy for a full-time, permanent Teacher of English, starting September 2024.

We wish to appoint an ambitious and outstanding teacher of English who is enthusiastic, highly motivated and dedicated to teaching at a high standard across the Key Stages. You will need to have a passion for your subject and be committed to bringing English to life for your pupils both in the classroom and beyond. Applications are welcomed from experienced teachers or ECTs.

After reading the supporting job description, I hope you pursue an application for this exciting and rewarding role. Please send your completed application and equal opportunities forms to Human Resources at hr@hardenhuish.wilts.sch.uk.

Hardenhuish School is committed to safeguarding and protecting the welfare of children and young people and, as such, has robust safeguarding policies and procedures. We expect all staff and volunteers to share this commitment and our application pack includes the School's Safeguarding Child Protection Policy with Handbook.

Please note, shortlisted applicants will be expected to respond appropriately to safeguarding questions at interview and the successful candidate will be required to complete an enhanced DBS disclosure.

The closing date for this post is **8.30am on Monday 20 May 2024** and interviews will be arranged with shortlisted candidates on an individual basis. If you wish to discuss this vacancy or the interview process please contact Becky Dunn, Recruitment Manager via her email address rad@hardenhuish.wilts.sch. Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

Thank you again for your interest in Hardenhuish School and I hope you will pursue your application.

Yours sincerely

Lisa Percy

Lisa Percy
Headteacher



Hardenhuish School is an 11-18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an outstanding reputation locally and nationally. At Hardenhuish we put children at the centre of all we do: we believe in a three-way partnership with the school, home and the individual, ensuring that each and every young person is ‘inspired to learn and supported to succeed’.



English Departmental Profile

The English Team

The English department at Hardenhuish are a vibrant team of highly committed individuals, passionate about English and high-quality teaching and learning. The team comprises of fourteen teaching staff, including a Curriculum Leader, a Second in Faculty with responsibility for KS4, a KS3 Coordinator, a KS5 Coordinator, a Literacy Intervention Coordinator and we benefit from a small hub of administrative support. We share a common purpose – using our love for literature to enthuse, empower and motivate those that we teach. We pride ourselves on delivering a carefully developed curriculum that is both stimulating and challenging, encouraging our pupils to be creative, resilient and ambitious.

The Facilities

The English Centre consists of seven classrooms, with a faculty office enabling staff to work together and support each other in a friendly working atmosphere. Each teacher is provided with a laptop and all classrooms are equipped with whiteboards and a digital projector. Our sixth form lessons are taught in dedicated classrooms in the purpose built Sixth Form Centre.

Our Curriculum Intent

English is a subject that should empower our students to articulate their views on our world and their own place within it. This empowerment stems from students encountering the best of what has been thought and written, debating and shaping their views through the 'great conversation' of the country's shared literary heritage and through highlighting opportunities for further study, as well as our unwavering commitment to our students reading widely and diversely. From this love of literature comes the invitation to participation – we aim to support students in crafting their own writing and in securing the fundamentals of communication, allowing them to claim their place in our world through the power of the written word.

Our Key Stage 3 Curriculum

Our KS3 curriculum sees pupils travelling through time to investigate poetry, engaging with the narrative gaps evident in Susan Hill's *The Woman in Black* and examining issues of race, gender and identity in the National Theatre's adaptation of Andrea Levy's *Small Island*. We currently teach pupils in mixed-ability groupings in Year 7 and 8 in English, with an aspirational top set then identified once they get to Year 9.

Our Key Stage 4 Curriculum

Pupils are set at GCSE and study AQA GCSE English Language and AQA GCSE English Literature. We aim for a broad and balanced curriculum, and as such students take in J.B. Priestley's critique of Edwardian society in *An Inspector Calls* or Golding's comment on inherent evil in *Lord of the Flies*. This is then complemented by Shakespeare's *Macbeth* and the Love and Relationships cluster from the AQA Poetry Anthology. For Language, we are always on the lookout for interesting texts to enthuse our students in Year 10 and Year 11, and from accounts of being buried alive in shamanic rituals to the dark and dangerous world of *The Wasp Factory*, our students enjoy encountering a wide range of texts during their GCSE studies. As a department, we're very conscious of the need for pupils to retain knowledge of the texts across the two-year course and as such make sure our curriculum spends a healthy amount of time recapping and revising content ready for those important exams at the end of Year 11.

Our Key Stage 5 Curriculum

At KS5, we offer English Language, English Literature and Film Studies and have a legacy of outstanding A-level English results. English Literature in particular has repeatedly been one of the highest achieving subjects in our Sixth Form. We also run a highly popular and successful English Language course, and currently teach AQA for English Literature (Specification B) and English Language. We teach Eduqas' Film Studies qualification.

Progress and Achievements

Results at KS4:

We are extremely proud of our results; in 2023, 80% of our Year 11 pupils achieved grades 9-4 in English Literature and 75% of the same cohort achieved a 9-4 in English Language. However, we will not rest on our laurels and are committed to aspiring towards even greater heights through our strong collegiate focus on teaching and learning.

Results at KS5:

At KS5, we offer English Language, English Literature and Film Studies and have a legacy of outstanding A-level English results. English Language in particular has enjoyed brilliant outcomes for students, with 100% of our linguists gaining an A*-C in 2023. We've also seen improvements in our recruitment and retention in recent years, though we're always keen for students to take their love of English even further on in the school.

Extra-curricular

As a faculty, we're very aware that the measure of a successful English experience cannot be based on results alone, and as such have designed a varied and engaging enrichment program for our pupils/students, including our annual Hardenhuish Festival of Literature packed with author visits and competitions. Over the past twelve months, our pupils/students have additionally had the opportunity to take part in a creative writing club, poetry slam competition, public speaking competitions, shadowing the Carnegie Meda and an array of different literature festival and theatre trips. We continually strive for new, innovative ways to bring English to life for our pupils beyond the classroom and would welcome ideas for fresh and exciting ways to engage our students, particularly at KS4.



The Vacancy

We are seeking to appoint a Teacher of English to start on 1 September 2024. The role may be worked on a full basis and the contract will be permanent. This vacancy would suit a highly organised and motivated subject specialist who has a passion for working with young people and a command of their subject and who inspires and enthuses young people.

Applications are welcomed from experienced teachers or ECTs.

Applications Procedure

If you feel that you would like to join this thriving Department, and that you can offer what we seek, please complete the application form and write a letter in support of your application. As part of this, please include the following:

1. Your relevant experiences and achievements.
2. What you can offer to us as a school.
3. How you would increase the progress and engagement of **all** pupils in English

The closing date for this post is **8.30am** on **Monday 20 May 2024** but please note, interviews may be held once a suitable field is identified, which may be before the closing date.



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Job Description

Introduction	
Name of post holder	
Post title	Teacher of English
Start date	1 September 2024
Working time	195 days per year, full-time
DBS disclosure	Enhanced level
Safeguarding children, young people and vulnerable adults Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all members of the Leadership Team to promote this commitment.	
Post Purpose	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils/students and to lead a Key Stage in English.</p> <p>To monitor and support the overall progress and development of pupils/students as a teacher.</p> <p>To facilitate and encourage the learning experience which provides pupils/students with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of pupil/student achievement and attainment, including closing the gap for Special Interest Groups (SPIGs).</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p>
Why this post is important	<p>You have a key role in the development of the young people in this school. By implementing, delivering and monitoring a broad and balanced curriculum which meets the needs of individual pupils/students, you help those pupils/students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual and academic growth you contribute to the development of pupils/students who can make a valuable contribution to the wider community.</p>
Line Manager	Curriculum Leader (CL)
Liaising with	Leadership Team (LT), Curriculum Leaders, teaching/support staff, external agencies, parents.
Responsible for	The provision of the full learning experience and support for pupils/students within their responsibility area. The leadership and development of their team members within the responsibility area.

Leadership	
Your responsibilities include...	Where practice is excellent you might...
Implementing the school vision in the responsibility area.	Ensure 'inspired to learn, supported to succeed' is the cornerstone of the responsibility area.
Leading the development of appropriate syllabuses/specifications, resources, schemes of work, assessment, and teaching and learning strategies in the responsibility area.	Have a role in offering Continuing Professional Development (CPD) to colleagues or being an examiner.
Actively monitoring and following up pupil/student progress. Maximising use of analysis and evaluating performance data to identify and take action on issues arising from data within the responsibility area.	Examine all data critically to challenge the responsibility area and to follow up on issues with pupils/students and their parents on behalf of the team.
Implementing school policies and procedures e.g. equalities, health and safety, COSHH etc.	Take an active role in the Health & Safety (H&S) group at school where appropriate. Contribute to the induction of new staff in relation to the implementation of school policies.
Working with colleagues to formulate aims, objectives and strategic plans for the responsibility area which have coherence and relevance to the needs of pupils/students and to the aims, objectives and strategic plans of the school in their team's Learning Team Self Evaluation Form (LTSEF).	Support the CL in using team analysis to enable all colleagues to develop a critical voice which views the curriculum experience from the pupils'/students' and parents' viewpoint as well as from the viewpoint of teachers and the school.
Using observation and other data to establish annual priorities within the responsibility area, with regard to the school priorities, to include in the team's LTSEF.	Examine all data critically to look for areas to further develop alongside school priorities.
Leading appraisal within the team.	Train colleagues to become better appraisers and appraisees.
Liaising with the CL to ensure the delivery of an appropriate, high quality and cost effective curriculum which complements the School Development Plan (SDP).	Be a role model of excellent practice and act as a coach to develop others.
Being accountable for the development and delivery of the responsibility area.	
Leading curriculum development for the responsibility area.	Plan effective CPD which targets the needs of colleagues within and at times beyond your team.

Keeping up to date with national developments in the responsibility area, teaching practice and methodology.	Be an examiner or member of a subject panel or association.
Monitoring actively and responding to curriculum developments and initiatives at both local and national level.	Have your eye on the horizon to understand the wider context of education to ensure that provision is at the forefront of practice.
Ensuring that the development of the responsibility area is in line with national developments.	Have a future-proof grasp of the national curriculum requirements.
Working with the CL to ensure that staff development needs are identified and met.	Develop a culture of openness and support for colleagues so that they identify their own needs and are able to offer support in the development of others.
Participating in the interview process for new posts within the subject area and ensuring effective induction with the CL.	Assist the CL in drawing up a person specification based on the team's needs through use of psychological analysis tools such as Belbin or Myers-Briggs.
Assisting the CL in promoting team work and ensuring effective working relations, including monitoring staff absence and well-being.	Assist the CL in using psychological analysis tools such as Belbin or Myers-Briggs and foster a collaborative team.
Supporting the CL in establishing common standards of practice within the responsibility area and developing the effectiveness of teaching and learning styles in the subject area.	Support the CL in developing team 'non-negotiables' with the team which are reviewed regularly.
Supporting the CL in establishing a peer observation programme to maximise benefits to teaching and learning in the responsibility area.	Support the CL in developing peer observation to target CPD needs within the team.
Supporting the CL in ensuring that all members of the team are familiar with the SDP and the team's LTSEF.	Support the CL in using meeting time to ensure team members have ownership of the LTSEF and take responsibility for achieving team goals.
Representing the responsibility area's views and interests.	Contribute positively to team meetings and other wider school groups, including taking the lead where appropriate.
Supporting the CL in ensuring that the Positive Behaviour Policy is implemented within the responsibility area.	Foster the team's understanding and ownership of the school ethos. Implement intervention where appropriate in the responsibility area.
Deputising for the CL as appropriate.	Leading CPD for new responsibility holders.

Management	
Your responsibilities include...	Where practice is excellent you might...
Managing day to day course provision and effective deployment of staff and physical resources.	Take a lead in timetabling your responsibility area. Ensure planning enables all of the team are able to benefit from resources.
Being responsible for the efficient and effective deployment of support staff within the responsibility area.	Assist the CL in making the support staff feel part of the team and genuine contributors to the success of the team, including liaising with the SENCO regarding Teaching Assistant (TA) deployment.
Assisting the CL in ensuring that appropriate resources are available for subject cover lessons and liaising with the cover teacher/supervisor.	Assist the CL in working with the team to ensure there is a bank of appropriate but easy to use cover lessons.
Supporting the CL in holding regular meetings within directed time.	Support the CL in designing agendas to cover the whole annual cycle but with flexibility to respond to urgent issues.
Being responsible for the day to day management of staff within the designated area and acting as a positive role model.	Uphold professional standards in all that you do and say.
Ensuring that subject area targets are met.	By monitoring targets, enable intervention with colleagues before any targets are missed.
Contributing to lesson observations.	Lead CPD on how and what can be learnt from observations.
Ensuring that all educational visits are well managed and organised with due regard to H&S and follow school procedures.	Plan a coherent programme of extracurricular opportunities in the responsibility area.
Ensuring the maintenance of accurate and up to date information about the responsibility area.	Develop a web presence which is kept up to date.
Ensuring effective communication/consultation with parents/pupils and students.	Respond, even if only as a holding exercise, within one day, and complete within a week.
Assisting the CL in ensuring consistent marking and assessment within the team and within exam board tolerances where appropriate.	Target CPD to improve team understanding of and through moderation. Support the CL in having a coherent system for assessment and marking, and its monitoring.
Liaising with other schools, exam boards, and relevant external agencies/bodies.	Be an active presence in local CPD groups, including contributing to local subject based days.
Managing the available resources of space, staff, capitation and equipment, efficiently and maintaining records.	Assist the CL in planning capitation spending with team to address priorities over time.

Operational/Strategic Planning	
Your responsibilities include...	Where practice is excellent you might...
Planning and preparing courses and lessons. (4)	Share generic lesson planning strategies with colleagues in your area and other curriculum areas.
Assisting in the development of appropriate syllabuses/specifications, resources, schemes of work, and teaching strategies within the curriculum area. (2, 4, 5)	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Plan for the effective use of support staff including Teaching Assistants (TAs).
Contributing to the curriculum area's development plan and its implementation. (8)	Attend exam board INSET and develop curriculum provision for your subject based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of your Curriculum LTSEF. Participate in cross curricular area working party to develop practice. Develop a process to elicit feedback from pupils/students and implement changes to the curriculum based on the results.
Contributing to the whole school's planning activities. (8)	Lead training in meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning.
Taking responsibility for the identification of Special Interest Group (SPIG) pupils/students and monitor their progress. (5)	Support learners identified as being in SPIGs, e.g. share materials which focus on challenging Able, Gifted and Talented pupils/students by developing higher order thinking skills and which support pupils/students with Special Educational Needs by 'scaffolding' their learning in order to raise achievement. Create and share specific opportunities for pupils/students to understand and develop multiple intelligences. Create and resource a strategy for a Key Stage which develops the pupils'/students' 'learning to learn' skills in your curriculum area.
Assessment	
Your responsibilities include...	Where practice is excellent you might...
Assessing pupils'/students' work as required by internal procedures and external bodies. Providing written and verbal feedback to pupils/students which offers clear paths for improvement and provides high expectations and a sense of self-worth for those you teach. (6)	Develop a system of Assessment For Learning for your subject and share it with your colleagues. Contribute to the development of assessment across the school by presenting your ideas to colleagues via TeachMeets.

Developing pupils'/students' ability to self and peer assess. (6)	Develop systems which empower pupils/students to assess their own work and set themselves meaningful learning targets.
Recording and reporting on the attendance, progress, development and attainment of pupils/students and keeping clear accessible records in line with school practice. (6)	Create a resource which can be used by colleagues in your curriculum area to improve the quality of their record keeping.
Providing high quality written and verbal assessments, references and reports relating to individuals and groups of pupils/students. (6)	Lead training at curriculum area and school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for your curriculum area for use by new and non-specialist teaching staff.
Teaching	
Your responsibilities include...	Where practice is excellent you might...
Teaching pupils/students according to their educational needs, including the marking and setting of pupil/student work. (5)	Support colleagues in differentiating materials.
Assessing the progress, development and attainment of pupils/students and keeping records. (6)	Lead colleagues in the development of tracking learner progress.
Providing, or contributing to, oral and written assessments, progress checks, reports and references relating to individual and groups of pupils/students. (6)	Support new colleagues at parents' evenings and/or lead training on writing and completing reports.
Undertaking a designated programme of teaching. (1, 4, 5)	Observe others and contribute to the coaching of colleagues in improving their teaching.
Ensuring high quality learning experiences for pupils/students, which meet internal and external quality standards. (1, 2, 3, 4, 5)	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos.
Preparing and up-dating subject materials. (3, 4, 5)	Update and revise materials to ensure relevance to young people.
Using a variety of delivery methods, which will stimulate learning. (1)	Develop a bank of model lesson plans which demonstrates how the school's values can be integrated into your subject area.
Maintaining discipline in accordance with the school policy and encouraging punctuality, behaviour, standards of work and homework. (1, 7)	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your curriculum area and work with your team to improve it.
Undertaking assessment of pupils/students as requested by external examination bodies and school procedures. (6)	Lead colleagues in their understanding of external examinations and ensure that experience and good practice are shared.

Marking, grading and giving written/verbal and diagnostic feedback as required in accordance with school practice. (6)	Collate and manage the collection of data within the curriculum area to monitor progress.
Tutor	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know your tutees with a holistic overview. (8)	Know your tutees really well, by being friendly and professional. Support new colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students and the tutor group. (6, 8)	Lead assembly and contribute to the writing of tutor period activities.
Liaising with the Learning Manager, Pastoral Team and other colleagues over issues with individuals and within the wider tutor group. (8)	Contribute to Team Around the Child/Common Assessment Framework/Personal Education Plan meetings of pupils/students in tutor group.
Registering pupils/students and encouraging their attendance and participation in school life. (7, 8)	Support Attendance Officer in monitoring attendance of tutor group.
Communicating with parents after liaising with the appropriate staff. (8)	Support new colleagues by encouraging contact with parents. Contribute to Parent Forums.
Preparing for and meeting with parents and tutees on Personalising Learning Day (PLD). (8)	Act as the lynch pin in three way communication between parents, pupils and the school.
Writing the annual report for tutees. (8)	Collect relevant personal information about tutees in a systematic way to write individual, informed reports of high quality to facilitate pupils'/students' improvement.
Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the appraisal process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit pupils/students and meet your own professional development needs. (8)	Set yourself challenging targets with ambitious outcomes which impact on the pupils/students you teach and on the pupils/students taught by other members of your curriculum team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet pupils'/students' needs and syllabus requirements. (5) Taking an active role in the shaping, implementation and review of the curriculum area LTSEF. (5, 8)	Assist your Curriculum Leader or Second in the process of curriculum area monitoring to gauge pupil/student views on your subject. Offer to take responsibility for the implementation, review and refining of one aspect of the Curriculum LTSEF.
Making a contribution to whole school INSET and planning activities. Contributing to cross-	Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt.

curricular and school wide developments and initiatives. (8)	Lead on a Cross-Curricular Day activity. Lead an Activities Day experience. Identify a gap in the provision of extra-curricular activities and organise an activity to fill the opening.
Communication	
Your responsibilities include...	Where practice is excellent you might...
Communicating effectively with parents. (8)	Compile individual pupil/student action plans for parents/carers at PPCEs/PSCEs.
Following agreed policies for communications in the school. (8)	Contribute to the evaluation and development of communication systems within the school.
Playing a full part in Open Evenings, Parents' Evenings and PLDs. (8)	Model expectations to newer members of staff.
Other Specific Duties	
Your responsibilities include...	Where practice is excellent you might...
Promoting school policies. (1-8)	Support new colleagues in developing their understanding of school policies.
Complying with the school's Health and Safety Policy. (1, 7, 8)	Take responsibility for one aspect of Health and Safety: for example the risk assessment and attendant paperwork for a field trip in your subject area.
Undertaking any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above. (1-8)	
Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. (1-8)	
Improving Standards	
Your responsibilities include...	Where practice is excellent you might...
Evaluating your teaching to ensure that you meet the agreed Teachers' Standards in respect of preparation, delivery and assessment. Modifying and improving your practice where appropriate. (1-8)	Peer coach a colleague in your department, focussing on developing standards. Work with your Curriculum Leader or Second to develop clear curriculum area criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and performance criteria, including methods of teaching and schemes of work. (1 – 8)	Develop model lesson plans, resources and schemes of work to exemplify the agreed standards within your curriculum area and share them with colleagues.
Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. (1- 8)	Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.

What sort of support can you expect?

The designated line manager will give you clear guidance on the standards of planning, assessment and delivery at least once a year. They should also be able to suggest colleagues to peer coach in your responsibility area. Your LT line manager will be able to suggest ways that you can become involved in participating in improving standards at a whole school level.

Management of Resources ... You will be expected to

Contribute to the process of ordering and allocating materials and equipment.

Assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of resources to the benefit of the pupils/students and department.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your LT line manager.

Signatures

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

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

Signed.....

Signed.....

(Headteacher)

Dated

Dated