



Bishop David Brown



Our vision is to be an outstanding school, providing a stimulating educational environment enabling students to achieve their full potential

Candidate Brief

Deputy Head of English



Unity Schools Trust
'Excellence through collaboration'



Dear Candidate

Deputy Head of English

Thank you for showing an interest in the post of Deputy Head of English at Bishop David Brown School. I hope that this information pack will give a flavour of what we are aiming to achieve as a school and whether we are the right school for you at this stage of your career.

I am extremely honoured to be leading this fantastic school and I am looking for a colleague who has the foresight and determination to support us in making the school exceptional. We were delighted to be judged a “Good” school following our recent Ofsted inspection in January 2019. The lead inspector commented that there is a “culture of high expectation and aspiration for all pupils. As a result, outcomes for pupils are improving quickly” and that “teachers and other staff are fully committed to the leaders’ vision for the school”.

We are a founder member of the Unity Schools Trust, a multi-academy trust, and also a member of the 2015 Learning Partnership, an informal collaboration with other local secondary schools. These alliances have created exciting opportunities to develop all aspects of the school curriculum.

My vision is that we do whatever it takes to ensure every student at Bishop David Brown reaches their full potential. No shortcuts, no excuses, just hard work in order to ensure this happens.

My aim is that we create a culture of excellence and become the school of choice in Woking. We will do this by being relentlessly positive, showing resilience and treating each other with respect.

If you feel you have what it takes to support our school on its journey then we want to hear from you.

Interviews will take place as soon as possible after the closing date that is identified in our advertisement although we reserve the right to interview suitably qualified candidates on receipt of application. Please do not hesitate to contact our HR Manager, Rebecca Daniels, at vacancies@unityschoolstrust.co.uk if you wish to arrange a visit to the school prior to interview.

Yours faithfully

James Rodgers
Head of School





Background Information

Bishop David Brown is a small school where everybody knows each other well. Our average class sizes are below national expectations and this is valued by all.

One thing we are certain of is that students work to the best of their ability in a school where they are healthy, enjoy their education, stay safe and make positive contributions to the community. Visitors always comment on the caring, friendly atmosphere and the polite, happy students.

We want all our students to value their time with us, to develop lasting friendships, have positive experiences and develop the confidence to exceed expectations in whatever they do. We continually strive to support our students in gaining skills, qualifications and achievements in preparation for their life after school.

To provide this positive environment we strive to employ excellent staff who want to give, and gain, from the enriched learning environment. They work well together to make this school a successful and happy community.

The Bishop David Brown School English team is a highly successful and professional group of teachers with a mixture of experience and strengths. There are currently 5 full time and 2 part time members of the department who all teach consistently good and outstanding lessons on a regular basis. The department is innovative and forward thinking and, as a member of Pixl, prides itself on being at the cutting edge of educational development which has been a key factor in our success over recent years.





The English Department has a carefully planned curriculum from Year 7 through to 11, with vertically integrated and fully resourced units.

Results are consistently at or above national average. The English Department use AQA for GCSE Language and Literature.

During the Ofsted inspection in January 2019 a range of positive comments were made about the teaching of English in the school including:

- “Leaders’ actions to help pupils who need to develop their literacy skills at the start of school are effective. Most pupils’ literacy skills improve quickly because they are very well supported.”
- “Standards of education have rapidly improved in English”
- “Pupils achieve strong outcomes in English”

Outside the classroom, we also have a dynamic Study Centre led by a dedicated manager situated in the heart of the school which encourages students to improve their literacy through various projects. Ofsted commented “The centrally located study centre and library is a hub of pupil learning. Pupils attending the hub read, complete homework, play chess, and take part in other learning activities. They use this space confidently and maturely.”





Location

Sheerwater is a residential neighbourhood on the outskirts of Woking, Surrey. It has excellent transport links being close to West Byfleet and Woking mainline stations with good bus links and quick access to the A3, M25 and M3 road networks.

Staff Benefits

Alongside our continued focus on professional development we also offer a well-being and medical treatment package with benefits including:

- Physiotherapy
- Online Health Management System
- Relationship and Stress Counselling

Staff are also able to subscribe to a package that gives a range of flexible benefits that include childcare vouchers and staff discounts.

A Commitment to Training and Professional Development

We are committed to recruit, develop and support excellent staff and provide a range of opportunities to enable staff to reach their full potential. Staff engage in a full and varied staff development programme that runs on a termly cycle and includes an infrastructure for developing and sustaining improvement with a developed induction course for new staff.



“The school is a calm and happy place for pupils to learn. Pupils value their teachers highly. Relationships between pupils and staff are very respectful”

Ofsted January 2019



Interview Process

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

Those shortlisted will take part in activities designed to gain an impression of your skills and experience that will include teaching a lesson and an interview.

Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.



“Pupils appreciate the education they receive on a day-to-day basis”

Ofsted January 2019

Bishop David Brown School is operated by the Unity Schools Trust which is a charitable company limited by guarantee and registered in England and Wales with company number 07692130. The Registered Office is at Thorpe Road Staines upon Thames TW18 3HJ



Job Description

Job Title: Deputy Head of English

Reporting to: Head of English

Job Purpose

The Deputy Head of English has a responsibility to support the Head of English in fostering a love of, and raising the profile of, English throughout the school. They will ensure high standards of teaching, learning and achievement and creatively develop the English curriculum.

The duties detailed in this job description provide a summary of the main areas of responsibility and should be read in association with the current teachers' pay and conditions document, and in the context of professional standards for teachers.

Key Responsibilities:

- To take the lead in further embedding good/outstanding English teaching across the curriculum in all subjects. Regularly review policy to ensure it is fit for purpose.
- To support the head of department and deputise as appropriate.
- To lead on the further development and implementation of Key Stage 3 schemes of work which are inspiring for learners and teachers alike and prepare students thoroughly for assessments.
- As part of developing outstanding teaching and learning in the subject
 - a) Regularly lead teaching and learning training for staff as part of the department's programme of CPD
 - b) With the head of department carry out learning walks and other department review processes (eg book scrutiny) as part of on-going quality assurance processes
 - c) Communicate/liaise with the head of department
- Observe, mentor and take responsibility for the performance management of the Study Centre Manager, acting as the line manager
- Communicate/liaise with the head of department in order to move the department forward rapidly to outstanding
- Support the head of department in analysing progress and attainment data to make data driven changes to curriculum design, student intervention and set changes
- To support the head of department in tracking students' progress in order to inform and further improve the effectiveness of teaching and learning
- Lead on providing resources and opportunities for students to take part in additional subject specific activities/trips
- Assist the head of department in updating the departmental SEF as appropriate during the academic year
- Promote excellence in teaching and learning to ensure all students develop their potential.
- Exemplify in own practice outstanding teaching skills and ensure that good practice is shared throughout the department, including good classroom management.



Knowledge and Understanding:

- Principles and practices of effective teaching and learning
- Preparation of schemes of work and lessons
- Contribute to the development of teaching and learning materials
- Keep well informed with regards to contemporary issues in teaching and learning
- Ensure that all work is conducted in line with school and departmental policy on health and safety

Skills:

- Promote the school's aims positively
- Demonstrate good personal relationships within a team
- Demonstrate effective communication skills to a variety of audiences
- Create a happy, challenging and effective learning environment
- Deal promptly and effectively with administrative procedures

Principal Accountabilities:

- Support the head of department in their role
- Prepare and teach effectively so that students make good or outstanding progress
- Show evidence of target setting for students so that they are effectively monitored, challenged and able to set targets for their own learning
- Show commitment to the student so that they feel safe and supported
- Enable all students to be included in learning so that all are able to achieve and enjoy
- Ensure that the school's safeguarding processes and procedures are followed and regular training attended

Additional Duties:

- To take responsibility for their own professional development.
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To engage actively in the performance review process.

Review and Amendments:

The job description should be seen as enabling rather than restrictive and will be subject to regular review.

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



PERSON SPECIFICATION

Application Form AF; Work-related task T; Interview I; Certificate C; References R

Skills	Essential	Desirable	How Assessed
Teach to Key Stage 4	√		AF/T
Ability to take initiative, lead, motivate, inspire and support students to achieve excellence	√		AF/I/T
Excellent interpersonal and group skills	√		AF/I
Good organisational and planning skills	√		AF/I
Able to ensure that technologies are used effectively to improve learning	√		T
A range of strategies for creating a positive climate for learning	√		AF/T/I
Excellent organisational and planning skills	√		AF/I/T
Evidence of good/outstanding classroom practice with a proven record or exam success	√		AF/T/R/I
A sound knowledge and understanding of current curriculum developments	√		AF/I
Ability to undertake self-evaluation and plan and execute improvements	√		AF/I
The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students	√		T
Have the capacity to manage own work pressure and that of others effectively	√		AF/I



“Leaders have developed outstanding provision for pupils’ personal development and welfare. Pupils are very well cared for. They feel safe at school.”

Ofsted January 2019



Qualities	Essential	Desirable	How Assessed
The ability to inspire young people to learn and engage parents in supporting student learning	√		AF/I
A willingness to be involved in extended curriculum opportunities in the subject area and across the school		√	AF/I
Knowledge of changes to SEND		√	AF
The ability to manage time effectively and prioritise work	√		AF/I/R
A commitment to own personal and professional development	√		AF/I/R
Be a successful team player and be able to make sound judgments	√		AF/I/R
Patience, sense of humour	√		AF
Reflective practitioner	√		AF/I
A commitment to inclusive education	√		AF/I
Ability to work under pressure and meet deadlines	√		AF/I
Able to learn and develop pedagogy and practice from others in your team	√		AF/I/R
An ability to understand and appreciate your current strengths and the ways in which these might be further developed	√		AF/I
The ability to form and maintain appropriate relationships and personal boundaries with students	√		AF/I/R

Equal Opportunities	Essential	Desirable	How Assessed
Commitment to ensuring inclusion, addressing diversity and access	√		AF/I
Must be able to recognise discrimination in its many forms and willing to put equality policies into practice	√		AF/I



Experience	Essential	Desirable	How Assessed
An understanding of the use of assessment to inform planning	√		AF/I
Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance	√		AF/I
Experience of working with students with social, emotional and learning difficulties		√	AF
Experience of performance management cycles and systems	√		AF
Recent experience of teaching the subject to all Key Stages		√	AF/I
Promotion of the subject across the curriculum		√	AF/I

Education & Qualifications	Essential	Desirable	How Assessed
Degree level qualification	√		AF/C
QTS Status and experience of teaching across at least two key stages in training	√		AF/C
Post Graduate Qualification		√	AF/C
Relevant professional development over the last 2 years		√	AF/C

Special Requirements

An enhanced Disclosure and Barring Service (DBS) check will be requested in the event of a successful applicant and references will be requested.