

INFORMATION FOR APPLICANTS

RECRUITMENT FOR

FULL TIME PERMANENT

**KEY STAGE 4 ENGLISH CO-ORDINATOR
(MPS + TLR2b)**

COMMENCING SEPTEMBER 2008

CLOSING DATE: 15th April 2008

ADVERTISEMENT FROM TES

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

To coordinate KS4 English Language and Literature + TLR2(b)

Full-time Permanent

We require a talented, committed and enthusiastic teacher of English to co-ordinate teaching and learning across Key Stage 4, under the leadership of the Head of Faculty. The successful applicant will have experience of Key Stages 3 and 4. Experience at KS5 is desirable but not essential.

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 15 April 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 15 APRIL 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.

PERSON SPECIFICATION

KS4 ENGLISH COORDINATOR; FULL TIME PERMANENT
commencing SEPTEMBER 2008
To teach ENGLISH at Key Stages 3 and 4

	ESSENTIAL	DESIRABLE
EXPERIENCE	<ul style="list-style-type: none"> ▪ Knowledge and experience of the teaching of English Language and Literature at GCSE ▪ Knowledge and Understanding of the changes to the National Curriculum and their implications for KS4 ▪ The ability to plan four-part lessons and develop stimulating teaching resources ▪ Experience of a range of intervention strategies aimed at maximizing pupil-potential 	<ul style="list-style-type: none"> ▪ Experience of teaching English at Key 5. ▪ Knowledge of WJEC English Lang / Lit requirements ▪ ICT competent
QUALIFICATIONS	<ul style="list-style-type: none"> ▪ A degree in English Language and / or English Literature ▪ Qualified as a teacher 	
SPECIAL APTITUDES	<ul style="list-style-type: none"> ▪ Energy, drive and enthusiasm. Ability to meet deadlines and respond to challenges. 	<ul style="list-style-type: none"> ▪ Interest in the role of Arts within the curriculum and in extra-curricular activity. ▪ A willingness to work with the various teams across the school in implementing change
INTER-PERSONAL SKILLS	<ul style="list-style-type: none"> ▪ Work as a member of a team. ▪ Work both independently with initiative and under the direction and guidance of the Head of Faculty ▪ Relate well to pupils of all abilities and aptitudes ▪ Excellent communication skills. 	

SPECIFIC JOB DESCRIPTION

POST TITLE: **KS4 ENGLISH CO-ORDINATOR**

PURPOSE: To co-ordinate and promote the delivery and performance of English at KS4

REPORTING TO: Head of English Faculty

KEY TASKS:

- Plan the delivery of the curriculum in the key stage in consultation with the HOF.
- Review examination specifications, implementing changes where appropriate.
- Assist the HOF in the administration processes of internal and external examinations within the key stage, including the standardisation of coursework.
- Attend examination board meetings and report back information to colleagues.
- Stimulate an ongoing debate regarding effective teaching and learning styles and initiate appropriate responses by faculty members within the key stage.
- Work with faculty colleagues to prepare and revise schemes of work.
- Assist the HOF with the monitoring of teaching and learning within the key stage, including work-sampling and both formal and informal lesson observations or pupil-tracking.
- Provide support and guidance to NQTs, supply teachers, less-experienced and new colleagues teaching within the key stage.
- Liaise with Leadership team in ensuring that whole-school reporting processes operate smoothly at KS4.
- Take responsibility for the performance management of two colleagues within the faculty.
- Assist the HOF in setting work for absent colleagues.
- Establish a system to record, monitor, support and improve the performance of pupils within the key stage.
- Assist the HOF and Faculty colleagues in the provision of appropriate intervention strategies.
- Assist the HOF in liaising with parents in order to support and improve the performance of pupils.
- Maintain stocks of resources and select and advise the HOF in the purchase new resources, including text books, ICT equipment, audio-visual material, etc.
- Assist the HOF in improving and maintaining faculty teaching areas within the key stage, ensuring that they are safe and attractive learning environments.
- Assist the HOF in the process of setting and resetting pupils within the key stage and ensure that there is appropriate reporting of pupil progress to parents.
- Maintain accurate set lists within the key stage.
- Ensure that there is effective liaison between adjacent key stages to maintain continuity of progress for pupils.
- Attend KS14-19 meetings, reporting back relevant information to faculty colleagues and acting upon relevant initiatives as appropriate.
- Assist the Head of Faculty with the implementation of the school's behaviour policy within the key stage.

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.