



Head of English

Teachers Pay Scale + TLR 1b

Start date: September 2019

Roundwood Park is a high achieving 11-18 school in Harpenden, Hertfordshire. The school carries an Outstanding rating from Ofsted and enjoys an excellent reputation, both locally and nationally. We have a large and expanding Sixth Form.

We are seeking to appoint an enthusiastic and dynamic Head of English to lead our English Department, joining a team of highly qualified and experienced assistant leaders and teachers. The successful candidate will be an outstanding practitioner who is able to demonstrate a track record of exceptional leadership and results.

Visits are very much encouraged before you apply. If you would like to visit, please contact Janet Wallis, PA to the Headteacher, on 01582 765344 ext 254.

Please take particular note of the following instructions in respect of the application process:

- Your application should comprise a completed Application Form, either using the on-line form or the Word document template (from the school website Vacancies page), together with a letter or personal statement addressed to Alan Henshall, Headteacher, of no more than two sides of A4, explaining how you meet the requirements for this role
- If you use the Word template, your application should be submitted electronically to Ian Stowe, HR Manager, at i.stowe@roundwoodpark.co.uk.

We are committed to the safeguarding and promotion of children's welfare and an equal opportunities employer. We will need to obtain references in advance of interview for any candidate short-listed, and all job offers are subject to satisfactory Disclosure and Barring Service clearance.

Closing date for applications is 9am on Monday 11th March 2019

Interviews will be held on Thursday 14th March 2019



Dear prospective applicant

Thank you for expressing an interest in the post of Head of the English Department at Roundwood Park School. This position will offer an exciting opportunity for the successful applicant to work with us as we continue to develop our thriving and dynamic school. Whilst Roundwood Park School is rated as outstanding by Ofsted we are far from complacent. Our success is largely because of our strong educational philosophy, our determination to bring about continuous improvement and the fact that every child really does matter to us.

I was appointed as Headteacher in September 2010 and since my appointment we have manoeuvred ourselves into the new educational landscape by converting to academy status in August of 2011. We have also cemented our close working relationship with our outstanding partners at neighbouring Sir John Lawes and St George's schools by forming a Trust together which incorporates the University of Hertfordshire and Rothamsted Research. The three schools are working together to build the Katherine Warington school in Harpenden which will join our Trust. We are also proud to be members of the Alban Teaching School Alliance and we work closely with our neighbouring schools in St Albans and Harpenden via the St Albans and Harpenden Secondary School Headteachers group (STASSH).

Roundwood Park School is a friendly, welcoming and supportive place to learn and work. Our approach to teaching and learning is enshrined in ASPIRE which give students resilience in learning and allows them to approach their studies enthusiastically and with a smile. Our values are summed up by LIFE at Roundwood Park:

Enjoy **Learning** - developing a passion for creativity and lifelong learning

Show **Integrity** - demonstrating honesty and fairness

Nurture **Friendship** - encouraging teamwork and mutual respect

Strive for **Excellence** - achieving exemplary standards

You are encouraged to come and visit Roundwood Park. If you would like to do so, contact my PA, Janet Wallis, on 01582 765344 ext 254

If you wish to apply for this position, please submit a completed application form together with a supporting letter that demonstrates your suitability for the position. The panel will place considerable emphasis on your supporting letter, which should not exceed two sides of A4.

Please submit your application electronically, in the first instance, to Ian Stowe, our HR Manager, at i.stowe@roundwoodpark.co.uk. Please do not submit a CV instead of an application form.

I look forward to hearing from you.

Yours faithfully

A handwritten signature in black ink that reads 'ACHenshall'.

Alan Henshall
Headteacher



The English Department



The English Department here at RPS is an outstanding department with a proven track record of excellent results; our current Progress 8 Score is 0.71 and our ALPS grade is 4, and we are relentlessly focused on improvement.

The department is well appointed with a suite of classrooms in the same teaching block as well as a well-equipped school library and a dedicated computer suite. There is a new Departmental Office which serves as a working room and meeting area and it has its own small kitchen. The department is superbly supported with allocated administrative staff. The newly equipped stock of books is also located in the Departmental Office space.

There are currently 11 teachers in the department.

Mrs Rebecca Barley (Head of Department with responsibility for KS4)

Mrs Jo John (Second in Department with responsibility for KS3)

Mrs Zoe Hill (responsibility for KS5)

Mrs Cate Brown

Ms Samantha Glew

Mrs Alan Henshall (Head teacher)

Mrs Vicky Jackson

Mrs Nicola Layton

Miss Naomi Linsell

Mrs Martina Mansfield (Senior Leader)

Mrs Louise Martin (literacy coordinator)

Key Stage 3

Roundwood Park is a seven form entry school. Year 7 are taught in mixed ability groups and Years 8 and 9 are taught in ability bands. In Year 7 students have four one hour lessons with students spending an hour in the library each week; Years 8 and 9 have three hours of English teaching a week.

We have recently re-developed our KS3 programme with exciting and challenging schemes of learning to help prepare students for the rigours of the new GCSE curriculum. Students are formally assessed twice each half term and all KS3 students sit an end of year exam. Whilst all schemes of learning are fully resourced, teachers can adapt schemes to suit their individual classes. Assessment tasks are set as part of the schemes and should be followed.

Key Stage 4

Year 10 and 11 students are taught in sets. These are based on the Year 9 exam results. All students will sit the AQA English Language and Literature GCSE examinations at the end of Year 11. The students have four hours of English teaching and their GCSE course begins in the Spring term of Year 9. Whilst all the units are fully resourced, teachers can choose Literature texts that are most suitable for their individual classes.

Key Stage 5

At A level the OCR English Literature specification is taught. A Level is a popular choice here at RPS and we usually have 2 literature sets in each year group. In Year 12 students receive five hours of contact time and this reduces to four hours in Year 13. The students follow the A Level course (we do not offer AS Levels). Students sit a formal internal examination in Year 12 and a mock examination in Year 13 to prepare them for their A Level although regular essays are set and marked. The course work is divided between the two years.

General

The English Department offer a broad range of extra-curricular activities including: Rotary Speaks competitions (we are currently district winners); KS3, 4 and 5 reading clubs; creative writing club; welcoming visiting university lecturers and regular theatre trips.



HEAD OF FACULTY

Job Description

The responsibilities of this role will contribute to ensuring each child in our care is given the encouragement and support to maximise his or her personal and academic potential.

Purpose of the job

To ensure high quality teaching of Faculty subjects throughout the school and the highest possible standards of learning and achievement for all students.

Key responsibilities

1. To provide professional leadership to a large team of teachers and support staff in the delivery of the full range of teaching from Key Stage 3 to university entrance.
2. To develop innovative, non-traditional approaches to the curriculum in order to ensure appropriate access and achievement for all learners.
3. To manage the resources of the faculty within the limits of the delegated budget and in accordance with the school's financial procedures.
4. To ensure that appropriate appraisal arrangements are in place and maintained in the faculty and that a robust programme of professional development is designed and maintained (this to include provision for support staff and non-specialist teachers).
5. To ensure that robust procedures are in place to monitor the quality of teaching and learning outcomes throughout the faculty and to ensure that strategies are devised and implemented to address underperformance.
6. To contribute significantly to the school's planning (both short and long term) and provide leadership to whole school developments, as required.

Key tasks

The key tasks associated with the responsibilities outlined above will be determined by the postholder in discussion with their line manager.

Review of duties

The specific duties attached to any teacher are subject to annual review and may, after discussion with the teacher, be changed.

HEAD OF FACULTY

Person Specification

We will be using the following criteria during the selection/interview process. The scoring system below is how we will be assessing you.

Personal/Leadership qualities (5=v strong, 3=average, 2=limited, 1=weak)

Role-related experience (3=strong, 2=average, 1=limited)

Criteria		Essential (E) or Desirable (D)	How Assessed Application (A) Interview process (I) Reference (R)	Standard Achieved	
				Personal/ Leadership Qualities	Role Related Experience
Education and qualifications	Graduate and Qualified Teacher Status	E	A		
	Evidence of further studies	D	A		
	Evidence of whole school leadership	D	A		
Experience	Ability to teach outstanding lessons	E	A I R		
	Ability to identify and work strategically with outside agencies to improve outcomes for young people	D	A I R		
	Recent experience of leading innovation in teaching and learning	D	A I R		
	Recent experience in lesson observations, monitoring the quality of teaching and school self-evaluation	E	A I		
	Experience of strategies to raise individual learner and whole school attainment	E	A I R		
	Effective time management	E	I R		

	A proven record of leading and managing staff and resources effectively	E	A I R		
	Ability to challenge individuals and teams to improve performance	E	I		
	Proven ability to lead initiatives with successful outcomes	E	A I R		
	Experience in producing and managing the development of curriculum initiatives	D	A I		
	Demonstrate a thorough understanding and knowledge of educational issues at school, local and national level	E	A I		
	Ability to understand and demonstrate effective budgetary control	D	A R		
	Ability to analyse situations and solve problems	E	I		
Skills	Ability to coach teachers and leaders to improve classroom performance	E	A I R		
	Ability to lead effective meetings at whole school level	D	R		
	Ability to communicate effectively, both orally and in writing, to parents/carers	E	I R		
	Ability to synthesise and analyse data	E	I		
	The ability to work as part of a team or alone	E	I R		
	Flexibility and adaptability	E	I		
	A strategic and future thinker	E	A I R		
	A self-starter who can act on own initiative	E	A I R		
	Show resilience, tenacity, initiative and aspiration	E	I R		

	Ability to reflect on practice	E	I R		
	Have high expectations of staff and students	E	I R		
	Have high expectations of students' behaviour	E	I R		
	Work well under pressure and respond quickly and appropriately to situations arising	E	I R		
	Ability to tolerate stress and still be diplomatic	E	I R		
	Self-confidence and resourcefulness	E	I R		
Personal Qualities	A real commitment to raising the achievement of all learners	E	I		
	Ability to advise, motivate, persuade and lead others	E	I R		
	A consistent professional approach to all matters and members of the school community	E	I R		
	Ability to network effectively and represent the school in the wider community	E	I R		
	Ability to ensure equality of access for learners and adults regardless of race, gender, or level of ability/disability, supporting and implementing the school's Equal Opportunities Policy	E	I		
	Energy and enthusiasm	E	I		
	A genuine desire to work with young people	E	A I R		