**Parkside Academy**

Parkside Academy is a successful 11 – 16 Convertor Academy with around 700 students. We are located in the village of Willington, mid way between Durham City and the Weardale market town of Crook. Most of our students come from Willington and Crook and the surrounding villages, with about 60% arriving by school bus. A higher than average number of our students stay in education beyond 16 and study at a number of sixth forms and colleges in the Durham and Bishop Auckland areas.

The ability range of our students is broadly average. In Key Stage 4 we expect every child to achieve their best and all our students study a minimum of 11 GCSEs or their equivalent. There are opportunities to study academic subjects, such as separate sciences, as well as vocational subjects such as Leisure and Tourism, Sports Studies etc. We aim to build a personalised curriculum for every child. 100% of pupils have achieved 8A\* to C grades or equivalent and the school has been in the top 5 in the country for CVA in 2008, 2009, 2010 and in the top 1% of schools for value added based on prior attainment in 2011, 2012 and 2013. In addition this year we are 1st nationally for the adding value in the ‘Best 8” subjects.

Our most recent Ofsted inspection (March 2011) rated us as “Outstanding” overall.

We encourage students to embrace opportunity and have a full programme of after school and holiday activities. We even provide a free ‘Activities Bus’ which leaves school when clubs end on some evenings.

Within the last few years we have added new computer suites taking our total to 10, as well as constructing a new drama studio, dance studio and re-equipping our fitness room. All classrooms have an interactive whiteboard and access to subject specific, as well as generic, software.  All staff have ipads.

We have a full programme of C.P.D. for staff and have Investors in People status. We hold the NACE “Challenge” award reflecting our excellent provision for gifted and talented students and are one of the few secondary schools in the country to hold the UNICEF “Rights Respecting School” Award. In addition, we are a National Support School and a member of the Leading Edge group of high performing schools.

The school has extensive grounds and playing fields on three levels, the lowest of which borders the River Wear. Other sports facilities include a sports hall, gym (with climbing wall), dance studio, fitness room and a 3G floodlit all-weather football pitch.

**THE ENGLISH DEPARTMENT**

**(April 2014)**

The English department is staffed by a team of 6 full-time staff and benefits from additional SEN support. It is housed in a suite of 5 teaching rooms: each fitted with an interactive whiteboard, with access to a designated ICT suite/Accelerated Reader room.

The last L.A. Inspection rated the English department as outstanding. Attainment and achievement are outstanding with 90% of pupils making 3 levels of progress and 64% making 4 levels of progress. There are very good systems for tracking pupil progress.

Classes are set according to ability in Key Stages; single sex classes have been introduced and are successful. At Key Stage 4, students are currently studying the Edexcel GCSE specification in English Language/Literature and English, although this is under review.

The department is strongly committed to raising student attainment through learning, with a variety of stimulating and challenging lessons and collective planning, and assessment for learning. Department staff are enthusiastic, hard working and supportive.

Application forms together with a supporting letter should be returned to the Headteacher by **Friday 9th May, 2014.**

**JAN 2014**

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| Post Title | Subject Leader for English  |
| Postholder reports to  | Deputy Headteacher Curriculum |
| Generic responsibilities | (see Professional Duties School Teachers’ Pay and Conditions Document 2013 and Staff Handbook)* + Maintain personal expertise and be a role model of good practice
	+ Contribute to positive whole school ethos
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| Responsibilities specific to post | * To lead the development and implementation of appropriate syllabuses, schemes of work and resources of the curriculum area that reflect national developments in the subject area and teaching practice and methodology.
* To ensure that knowledge of such developments in the curriculum area and current understanding of how students learn most effectively is personally maintained and disseminated to other teachers.
* To liaise with Deputy Headteacher Curriculum to ensure appropriate response is made to curriculum development and initiatives at national, regional and local levels.
* To monitor, evaluate and report on the effectiveness of practice in the curriculum area, especially related to examination entry and performance (including the use of value added data) and with regard to the implementation of School Policies within the department such as assessment, recording and reporting.
* To develop strategies for improvement as a result of monitoring performance data and reviewing patterns.
* To lead on the department's use of data to monitor and track learner attainment and progress, identifying underachievement and forming appropriate interventions to ensure that the targets of individual and groups of learners are met.
* To agree/set and vigorously support the achievement of student progress targets in order to make a contribution to whole school targets ensuring the effective use of performance data.
* To work with colleagues to formulate, monitor and evaluate the department's strategic development plan ensuring that it links with the School Improvement Plan and accurately reflects the learning needs of students.
* To support the Senior Leadership Team in meeting whole school priorities and in realising the school's shared vision.
* To ensure that all colleagues know and understand the key school targets and the part they play in achieving these.
* To take an active role within the cycle of meetings in order to ensure that the curriculum area makes a full contribution to the education of all students in the context of the School Improvement Plan.
* To promote and monitor, within the department, school policies related to issues of literacy, numeracy and the use of ICT; homework; lesson planning; record keeping and matters of health and safety (including the maintenance of attractive teaching environments).
* To ensure the effective day to day management of the curriculum including deployment of staff and resources and making appropriate arrangements for classes in the event of staff absences for effective continuation of students' learning.
* To participate in the selection process for departmental appointments and ensure effective induction of new staff in accordance with School procedures.
* To support and assist colleagues to ensure that they understand and are actively implementing the key aspects of the School's Learning and Behaviour policy.
* To undertake performance management reviews ensuring that there is a clear focus on teaching and learning and student progress; that staff development needs are identified and appropriate programs investigated and planned.
* To take appropriate action in order to build and maintain effective teamwork within the curriculum area especially through the establishment of good communication systems, the encouragement of the sharing of good practice and innovative use of meeting and training times.
* To ensure that teaching groups are organised so that the interests of all students are best met and in which individuals are encouraged to perform at the highest possible level.
* To work effectively with the School SENCO in order to ensure that appropriate systems and support mechanisms are used to maximise the achievement possibilities of all students.
* To ensure that teachers are aware of the needs of all pupils and groups and to make provision for this in their planning. To use frequent, regular and well-structured meetings to support this.
* To ensure opportunities are explored to develop students' awareness and use of mathematics beyond the classroom.
* To review, constantly, the curriculum area offered to students in order to reflect the rapidly changing world of work and the strengths of the students.
* To manage the department's budget.
* Any other appropriate duties as directed by the Headteacher and/or Line Manager.

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| Scale | MPS + TLR1  |

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| **Person Specification Attributes**  | **Essential**  | **Desirable**  |
| **Education & Qualifications**  | * Qualified teacher status
* Evidence of appropriate professional development
 | * Evidence of further studies
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| **Knowledge & understanding**  | * Familiarity with current national initiatives and developments in educational leadership
* Awareness of research regarding how and why learning takes place
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| **Experience**  | * A proven track record in raising achievement within an English department
* Experience of raising achievement through intervention in teaching and learning strategies
 | * Experience of leading a successful initiative within an English department
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| **Skills & attributes**  | * Have the ability to raise teacher expectations, parental aspirations and pupil achievement
* Outstanding classroom teacher
* Excellent oral and written communication skills
* Strong interpersonal skills
* Persuasiveness
* Effectively prioritised work habits
* The ability to lead, challenge and support others
* Able to identify examples of best practice elsewhere and adapt these where appropriate to Parkside
* Excellent listening skills
 | * Ambition to progress to a senior leadership post
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| **Strategic** **Development**  | * Experience of Department Improvement planning
* Have a detailed knowledge of English external examination assessment, syllabi etc.
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| **Teaching & Learning**  | * Experience of monitoring classroom performance and improving it
* Ability to lead department CPD
 | * Ability to lead school wide CPD
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| **Motivation & personality**  | * Sense of humour
* Flexible and adaptable to change
* Self-motivated
* Have initiative
* Supportive of the ethos of Parkside Academy
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