



## Job Application Pack

### **Lead Teacher/2nd in Department in English**

2a/2b – negotiable for exceptional candidate

Full Time

Closing Date: 9am Wednesday 6th May 2015



Welcome message from the Head of School:

Welcome candidate

Thank you for expressing an interest in a vacancy here. On behalf of the whole Toot Hill School Community, I extend you a very warm welcome.

I am really proud to be the Head of a vibrant school where students work positively with their teachers and take advantage of the numerous opportunities to develop their talents and aspirations.

Central to our vision are exciting, engaging and inspiring lessons. The staff at Toot Hill work very hard to ensure all students enjoy their learning experiences and secure high levels of progress. It is our core belief that every student has the innate ability to succeed. For the last few years every pupil has secured 5+ A\*-C.

Our investment in staff is outstanding. Whatever the post, there is a clear professional development route map and we actively encourage leadership and risk taking at all levels.

As an Outstanding School, we are not complacent. We know that Toot Hill School can be even better, with a National and International reputation. Over the next few years we will continue to transform the school so that it becomes an even better place to shape young lives.

I look forward to welcoming you into our school community.

**Ashfaq Rahman**  
**Head of School**



Welcome message from the CEO:

Dear Candidate

I am delighted to be able to introduce you to Toot Hill School and the tremendous opportunities this school offers the young people of Bingham.

Toot Hill School is the founder member of the Torch Academy Gateway Trust. As an outstanding school (Ofsted 2012) we aim to set the standard of all schools within our trust.

We aim to be a 'great' school with recognition both nationally and internationally for the standard of education that we secure.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Toot Hill School, and we look forward to receiving your application.

**John Tomasevic**  
**CEO of the Torch Academy Gateway Trust**



## Application Details

Thank you for your interest in the Lead Teacher/2nd in Department in English vacancy at Toot Hill School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

## How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Mr. Rahman, which clearly demonstrates your suitability for this role. Applications can be submitted via email to [krich@toothillschool.co.uk](mailto:krich@toothillschool.co.uk) or by post, for the attention of Mr. Rahman, to the following address:

Toot Hill School  
The Banks  
Bingham  
Nottingham  
NG13 8BL

## Application forms

These can be downloaded from the school website [www.toothillschool.co.uk](http://www.toothillschool.co.uk). Wherever possible, please provide email addresses for your referees.

## Closing Date

Please ensure your application arrives by 9 a.m. on the closing date of **Wednesday 06 May 2015**.

## Interview:

Interviews for the role will be held during week commencing **Monday 11 May 2015**. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

## Safeguarding

Toot Hill School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.





## **Job Description – Lead Teacher/2<sup>nd</sup> in Dept**

Reports to: Senior Leadership Team and Head of School

### **Key purpose of the job**

To provide leadership and management of the department.

In addition to the requirements of a class teacher, areas of responsibility and key tasks include:

### **Strategic direction and development of the department**

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning
- To have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils
- Develop plans for the subject which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school development plan
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes
- Chair meetings of subject staff (including provision of agenda and minutes) and provide other briefings as necessary.

### **Teaching and learning**

- Use your own class as an example of high quality teaching and learning in the subject;
- Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- Evaluate the teaching and learning of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- Develop effective links with the local community including parents, business and industry;
- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises;



- Assist in the efficient organisation of internal assessments ensuring that assessments are started, changed and finished in accordance with the schools assessment policy;
- Ensure that entries for all external examinations are submitted to the examinations officer by specified deadlines.

### **Leading and managing staff**

- Enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- Ensure that the Head of School, S.L.T. and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

### **Effective deployment of resources**

- Support the Head of School by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- To be aware of and respond appropriately to any Health and Safety issues raised by materials, practice or accommodation related to the subject;
- Support the Head of School by maintaining efficient and effective management of the expenditure for the subject;
- Help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- Take on any additional responsibilities, which might from time to time be determined.

### **Requirements of a classroom teacher**

- Teach pupils within allocated classes, enhancing their learning and providing the opportunity for achievement for all pupils
- Planning and preparing tasks which challenge pupils and ensure high levels of interest during lessons
- Monitor the academic progress of pupils within allocated classes and implement appropriate strategies to address underachievement
- To assess, record and report on the progress and attainment of all pupils within allocated classes
- To register the attendance of pupils in class
- To set appropriate homework
- To mark pupil's work and give appropriate and constructive feedback



- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials
- Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- Communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

### **Responsibilities of a form tutor**

- To address any issues concerned with the wellbeing, personal development and academic progress of pupils within the tutor group
- To check uniform and general appearance on a daily basis
- To monitor the behaviour of pupils in the tutor group.

### **Performance Management responsibilities**

- All members of staff are required to participate fully in the school's performance management system.

### **Other professional requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.



# TOOT HILL SCHOOL

## Person Specification: Lead Teacher/2<sup>nd</sup> in Dept

Factors	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (PGCE or equivalent qualification)</li> <li>• Good Honours degree (First or Second Class)</li> </ul>	<ul style="list-style-type: none"> <li>• Higher professional qualification.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of teaching in the subject across the full age range of a secondary school</li> <li>• Experience of teaching a wide range of abilities</li> <li>• Proven record as a teacher whose pupils reach high standards of learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Current/recent responsibility post within a department</li> <li>• Experience of pastoral/tutor role</li> </ul>
<b>Skills/ Knowledge</b>	<ul style="list-style-type: none"> <li>• Excellent teaching skills, including effective communication skills, ability to motivate students and staff and the capacity to create good learning environments.</li> <li>• A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils.</li> <li>• Knowledge of current issues and recent developments in the curriculum area.</li> <li>• Capacity to use ICT as integral part of teaching.</li> <li>• Knowledge and understanding of the value added agenda, including levels of progress.</li> <li>• Ability to lead initiatives, support the process of change and work effectively in a team.</li> <li>• Ability to prioritise, plan and organise.</li> <li>• Secure commitment to a clear aim and direction for the subject</li> <li>• Understanding of safeguarding and promoting of welfare of children issues.</li> <li>• Understanding of equal opportunities issues and their application to work.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of particular needs of pupils with SEN</li> <li>• Awareness of factors affecting language and learning across the curriculum</li> <li>• Knowledge/involvement in other cross curricular initiatives/projects or whole school developments</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm for the subject</li> <li>• Ability to use own initiative</li> <li>• A commitment to the vision of the school</li> <li>• A commitment to inclusive education.</li> <li>• Ability to form good working relationships with pupils and staff</li> <li>• High standards and expectations</li> <li>• Ability to use pupil assessment data to raise standards</li> <li>• Outstanding communication skills</li> <li>• Reliability and integrity</li> <li>• A commitment to safeguarding and promoting the welfare of young people</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute to extra-curricular activities</li> <li>• A vision for the development of the department.</li> <li>• A commitment to personal and professional development.</li> </ul>





## **Department Information**

### **English - Departmental Information for Applicants**

#### **About the Department/Department Ethos**

It is the aim of the English department at Toot Hill to be characterised by a strong sense of collaboration and enthusiasm for our subject and the students in our care. The department strives to achieve the highest possible standards for all and we hope that our learners will always enjoy their work in English as we ensure that our curriculum offers a rich and diverse range of experiences.

We always perceive ourselves as a team, each with her/his own contributions and strengths; an approach which enables us to face challenges with confidence, support and enthusiasm.

We all have a passion for our subject and for life in the classroom. We work tirelessly to instil this same love of language, literature and critical thinking in our students.

#### **Meet the Team/Staffing**

The English department is a large team of 16 well qualified, highly trained staff. The team consists of a combination of part time and full time teachers and is currently led by Cathryn Smith and Nimika Sudra.

There is a large number of responsibility holders in the department, reflecting the significance of the subject and the contributions we make to all school agendas. This also means that staff are well supported in all areas of our work.

#### **The Curriculum – Key Stage 3**

Key Stage 3 is taught across Year 7 and 8. This accelerated KS3 ensures not only that the most able students are stretched but that all students have three years to prepare for the increasingly challenging GCSE examinations.

Our curriculum at Key Stage 3 has been designed to ensure that students cover a wide breadth of text types and that this not only builds on skills from Key Stage 2, but also introduces them to new and exciting experiences. We aim to promote high standards in reading, writing and speaking and



listening, and wherever possible provide students with access to active and creative approaches to the subject.

All students in Years 7 and 8 cover the same core curriculum at the same time. This not only allows students a shared experience and tier movement if necessary, it also means that staff can support one another in the development of resources and teaching practices.

All students have access to the superb, purpose built Learning Lounge, where designated weekly reading lessons take place as part of their English allocation on the timetable.

### **The Curriculum – Key Stage 4**

At Key Stage 4, GCSE Qualifications in English Language, English, English Literature and Media Studies are currently available. A small number of very able Year 11 students are also currently studying Creative Writing at AS level.

As previously mentioned, Key Stage 4 is run over three years. Students in Years 10 and 11 currently follow the EDEXCEL specification, whilst Year 9 is being introduced to the newly accredited AQA English Language and Literature GCSE courses. Extensive work has been underway during the previous academic year to prepare the team and our students for success with the new specifications, to be examined for the first time in 2017. Detailed information and resources continue to be distributed to staff.

Our approach at Key Stage 4 is rigorous and effective. Our examination results are excellent (86% of our students were awarded a grade A\*-C in 2014; 97% A\* - C for those entered for English Literature), and the attitudes and behaviour of students in English reflect the hard work, careful planning and nurturing approach of our team.

Media Studies is a popular option choice at GCSE; this subject is taught within the department and is effectively managed and well led by our specialist Head of Media, Miss Aimee Bell. Students currently follow the WJEC specification.

### **The Curriculum – Key Stage 5**

The department is rightly proud of its achievements at Key Stage 5 and aims to continue expanding provision and encouraging students to pursue both English and Media Studies at A level and beyond.



Currently the department offers:

- AS and A2 Media Studies (AQA)
- AS and A2 English Literature (AQA specification A)
- AS and A2 English Language and Literature Combined (AQA specification B)
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It is common practice for each teaching group to be equally shared between two teachers; the division of the content is decided by the class teacher in consultation with the KS5 leader in the department. Again, this encourages a collaborative, supportive approach and enables the students to access a wealth of experience, a variety of approaches and expertise.

From 2014, KS5 classes will be taught in the newly built College block.

## **Resources**

The English Department consists of 10 well-resourced classrooms, all fitted with interactive whiteboards. We have access to a range of ICT facilities and a superb Learning Lounge. The latter is staffed by our excellent librarians who work closely with the staff, including our Literacy Co-ordinator, to ensure the high status of reading within the school.

The department continues to develop its resources, in response to national changes and initiatives. Staff are encouraged to read widely and to suggest texts for use within the department, ensuring a fresh, vital approach.

Our schemes of work are currently being updated at all Key Stages, in line with national developments and requirements. All curriculum maps, overviews and medium term plans are stored on our Central Resource Library (CRL).

## **Extra-curricular**

As well as a number of 'seasonal' initiatives such as the Radio 2 Short Story competition, World Book Day activities, Christmas writing competitions, we offer our students the opportunity to attend extra-curricular sessions throughout the academic year. These include a Creative Writing club at Key Stage 3, reading groups, and a 'Speak Up' debating academy.



Students also have the opportunity to apply to become English Ambassadors as part of the school's Student Voice programme. This role enables students to play an active part in the life of the department, including creating their own displays, interviewing teaching candidates, guiding parents on Open Evening and attending meetings to discuss future initiatives.

## **Enrichment**

We believe that learning must exist both within and outside of the classroom environment. Therefore we offer enrichment opportunities both within our schemes of work and outside of the classroom context. Such opportunities have included:

- Guest Speakers: to coincide with Story Telling week, a story teller worked with Yr7 & 8 students.
- To support A/A\* writers at KS4, a published screen writer and journalist spent the day with Yr10 & 11 students.
- Trips – to support KS4 texts we have taken groups of students to see 'Blood Brothers' and 'Of Mice and Men.' At KS5 pupils are taken to University seminars to support their revision.
- English Ambassadors. Students have the opportunity to work with the English team to develop many aspects of the department.
- KS5 students are encouraged to work with KS3 groups to support Literacy.
- Students across all Key stages have worked with the RSC as part of national drama and film projects.

In the past 2 years a number of exciting events have taken place:

- A group of pupils in Yr7 worked with the RSC to perform their own interpretation of a scene from Othello. This was showcased locally and assessed by members of the RSC; as a result the group were invited to perform at the Royal Shakespeare Theatre, in Stratford – upon – Avon, as part of the 'This Poor Trash of Venice' festival.
- July 8<sup>th</sup> – 10<sup>th</sup> 2013: Joel Stickley was poet in residence and worked with 90 Yr8 pupils to produce their own poetry. This was the result of the amount of entries we put forward for a 'Young Writers' competition the previous year.
- Since 2013, we have taken part in the national live streaming of Richard II, providing year 8 students with the opportunity to enjoy a live Shakespeare performance in the comfort of the Learning Lounge!
- Theatre visits to see key set texts continue to take place, enabling students to appreciate literature in performance.
- A termly visit to Waterstones in Nottingham, for those students who have been most successful in the 'Literacy Legends' scheme in the Learning Lounge.



## **Academic Achievement – 2014 results**

### **GCSE English**

A\* - A - 28%

A\* - C - 86%

### **GCSE English Literature**

A\* - A - 33%

A\* - C - 97%

### **A Level English Literature**

A\* - A - 50%

A\* - C - 100%

### **A level English Language and Literature Combined**

A\* - A - 21%

A\* - C - 79%





## **Overview of the Trust**

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children

## **Overview of the School**

### **Ethos**

Toot Hill School has a very clear and distinctive ethos. We believe that through continually reviewing and reflecting upon every aspect of our work we provide students with the very best educational opportunities.

We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing them with the motivation and support necessary to achieve their full potential.

We value commitment, independence and courtesy from all our students. We demand the very highest standards from our pupils and in return we value and respect their ideas and opinions. Through our Student Ambassadors and the Student Voice Committee, pupils at Toot Hill School have an active and important role in developing and improving their school.

### **To summarise**

- We have high expectations of students and staff
- We believe every student can succeed
- We ensure barriers to learning are challenged and overcome
- We expect teaching to be well planned, varied and stimulating
- We expect learning to be active, focused, social and engaging
- We insist on high standards of behaviour at all times



## **Achievement**

At Toot Hill School we believe that examination success allows our students to make the very most of their lives and student achievement is at the very heart of everything we do.

We have developed a curriculum designed to challenge and engage students, offering them the very best preparation for examination success and the skills and confidence required to make full use of those qualifications.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and as a school we constantly strive to provide your child with the very best educational experiences.

Should a student require additional support Toot Hill provides a range of support services that will ensure every student's success, whatever their individual educational needs.

Examination results provide a good indication of how well a school is serving its students. In 2014, we secured our best ever set of GCSE results with 84% of all students in Year 11 gaining 5 or more GCSE grades A\*-C including English and Mathematics.

At Key Stage 5, Toot Hill College has an excellent track record with over 100% of students achieving A\* to E. Students regularly secure places at Oxford, Cambridge, Russell Group Universities, Higher Education colleges and employment.

## **Pastoral**

At Toot Hill we pride ourselves on the quality of care, guidance and support given to individual pupils. At the core of this provision is a year system led by a Head of Year and supported by the Achievement Co-ordinator, Tutors, Student Welfare and Learning Support teams.

This system provides students with the care they need whilst allowing them to nurture friendships and develop a strong sense of community.

Tutors play an active role in ensuring that students are happy, well supported and fully engaged in school life and serve as the first point of contact between school and home. There are regular updates of pupils' progress through termly reports, online data, twice yearly parent consultation days and a Parents' Evening.

Students progress through Toot Hill School their attainment and well-being is closely monitored, ensuring that they are recognised and rewarded when they succeed but also supported when things are more challenging.

Toot Hill is a very caring community and the health, happiness and well-being of students underpins our overall ethos and philosophy.



## **Curriculum**

Our curriculum follows National Curriculum guidelines and aims to provide a broad and balanced learning experience for all.

At Key Stage 3 our two-year programme covers all the National Curriculum subjects. Students are taught in ability groups in the majority of subjects.

During our three year Key Stage 4 programme all students study the English Baccalaureate core subjects of English, Mathematics, Science, a Modern Foreign language and a humanities subject such as Geography or History.

A wide range of option subjects including visual and performing arts, technology, sports and ICT courses supplement the core curriculum. We expect all our students to achieve at least 8 passes at grades A\*-C including the English Baccalaureate subjects.

Toot Hill College offers a range of pathways for students to continue learning with us during Key Stage 5 (16 - 18 years). We pride ourselves on our A Level provision and promote the highest aspirations for all our students.

## **Extra-Curricular**

Extra-curricular opportunities are an essential part of providing a balanced and exciting range of experiences in school. At Toot Hill the after-school 'Extra' programme provides students with an impressive range of courses and sessions most nights of the week.

Opportunities include Ancient History, Science, Mathematics, Latin, Cooking, Critical Thinking and a comprehensive range of sporting activities including football, hockey, netball, rugby, cross country, tennis and athletics are also available. Toot Hill students regularly compete at county level and our sports teams have a strong tradition of success.

Students' extra-curricular achievements are recorded and celebrated through our Torches award scheme. This programme allows students to build up a portfolio of their achievements throughout their time at Toot Hill School; essential for successful applications to university, college or work.

Music is very much at the heart of Toot Hill School and we encourage students to take up or continue playing a musical instrument. There are regular concerts and workshops where students can demonstrate and develop their performance skills.

The Performing Arts also take a leading role in school life with regular Drama productions allowing all students to fully explore their creativity.

In addition there are regular opportunities to travel including a Year 8 residential and international educational visits. In recent years Toot Hill students have travelled to France, Germany and Africa.



## **Student Voice**

Student voice is active within the school with each year group choosing student representatives that meet through year councils and the college running a student's union format.

There are additional opportunities for students to be leaders through the Ambassador, Diplomat and Prefect Program and all subjects have student representatives.

Students are involved in all aspects of school life and contribute to the interview process for new staff and assist at school open evenings. They have also delivered feedback to staff on aspects of teaching and learning, such as marking. They have presented at Governor meetings and have also been involved in leading assemblies.

In the college, we have Senior Prefect positions as well as a Head Boy and Head Girl.

## **Safeguarding and Child Protection**

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.