

HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

www.highsted.kent.sch.uk

Email: recruitment@highsted.kent.sch.uk

Teacher of English - M/UPR

Required from September, a dynamic, innovative and creative teacher of English to develop further the excellence of the subject at this outstanding girls' grammar school. This is a high profile area of school life, so the ability to teach to A-level is essential. There is scope for the successful candidate to teach related subjects in Media and Film Studies at A-level. Significant contribution to the school's wide enrichment programme would be expected.

Applications are invited from creative and ambitious colleagues who can make a substantial impact on our continuous improvement.

Please contact Linda Sayers at the school or visit the website to download further information and an application form: www.highsted.kent.sch.uk

(Closing date noon 24 March 2020)

The school reserves the right to consider the merits of early applications.

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.





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GENERAL INFORMATION

Summer 2019 school performance:

GCSE results achieved by pupils at the end of key stage four

| | 2019 | 2018 |
|---|-------|-------|
| Percentage A*/A grades / 7 and above | 41.5% | 52.8% |
| Percentage of pupils gaining 9 - 4 grades, in English and maths | 97.0% | 98.4% |
| Percentage of pupils gaining at least two 9 - 4 grades, science | 98.2% | 97.6% |
| Percentage of pupils gaining at least one 9 - 4 grade, MFL | 60.4% | 86.2% |
| Percentage of pupils achieving history or geography 9 - 4 | 96.0% | 96.0% |
| Percentage of pupils achieving English Baccalaureate* | 60.0% | 84.0% |

* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A-level results achieved by students at the end of Year 13

| | 2019 | 2018 |
|------------------------|------|-------|
| Percentage pass rate | 99% | 98.3% |
| Percentage A*-B grades | 60% | 64.6% |

'Highsted Grammar School is an outstanding school. It knows its strengths and areas requiring improvement very well.'

'The school is ambitious for its students and is very effectively focusing the staff team and the girls themselves on raising their expectations and achievements.'

'The school effectively enables girls to make excellent progress. They achieve the highest academic standards.'

'The curriculum gives girls an outstanding range of experiences and there is excellent involvement in extra-curricular activities.'

'There is a strong mutual respect between staff and girls. Initiative is encouraged and girls say that they get on very well together, help one another and enjoy school.'

(Ofsted Inspection report 2009)

Highsted Grammar School is a small girls' grammar school (around 852 on roll, including 178 in Sixth Form) situated in the North Kent town of Sittingbourne. As an outstanding school, we were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and GTP trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Recently, Highsted was placed 92nd in the top 100 secondary schools (The Telegraph) based on our 2015 A-level results.

The school, sponsored by Microsoft, received specialist school status through science and we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition and the school's Special Choir has recorded a CD of its Christmas repertoire. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has now become a regular part of the summer term enrichment programme, supported by substantial grants from the EU. In 2008, the school established a new partnership with the Lycée Prieur in Auxonne, Burgundy. Last year more than 35 students from Years 9, 10 and 12 participated in our European programmes.

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an

opportunity to work with able and well-motivated students within a successful department and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Anne Kelly (January 2020)

The English Department

We are looking for a dynamic, innovative and hard-working individual to join a committed, friendly and high-performing English department that genuinely operates as a team – supporting and motivating one another in what is often demanding but always enjoyable work. Members of the department are encouraged to develop new resources in small teams and new ideas are valued. This is a time of exciting change, as we take forward major developments in specifications and the curriculum, so your vision will be very important to our work. There is scope to teach related subjects too, such as Media and Film Studies, and an ability or interest in doing this would be beneficial.

The department's results and progress measures are high. Our aim is always to enrich the wider education and development of the whole child, future citizen and adult; our courses offer plenty of opportunity to do that. We teach AQA GCSE English Language and English Literature, and Edexcel English Literature and WJEC Film and Media at Post-16. Each of us believes in going the extra mile for our students and we are passionate about what we do. The department is well resourced, operates in a collegiate spirit of shared excellence and there is a tradition of inspiring and encouraging one another to impact on learning in exciting ways.

English is generally taught in a subject-dedicated suite of rooms with easy access to a very wide range of texts and materials. Each room has an interactive whiteboard. Students are in mixed-ability groupings, within the selective school context, across all key stages. At Key Stage 3, students are taught a common programme which nevertheless allows considerable teacher-autonomy in terms of texts and resources.

We are committed to contributing to the continuous improvement of teaching and learning: as individual practitioners, as a team and as members of an outstanding school community. We are looking forward to appointing an outstanding colleague who can contribute to the progress of English students with energy, passion and skill.

James Wallace (Head of Department) (March 2020)

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
SUBJECT TEACHER RESPONSIBILITIES – M/UPS

Name: **General**

Main subject: **English**

| ACTIVITY | RESPONSIBILITIES | NOTES |
|---|--|-------|
| LINE MANAGEMENT | <ul style="list-style-type: none"> Responsible to Line Manager (subject teacher role). Professional Tutor (ITE & Staff Training during induction period) Responsible to Head of House (form tutor role). | |
| CURRICULUM | <ul style="list-style-type: none"> Plan and prepare lessons in line with departmental schemes of work, using appropriate teaching methods and resources. Mark and monitor pupils' class and homework providing constructive oral and written feedback, and setting targets for pupils' progress. Contribute to the development of schemes of work and departmental policies. Contribute to enrichment activities which further the aims of the subject and the school. | |
| PUPILS | <ul style="list-style-type: none"> Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline. Undertake pupil supervisory duties and cover for absent colleagues in line with school procedures. Operate department and school rewards' policies. Assess and record each pupil's progress, including through observation, questioning, testing and marking. Make every reasonable effort to ensure delivery of the school's Home School Agreement. Undertake form tutor responsibilities as set out in the Staff Handbook. | |
| MONITORING | <ul style="list-style-type: none"> Understand and know how national, local and school data can be used to set clear targets for pupils' achievement. Contribute to department monitoring of the assessment of pupils. | |
| COMMUNICATION | <ul style="list-style-type: none"> Contribute to meetings and discussions about teaching methods, schemes of work and departmental policies. Keep Subject Leader, Form Tutors and Heads of House informed about the progress of pupils being taught. Share good practice within and across subject areas. | |
| EXTERNAL COMMUNICATION | <ul style="list-style-type: none"> Maintain familiarity with statutory assessment and reporting requirements. Prepare and present informative reports to parents and meet with them to discuss pupils' progress. | |
| STAFFING | <ul style="list-style-type: none"> Review own professional development and identify training needs. Take part in the performance management arrangements. Take part in lesson observations to share good practice. | |
| BUDGETS/ RESOURCES | <ul style="list-style-type: none"> Assist department leadership to: <ul style="list-style-type: none"> - identify resource needs - develop and maintain departmental resources - keep departmental areas tidy and have effective displays. Follow agreed safety procedures for the department. | |
| OTHER SPECIFIED RESPONSIBILITIES | <ul style="list-style-type: none"> Participate and/or lead existing activities which promote the school's ethos, including PSHEE Education and Citizenship. Contribute to new initiatives as part of the teaching team and Fair Access Plan. Support the development of literacy across the school. | |

NOTE: This job profile is based on the Professional Standards for Teachers - England (published by TDA) and is subject to the Conditions of Employment contained within the Highsted Academy Trust contract as issued. It is reviewed regularly and aspects may be amended in negotiation with Team Leaders.

Signed

Date

Person Specification

Subject Teacher: English

| | Essential | Desirable |
|---------------------------|---|--|
| Experience | Qualified teacher, graduate in English or related subject (ability to teach specialist subject to A-level). | Ability to offer more than degree specialism to A-level or interest in wider range of creative activities. |
| | Willingness to contribute fully to wider initiatives/developments within school. | Experience in working across the curriculum to support the application of literacy in different subjects. |
| | Evidence of taking responsibility for own professional development. | |
| | Evidence of good teaching skills, leading to consistently high standards of achievement. | Successful experience in raising student achievement and adding value. |
| | Willingness to participate in the school's broad extra-curricular programme. | Experience of personal involvement in the wider curriculum. |
| | Knowledge of current developments in teaching and learning. | A good understanding of thinking skills within the curriculum. |
| | Evidence of working with other professionals as part of a team. | Application of good practice across other subjects areas. |
| Personal Qualities | Enjoy working with young people. | |
| | Enthusiasm for the subject and a desire to communicate that to others. | Collaborate to promote strategies for teaching literacy across the curriculum. |
| | Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy. | Ability to enthuse and motivate others. |
| | Ability to prioritise, plan and organise own work and that of students. | Willingness to take on delegated responsibility. |
| | Sense of humour. | |
| | Ability to work under pressure and meet deadlines. | Ability to build on the experience, advice and contribution of others. |
| | Consistently high expectations. | |
| | Self-motivated and self-confident. | |
| | Personal impact and presence with staff, students and parents. | Involvement in creative and innovative teaching developments. |
| Skills | Wish to develop a broad and imaginative range of teaching skills. | Make informed use of assessment information to raise achievement. |
| | High-level communication and presentation skills. | |
| | Think creatively and imaginatively to solve problems. | Ability to anticipate problems and identify opportunities. |
| | Ability to use ICT effectively to support teaching and learning. | |
| | Ability to identify and develop opportunities. | |