

INFORMATION FOR APPLICANTS

THE ENGLISH FACULTY

**RECRUITMENT FOR
FULL TIME PERMANENT
TEACHER OF ENGLISH
(MPS)
FROM SEPTEMBER 2008**

Closing Date 13TH May 2008



WARRINGTON

Bridgewater High School

Broomfields Road

Appleton

Warrington

Cheshire WA4 3AE

Tel: 01925 263919

11-18 Mixed Comprehensive,

Specialist Arts School with Second Specialism (Science with Maths) and a DfES High performing Specialist School

N.O.R. 1702 (with 190 in the Sixth Form)

Required for September 2008

TEACHER OF ENGLISH (Full-time Permanent)

We require a talented, committed and enthusiastic teacher of English to join a hard working, dynamic and successful Faculty. The ability to teach at Key Stage 5 would be desirable.

Bridgewater is a flourishing, over subscribed school. 84% of Year 11 students in 2007 gained 5 or more A*-C grades at GCSE.

The successful applicant will be required to apply for an Enhanced Disclosure from the Criminal Records Bureau. Further details can be found at www.crb.org.uk

Please telephone the school for further details or visit our website www.bridgewaterhigh.com

Closing date: Tuesday 13 May 2008.

Bridgewater serves a socially mixed, although generally prosperous area of South Warrington. It lies close to the M56, which provides excellent links with the motorway system as a whole. Currently there are 1702 students on roll which includes 190 in the Sixth Form. For a number of years we have been oversubscribed and this is likely to remain the case for the foreseeable future. There are 120 teachers and 64 members of the support staff.

We are a mixed 11-18 comprehensive, situated on two attractive sites approximately half a mile apart. Following an amalgamation of two schools in 1987, both sets of buildings have been adapted and extended over time. Our Lower school is a brick building of the late 1960's set in splendid grounds. In recent years, there have been substantial building and refurbishment programmes, which have added new classroom facilities, a new Art wing, new Technology facilities, (including ICT) and improved accommodation for Music, Dance and Drama in support of our status as a Specialist School for the Performing Arts. Our Upper school facilities also include our 6th Form building, a joint use Leisure Centre, which provides the school with first-class sports facilities (swimming pool, dance studio, a large sports hall, fitness training room and a large all-weather floodlit games area.) Floodlit tennis facilities have also been provided with the help of a lottery grant.

The academic organisation of the school is based on a faculty structure, which supports 10 forms of entry to the school. The school's overall admission limit for each year group is 300. All lower school pupils follow the full range of National Curriculum subjects and in the upper school, all pupils continue to study Science, Mathematics, English, PE, ICT, Citizenship, PSHE and Religious Studies. Pupil groupings vary according to subject areas, with pupils mainly set according to ability, from the beginning of Y.8 onwards. English and Maths begin setting in Y.7 The 6th form currently has students following AS and A2 courses with some students this year following Level 3 vocational courses supported by our Specialist Status.

The level of success in public examinations has been consistently high at all levels. In 2007, 84% of GCSE students achieved 5 or more A* - C grades, while the pass rates at GCE Advanced level were 90% (AS) and 99% (A2.)

The pastoral organisation of the school was restructured in September 2005 and is based on a half year system, with the work of each team of tutors being co-ordinated by a Pastoral & Achievement Leader responsible for managing a group of 150 pupils. The restructuring places a greater emphasis on the academic monitoring and achievement of all pupils.

The work of the Pastoral and Achievement Leaders is managed and supported by three Pastoral and Achievement Managers who report directly to the Assistant Headteachers in charge of either Upper or Lower school. The two Deputy Heads each have overall co-ordination and oversight of either lower or upper schools sites. Y.7, Y.8 and Y.9 are accommodated at the lower school site and Y.10, Y.11 and the 6th Form at the upper school site.

Although we are a twin-site school pupils remain almost wholly on either lower or upper school sites throughout each day; they are not required to travel between sites, with the exception of some movement to maximize the use of sports facilities. The staff, however, are required to teach on both sites to ensure an overall balance of staff resources and to promote their career development. There is a regular minibus shuttle between the sites at the beginning and end of each lesson, break and lunchtime periods. The school timetable operates on the basis of five (60-minute) periods per day. The timetable is scheduled over a two-week period.

Our twin-site organisation presents itself as both an opportunity and a challenge. It provides the opportunity for us to create two smaller school communities within a large school with the obvious benefit this brings. The organisation of each site, according to National Curriculum Key Stages, also helps us to develop the appropriate ethos of each site. Our policy requiring staff to travel between sites, however, demands high levels of personal organisation and a commitment to ensure that our curricular and pastoral systems operate fully and effectively.

We were last inspected in December 2005. We were described overall as a good school with some outstanding features. A full copy of the report can be accessed via the internet (Ofsted website) or our own school website.

We are proud of our status as a Specialist School for the Performing and Visual Arts, which we first acquired in September 1998, as part of the government's Specialist Schools' Initiative. In December 2005 we were successful in securing 3rd Phase designation, which has enabled us to continue our work through to 2009. As a result of our designation as a High Performing Specialist School in July 2005 we have also extended our specialist status by taking on a 2nd Specialism, Science with Maths (from April 2006). Specialist school developments have brought exciting new opportunities to the school and local community and we are confident that it will continue to do so in the future. All staff are encouraged to share in Specialist School developments and to benefit from the additional resources Specialist School status brings to the school as a whole.

This School is fully committed to Safeguarding Children and requires ALL staff to support the effective implementation of our child protection policies.

PLEASE FOLLOW THE FOLLOWING APPLICATION PROCEDURE CAREFULLY

- Application should be made through the use of the attached application form which **MUST** be fully completed. (with the exception of Section 14 - see note below)
- You should also submit a supporting letter on a separate sheet of up to a *maximum* of 2 sides of A4. **Please note: Your supporting letter may be in place of the completion of Section 14 on the application form.**
- Completed applications should be returned to Mrs Joyce Doherty at the Upper school address. Closing date for applications is **Tuesday 13 May 2008**. Please do not send via email.
- On numerous occasions applications have been delayed by Royal Mail due to insufficient postage and are consequently delivered many days after the closing date. To avoid the disappointment of your application not being considered, **please ensure the correct postage is on your envelope.**
- Prospective candidates should note that there is a *no smoking* policy at the School.

THE ENGLISH FACULTY

The English Faculty benefits from a dedicated, good-humoured, creative and talented staff. Currently, Faculty staffing consists of nine full time and eight part time teachers. The latter includes the Head of Media Studies and a member of the Leadership Group. Students in Years 7 and 9 have six English lessons a fortnight, whilst those in Years 8, 10 and 11 have seven. At KS5, students have 5 hours per week, taught by two teachers. Over the past few years, a combination of retirements, promotions and school expansion have allowed for new recruitment to take place so that the Faculty profile now presents a healthy mixture of experience and innovation.

Although we share some of the national concerns regarding 6+ achievement in the End-of-Key Stage 3 tests, performance at 5+ is outstanding, reaching 92% in 2007. Results at KS4 are excellent and have improved steadily over the past four years. In 2007, pupils achieving C+ in GCSE Language and Literature stood at 79% and 86% respectively. All students are entered for GCSE Language and approximately 85% of students are entered for Literature. In addition, we enter a small number of students for the March Entry-Level examination. Recruitment at AS and A2 for both English Language and English Literature is strong and pupils achieve very well in both these subjects.

Pupils are taught in strict sets throughout KS3 and KS4. Initially, setting is based on KS2 data, though regular changes are made in the light of pupil progress. All sets are reorganised at the start of Year 10 in the light of KS3 test results.

The department is generally well-resourced and benefits from Interactive White Boards in all ten of our classrooms. Over the past few years, we have worked hard to develop collaborative Schemes of Work across KS3. These are taught in half-termly units, each culminating in a formal assessment task. At KS4, we work to half-termly plans, completing all coursework assignments by the end of Year 10. Year 11 is devoted to preparation for the examinations.

Like all English Faculties and Departments, however, we are in a state of constant change and review. We embraced Assessing Pupil Progress (APP) last year and are currently assessing its impact. Our next challenge is to review all Schemes of Work (both KS3 *and* 4) in the light of the new National Curriculum Framework.

Although we are a large Faculty operating on two sites, communication, support and relationships are excellent. The Faculty publishes a weekly English staff bulletin through which colleagues are informed or reminded of relevant issues and important reminders. Under the over-all leadership of the Head of Faculty (appointed in 2004) Key Stage coordinators work very well to support the administration and development of the curriculum. Pupils are routinely monitored through whole school strategies and increasingly, intervention strategies such as mentoring, extra revision classes and booster sessions have become a feature.

In September 2005, we changed our GCSE Language and Literature courses from AQA to the Welsh Joint Education Committee (WJEC). This has been an extremely positive move though we have made the decision to remain with AQA for KS5.

The successful applicant for the KS4 post will work closely with the Head of Faculty to review and enrich existing resources and planning. Furthermore, the monitoring of pupil progress and the provision of appropriate intervention strategies will remain high priorities on the Faculty Development Plan.

The Post Teacher of English

The successful candidate will teach English across KS3 and KS4. KS5 teaching is an option depending on level of experience. It is not necessary, however, for the candidate to have taught A level before. There are opportunities for all colleagues to contribute to the daily running and longer-term vision of the English Faculty.

INSET opportunities are made available and all colleagues are strongly encouraged to develop initiatives to support the work of the Faculty.

Bridgewater High School

JOB DESCRIPTION

POST TITLE: TEACHER

REPORTING TO: Head of Department/Faculty

PURPOSE:

- Deliver an appropriately broad, balanced, relevant and differentiated curriculum which provides all students with the opportunity to achieve their individual potential.
- Monitor and support the progress of students and take appropriate action to ensure the highest possible standards of learning and achievement.
- Implement the School/Faculty Rewards and Consequences policy in a fair and professional manner.
- Contribute to the overall work of the Faculty and School in a positive and supportive manner.
- To be a lead professional in the provision of effective behaviour management.

KEY TASKS:

Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the relevant curriculum area.
- To contribute to the Faculty's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.
- To attend Faculty Meetings according to the pre-arranged timetable.

CPD

- To take responsibility for personal and professional development by actively seeking out training opportunities, as well as participating in school based INSET.
- To engage in the Performance Management process in a positive and professional manner.

COMMUNICATION

- To participate in the programme of parent and community liaison activities which include Open Evenings, Parents' Evenings etc.
- To communicate effectively with parents and other external agencies as appropriate.
- To follow agreed policies for communication in the school.

MANAGEMENT OF INFORMATION

- To maintain appropriate records and provide relevant, accurate and up-to-date information as required.
- To track student progress and use information to inform teaching and learning.

PASTORAL SYSTEM

- To be a Form Tutor to an assigned group of students and attend relevant Year Team briefings/meetings.
- To promote the general progress and well being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral and Achievement Leader to ensure the implementation of the school's Pastoral System and Behaviour Management Policy.
- To take responsibility for the daily Form Tutor time and follow the designated programme of activities.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students.

TEACHING

- To teach students according to their educational needs, including the setting and marking of work completed by the student both in school and at home.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy policies/strategies are reflected in the teaching/learning experience of students.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be specifically identified.

PERSON SPECIFICATION

TEACHER

To teach English at Key Stage 3 & 4

	ESSENTIAL	DESIRABLE
EXPERIENCE	<ul style="list-style-type: none"> ▪ Knowledge of existing National Curriculum and an awareness of the proposed changes. ▪ To have successfully taught at Key Stages 3 and 4. 	<ul style="list-style-type: none"> ▪ Knowledge of WJEC English / English Literature syllabus. ▪ To have some experience of KS5 teaching
QUALIFICATIONS	<ul style="list-style-type: none"> ▪ A degree in English Language or Literature. ▪ Qualified as a teacher. 	Continuing interest in the study of education
SPECIAL APTITUDES	<ul style="list-style-type: none"> ▪ Energy, drive and enthusiasm. ▪ Good personal and organisational skills 	Willingness to contribute to the School's extra-curricular activities (including our Specialist School activities)
INTER-PERSONAL SKILLS	<ul style="list-style-type: none"> ▪ Work as a member of a team. ▪ Relate well to pupils of all abilities. ▪ Good communication skills. 	
SAFE-GUARDING CHILDREN	<ul style="list-style-type: none"> ▪ Fully committed to the school's Policy & Procedures in regard to Safer Recruitment, Child Protection and the Teacher's Code of Conduct. 	

SUMMARY

This post offers an excellent opportunity for an experienced teacher or an NQT. The school operates an Induction Scheme (including timetable reduction) for newly qualified teachers.