

The **Marsden Heights** Way



Information for Applicants

Head of English





WELCOME



Welcome to Marsden Heights Community College.

I am delighted that you have expressed an interest in applying to our college and we look forward to receiving your letter and application. I feel proud and privileged to be the Headteacher of this wonderful college serving the young people and the communities of Brierfield and Nelson.

Our college has the second lowest average points score on entry in the whole of Lancashire and we take many children who arrive mid-term from countries such as France, Germany, Spain, Italy, Syria and Romania. All of

this could affect our children's progress but we are very close to 0 for Progress 8 showing our commitment to every child and every subject.

Life does not naturally give our children a silver spoon and so education must and this is our challenge. We look forward to receiving your application and letter.

Alyson Littlewood

Headteacher

INFORMATION ABOUT THE DEPARTMENT ...

The English Department currently is suited with MFL and the department has eight full time English specialists and three members of staff who teach English part-time. The post of Head of Subject has arisen due to the previous incumbent working as Assistant Headteacher to the Senior Leadership Team.

Our school QA system ensures support for leadership with an SLT line manager who has fortnightly meetings with the Head of Subject, using a fixed item agendas.

The department works collaboratively to share good practice, both within the department and across college as a whole, contributing regularly to whole college professional practice sessions. Two members of staff in the team also have whole college responsibility as Lead Practitioners.

The department works collaboratively through various networking opportunities and works closely with AQA examination board, having one member of staff who is currently an AQA advocate for the examination board in the North West.

Four members of staff have current examiner experience with AQA examination board for GCSE, which in part contributed to a three year rise in examination results. In 2017, results in Core English were 71% 9-4, leading the way in the local authority.

All classrooms have desktop computers, Promethian boards and the department has access to further ICT through hand-held devices for use in class as well as a class set of laptops.

Key Stage 3

Programmes of study for students in English

We deliver a skills-based curriculum with a range of tasks across each academic year that will build skills progression in all three assessment strands of reading, writing and oracy. Each academic year students will develop and build key skills in reading, writing and spoken language, moving towards independent study for 9-1 GCSE awards. Units of work are structured to enable differentiation for students across the age and ability range in Years 7-11.

Year 7

- Students will build skills in: word reading, understanding and critical analysis of a range of texts.
- Developing inference and deduction skills and using a range of reading strategies to find meaning in a range of literary and non – literary texts.
- Understanding a writer's viewpoint and the use of language structure and form of a range of text types, including speeches, play scripts, novels and media texts.
- Students will build skills in: writing in a range of formats for specific audiences and purposes, developing an appropriate style with a developed accuracy and range of grammar, punctuation and spelling.
- Develop spoken language in formal and informal contexts.

Through the study of: novels, play scripts, poetry and rhymes, non-fiction texts, including adverts, leaflets, autobiography and biography and the study of an author in depth to develop wider reading. Students will also read widely and for pleasure as part of their English study in Year 7.

Year 8

- Students will build and develop skills in: word reading, understanding and critical analysis of a range of texts.
- Developing inference and deduction skills and using a range of reading strategies to find meaning in a range of literary and non – literary texts.
- Understanding a writer's viewpoint and the use of language structure and form of a range of text types, including speeches, play scripts, novels and media texts.
- Develop their skills in cross referencing by studying texts thematically considering aspects of language, structure and form.
- Understanding a writer's viewpoint and the use of language, structure and form of a range of text types, including speeches, play scripts, novels and media texts.
- Students will build skills in: writing in a range of formats for specific audiences and purposes,

- Students will build skills in: writing in a range of formats for specific audiences and purposes, developing an appropriate style with a developed accuracy and range of grammar, punctuation and spelling, often used for effect.
- Writing in a wide range of formats for specific audiences and purposes with the reader in mind.
- Writing using a range of vocabulary to match the form for effect.
- Adapt spoken language to match a range of tasks both in formal and informal contexts, including speeches, arguments and debates.

Through the study of: short stories, a play by Shakespeare and selected thematic texts, poetry (Shakespeare study – an author in depth), seminal works of literature (written in English) Media and non-fiction texts, including travel writing.

Year 9

- Students will develop and consolidate skills in: word reading, understanding and critical analysis.
- Developing inference and deduction skills and using a range of reading strategies to find meaning in a range of literary and non – literary texts to develop analytical approaches to seen and unseen materials.
- Understanding a writer's viewpoint and the use of language, structure and form of a range of text types, including speeches, play scripts, novels and media texts. To develop an argument in a text, supporting ideas in a variety of ways.
- Develop their skills in cross referencing by studying texts thematically and making detailed comparisons between texts with a focus on language, structure and form.
- Students will build skills in: writing in a range of formats for specific audiences and purposes, developing an appropriate style with a developed accuracy and range of grammar, punctuation and spelling, often used for effect.
- Writing in a wide range of formats for specific audiences and purposes using appropriate planning for writing in timed conditions.
- Writing using a range of vocabulary to match the form for effect with the reader firmly in mind.
- Use spoken language for effect in a range of contexts, including use of drama to develop understanding of character and theme in drama texts, scripting and developing roles.

Through the study of: Media and non – fiction texts with thematic links between texts, a play by Shakespeare, selected poetry from literary heritage and contemporary poets, extracts of pre 1914 prose, an author in depth (study of drama / poetry and / or prose). The study of GCSE set texts for Literature begins in Year 9 as transition to GCSE study.

Key Stage 4 GCSE STUDY

The majority of students will study both GCSE English Language and GCSE English Literature. Students will complete 2 GCSEs. Exams are completed at the end of Year 11 in May and June.

GCSE ENGLISH LANGUAGE AQA: 100% EXAMINATION

Students will study for two examination papers:

Paper 1: Explorations in creative reading and writing (1 hour 45 minute paper) where students' reading skills will be assessed through the study of unseen texts. Students will complete a creative writing task and will have a choice of task, usually in narrative or descriptive writing

Paper 2: Writers' viewpoints and perspectives. (1 hour 45 minute paper) where students' reading and writing skills will be assessed through the study of unseen texts. Students will complete a 'functional' writing task, considering purpose, audience and form.

In Language exams, unseen texts will be sourced from the 19th, 20th and 21st century.

GCSE ENGLISH LITERATURE AQA: 100% EXAMINATION

Paper 1: Shakespeare and the 19th Century novel (1 hour 45 minutes)

In examination conditions, students should be able to:

- maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.
- They should show understanding of the relationship between texts and the contexts in which they were written and use a range of vocabulary and sentence structures for clarity, purpose and effect, when responding to an extract from a Shakespeare play and the play as a whole.
- They will also study a 19th century novel and respond to an extract and the whole novel in the examination.

Paper 2: Modern texts and poetry (2 hours 15 minutes)

Students will study a modern drama or prose text and anthology poetry from the AQA Poems Past and Present AQA anthology. They will also respond to an unseen poem in the examination.

In examination conditions students should be able to:

- maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.
- They should show understanding of the relationship between texts and the contexts in which they were written and use a range of vocabulary and sentence structures for clarity, purpose and effect, when responding to questions on drama / prose and poetry.

For all English examinations, there is one common paper for all students encompassing the grade range from 9-1.

Assessments are completed each half-term, across all ages and stages, moderated within the department through sampling and student progress is measured through departmental tracking sheets and whole college reporting. Interventions are put in place in a timely manner to ensure students have pertinent intervention at the point of need.

PERSON & JOB SPECIFICATION

We are looking for a passionate, talented, rigorous and experienced practitioner to join our dedicated team in leading the college on its journey to becoming an established outstanding community college. The successful candidate will have the exciting and unique opportunity to shape a KS3 and KS4 curriculum which is bespoke, challenging and fit for the needs of 21st century life.

We are looking for an inspirational leader with a proven track record of leading both students and staff to achieve outstanding results, who embraces creativity, innovation and is always looking for the very best practice in teaching. They will share the college's vision and the belief that all young people can achieve at high levels.

CORE RESPONSIBILITIES (IN ADDITION TO TEACHERS' STANDARDS)

Teaching and Learning

To teach English at any level within the college (within the age range 11-16)

To design the curriculum to ensure it is exciting, relevant, challenging and personalised

To ensure that all students are making good or outstanding progress and that teaching and learning is of a high standard

To contribute to CPD across the college and share best practice via coaching, sharing planning and resources and following an 'open door' teaching policy

To ensure English has a high profile across the college through offering vibrant and exciting learning opportunities

To ensure that resources are organised and available to promote a purposeful environment for teaching and learning to take place, through a mix of traditional teaching techniques, integrating and developing the use of ICT, where appropriate

To ensure that classrooms within the department present a stimulating environment through the display of students' work and other exemplar materials

To extend the curriculum via relevant trips, organising exciting visits from relevant speakers and visitors and leading enrichment programmes

To promote high participation levels of oracy and numeracy outside of the curriculum and to contribute to the extra-curricular enrichment activities of the college, running at least one additional activity per week

To lead aspects of project-led learning as required which link to the world of work, further and higher education, primary school liaison or the local community

To lead intervention programmes during the holidays, before / after college or as required

To deploy other adults effectively within the classroom, involving them, where appropriate, in the planning and management of student learning

Progress and Attainment

To ensure assessment, feedback and monitoring is SMART, accurate and clearly moves students' learning on across all teachers within the department

To standardise marking with colleagues both within the college and with partner schools

To rigorously analyse student data to inform planning and intervention programmes

To lead and attend internal and external meetings as required

To feedback to students and parents / carers in line with college policy

Behaviour and Safety

To collaborate closely with parents to ensure that they are aware of their child's progress, engaged in their development and in supporting them in their vision for the future

To ensure the absolute safety of all students on and off site

To model and enforce excellent expectations of learning within and beyond the department

To monitor students' achievement, attendance, uniform, punctuality and behaviour and to respond promptly to issues in line with the college's policies

To participate in the college's pastoral system as required

Leadership and Management

To develop the strategic leadership of the department ensuring that it reflects the college's priorities

To enthuse, motivate, challenge and support the staff to be the best that they can be through developing coaching, sharing practice and valuing the learning process

To model the standards that the department are to follow in all aspects of your work

College Improvement

To support the college's marketing and recruitment plan through attending events, contributing to marketing materials and via frequent high quality interactions with feeder primary schools

To embody the college's values both on and off site

To coach and mentor colleagues as appropriate

Any other duties as reasonably required by the Strategic Leadership Team

As the college develops and grows so will job roles. The job specification is not exhaustive and may be subject to amendment in due course in discussion with the headteacher.

Essential	Assessment Criteria
Qualifications & Competencies	
A bachelor's degree in the relevant discipline	Application Form
Qualified teacher status through a PGCE, GTP or other international equivalent	Application Form
English/Literature at A-level standard or equivalent	Application Form
Experience	
Excellent subject knowledge in relevant disciplines	Application Form Interview
Experience of designing and delivering exciting, challenging and personalised lessons	Application Form Interview Reference
Evidence of holding high aspirations for young people	Application Form Interview
Evidence of delivering excellent outcomes for students	Application Form Interview Reference
Experience of giving high quality formative and summative feedback	Application Form Interview Reference
Skills and Attributes	
Alignment with the college's relational graces:	
Respect – respect for self, others and for the community	Application Form Interview Reference
Forgiveness – repairing and rebuilding relationships	Application Form Interview Reference
Patience – to think before acting, taking time with others	Application Form Interview Reference
Courtesy – modelling the calm behaviours and attitudes of others in terms of consideration, professionalism, trust and respect	Application Form Interview Reference
Encouragement – a positive attitude towards life, passion, curiosity and a lifelong love of learning	Application Form Interview Reference
Kindness – supporting others	Application Form Interview Reference
Honesty – taking responsibility - this is a high trust college where all share views openly	Application Form Interview Reference
Humility – modelling that mistakes are a natural part of learning	Application Form Interview Reference
Graciousness – treating others as you would wish to be treated with professionalism and openness	Application Form Interview Reference
Courage – to take risks in learning	Application Form Interview Reference
Compassion – to seek to understand others first	Application Form Interview Reference

Excellent organisation skills with the ability to multi-task and effectively prioritise	Application Form Interview Reference
Strong attention to detail – only the best is good enough for our children	Application Form Interview Reference
Excellent interpersonal skills with strong levels of numeracy, literacy and oral communication	Application Form Interview Reference
Able to adapt to find practical solutions to problems	Application Form Interview
Able to remain calm, good-humoured and strategic in challenging contexts	Application Form Interview
Good level of fitness	Interview Reference
Commitment to the ethos of the college	Application Form Interview
Safeguarding	
2 satisfactory written references including current/most recent employer	Application Form Reference
A satisfactory enhanced DBS check	