



EDUCATION  
TRUST

# Applicant Information Pack

## Head of English



*'Every Individual is in a great school'*



## Headteacher Letter to Applicants

The Priory School is an oversubscribed, 11-16, comprehensive situated in a popular, residential area of the County Town of Shrewsbury. There are approximately 840 students on roll with a six-form entry. The school has an excellent reputation across the county.

Our main school building dates from the late 1930s, with a mix of additional classroom blocks added over time, to cater for the growing needs of the school. Our latest 'Maths Block' opened in 2019 and symbolises our determination to provide our students with a first-class environment, conducive to learning.

As soon as you enter our school you gain a 'feel' for our very special ethos and culture. Students conduct themselves in an exemplary manner and have high expectations of their own and others' conduct, both in and out of lessons. They are a pleasure to teach and be with. We are an inclusive school and value the diversity of our student body. Outcomes for our students are above average and progress over the last three years has improved year on year. We are determined to ensure this remains the case and constantly reflect on all that we do to ensure we continually improve.

We have a vibrant House System that embodies all we stand for and our students participate in a range of activities, in large numbers. The system helps us to celebrate a range of talents and interests, complementing an extensive extra-curricular programme and has become an integral part of 'Priory Life'. We believe education is about developing the individual holistically, not just academically. As a result, we have a rich and broad curriculum, to ensure the development of all our students into Selfless, Self-Assured, and Successful individuals.

Our staff are a close-knit team who are dedicated to ensuring our students have the best experience of school life. School leadership are committed to their continued professional development and have placed significant emphasis on staff well-being; reviewing workload to support a healthy work-life balance.

The successful applicant will be joining us at an exciting time of our development, both as a school and as part of an evolving multi-academy trust. They will work within a school, which prides itself on being outward facing, dynamic and aspirational whilst retaining an important feel of the traditional.

If you choose to join The Priory School you will not only benefit from joining an exceptional school, you will greatly benefit from working within an aspirational family of schools. Please take time to view our website <https://priory.tpstrust.co.uk/> for more details.



Alison Pope, Headteacher

## About our Trust



The 3-18 Education Trust is currently made up of nine schools and derives its name from the age range of the pupils and students who attend those schools. We have an inclusive ethos, defined by age and we recognise that education is a continuous process, secured through consistent values and a strong transition (through the key stages).

### Our Vision:

To ensure every individual is in a great school.

### Our Mission:

To celebrate the diverse nature, culture and identity of our individual schools, whilst enjoying the benefit of the team, so that each school is reciprocal in their support for one another and achieves together.

### Our Values:

- **Accomplished:** to provide high quality education and training for all
- **Resilient:** to be solution focused and able to intelligently manage challenges
- **Compassionate:** to show care and understanding towards others

Not only do we pursue the important dimension of achieving the best results for each student regardless of their starting point, but we also believe strongly that education is about developing well-rounded individuals who are ready, willing and able to make their contribution to society.

Please take a look at our [Trust website](https://www.3-18education.co.uk) (<https://www.3-18education.co.uk>) for more details on what we offer. For information about each of our schools, please read on or click on the below links.



## Faculty Information

The English department at The Priory School consists of six experienced members of teaching staff. We are looking to recruit an enthusiastic and outstanding leader to join our team. We are a respected department within the school, priding ourselves on our high standards of behaviour, strong relationships and collaborative team ethos, all of which lead us towards excellent outcomes for our students. Students tell us that they enjoy their English lessons and that they like the mixed attainment teaching and formative assessment model that is embedded within our curriculum. We are looking for a leader who is equally committed to mixed ability teaching. The team are committed to delivering high quality lessons across all classes at all times and to support this expectation for staff we embrace initiatives such as collaborative planning, whole class feedback, peer assessment and a range of other assessment strategies that support the workload of the team, without compromising on quality for the students.

At Key Stage 3, English is taught for three hours each week, which includes fortnightly, timetabled, reading sessions in our Library. As the students move into KS4, their contact time increases to five hours a week, allowing us to deliver a rich, challenging AQA English Language and Literature specification.

The successful candidate will need to lead this established team, maintaining the high standards already in place but looking to see how further improvements can be made to support the school's successful journey.

In 2023, the English Progress 8 was significantly above national and in the 90<sup>th</sup> percentile, with A8 in 91<sup>st</sup> percentile.

In 2023, English Language results were: 94% at 4+, 83% at 5+

Unvalidated data for 2024 displays a similar trend of high performance.

## Job Description



<b>Title of Post</b>	Head of English
<b>Post Status</b>	Permanent
<b>Salary</b>	dependent on experience plus TLR 1b £11,409
<b>Reporting to</b>	Deputy Head Teacher

### Main Purpose

Leadership and management of the department, to include the strategic direction, the quality of teaching and learning, outcomes (with respect to progress and attainment), and the representation of the department within the school.

### Duties & Responsibilities

#### Strategic Direction and Development of the Subject

- Establish a Strategy and purpose for the department in collaboration with the Head of Humanities, reflecting the school's commitment to high achievement through excellent teaching and learning.
- Use relevant school, local and national data to establish clear targets for achievement in the subject, holistically and for all groups
- By considering the Strategy, the School Development Plan, school SEF and department self-evaluation plan, to establish, annually, a Departmental Development Plan.
- Establish actions for improvement (in the DDP) and to regularly monitor and evaluate the impact against targets and time-scales.
- Ensure SLT and teachers in the department are informed and supported in delivering statutory responsibilities related to the subject.

#### Teaching, Learning and Assessment

- Lead the subject staff in the teaching of the subject, and provide a role model for high quality teaching and learning in the subject, in line with the SDP. This will include providing regular feedback and INSET to all subject staff on teaching and learning which recognises good practice and supports their progress.
- Use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning.
- Keep abreast of new developments in content and teaching style, including use of new technologies.
- Ensure that all subject staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies.

- Monitor and evaluate the department's specification and schemes of work, ensuring staff are following said schemes and ensuring consistent implementation.
- Ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times and ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group.
- Provide regular feedback to the SLT link to help the school evaluate its practice, including the Results' Analysis and self-evaluation process.

### **Leading and Managing Staff**

- Lead and manage the staff in the department, in conjunction with the Head of Humanities as line manager of the faculty.
- Communicate an enthusiasm and passion for the subject which motivates, supports and, where appropriate, challenge staff.
- Support the selection of relevant staff (both teaching and support staff) for the department.
- Be responsible for inducting NQTs and new staff – unless delegated through agreement with SLT.
- Secure and develop the collaborative effort of the subject staff, through joint planning, sharing best practice and resources, so that involvement, commitment and team spirit are promoted.
- Ensure that subject staff are familiar with and follow all school and departmental policies.
- Assist the Head of Humanities and Headteacher in drafting reports and references on present and past members of the department.
- Act as the point of contact when complaints are expressed and investigate and resolve the complaint, involving SLT and the Head of Humanities where appropriate.
- Lead the use of performance management in order to develop the personal and professional effectiveness of subject staff, ensuring objectives are appropriate for the individual and to challenge the performance where necessary.
- Take initial responsibility for the pastoral care and welfare of all departmental staff and involve the Head of Humanities where needed.
- To represent the department, where appropriate, at middle leadership meetings.
- Hold regular departmental meetings, keeping subject staff up-to-date with decisions and proposals made by different groups to seek departmental views of these.
- Display a developing and professional knowledge base together with the ability to identify the key implications for subject development.
- Where required, to add expertise, support and advice to other teachers in the Trust.
- To initiate and organise curricular, extra-curricular and educational enhancement activities related to the subject.

### **Resource Management**

- Maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject.
- Administer efficiently and effectively the resources and capitation of the department.
- Ensure that the teaching area allocated to the department is kept in good order.

- Ensure colleagues create a stimulating learning environment for the teaching and learning of the subject.
- Be aware of and respond to any health and safety issues raised by materials, practice or accommodation related to the subject.
- Discuss departmental timetable schedules with all members of the department and ensure a fair and realistic distribution of teaching load in accordance with information issued by SLT.
- Plan the deployment of staff expertise to achieve the targets in the SDP.

### **Subject Specific Responsibilities**

- Organise and deliver KS3 and KS4 fieldwork

### **Professional development**

- Help keep knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

### **Other Responsibilities**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and comply with all school policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos and aims of the School and Trust
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, training and learning activities as required

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.



## Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• QTS (Secondary age range)</li> <li>• Degree level qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualification</li> <li>• External examination experience</li> </ul>
<b>Work or relevant experience</b>	<ul style="list-style-type: none"> <li>• Proven track record of successful teaching across the ability range</li> <li>• Be an outstanding classroom teacher</li> <li>• Monitoring standards – acknowledge excellence and challenge poor performance</li> <li>• Setting and achieving ambitious goals and challenging targets</li> <li>• Recent and successful experience of teaching up to GCSE</li> <li>• CPD and experience which demonstrates the ambition to move to Head of Subject.</li> <li>• Substantive or temporary experience of Head of Subject within English or second in department/faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in whole school initiatives</li> <li>• Performance management experience</li> <li>• Experience of Post 16</li> <li>• Experience of successfully running extra-curricular activities, including whole school events</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of relevant further professional development</li> <li>• Experience of a form tutor role</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading/co-ordinating professional development opportunities</li> <li>• Membership of professional body</li> <li>• Experience of leading sessions with parents or a large audience</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge of school improvement methods</li> <li>• Ability to interpret and analyse performance data</li> <li>• Knowledge of the characteristics of good and outstanding teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of successful intervention strategies</li> <li>• Extensive curriculum knowledge</li> <li>• Experience of planning, implementing and evaluating successful strategies for school improvement with regard to the English curriculum.</li> </ul>



	<ul style="list-style-type: none"> <li>• Understanding and commitment to safeguarding procedures</li> <li>• Good use of ICT as a teaching and learning tool</li> <li>• High expectations of students and the ability to ensure that all students needs are met</li> <li>• The ability to build positive relationships with colleagues, students and parents</li> <li>• Understanding of a broad range of current relevant education issues/initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of wider, national agenda in English.</li> </ul>
<b>Skills and Abilities (relevant to post)</b>		
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to challenge, influence and motivate others to achieve high standards</li> <li>• Has ambition</li> <li>• Ability to prioritise, plan, organise self and others</li> <li>• Excellent communication, written and verbal</li> <li>• Willingness to contribute to whole school improvement</li> <li>• Ability to cope calmly under pressure</li> <li>• Resilience to an ever changing education agenda</li> <li>• Commitment to safeguarding policies and procedures</li> <li>• Awareness of current developments in education, teaching and learning</li> <li>• Fully committed to extra-curricular life at school, in particular leading on revision sessions, clubs and House activities at all levels</li> </ul>	
<b>Special Conditions</b>	<ul style="list-style-type: none"> <li>• Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.</li> </ul>	

## Additional Information about The Priory School

Set up as a girls' grammar school in 1939, The Priory School became a mixed comprehensive when Priory Boys' Grammar School (now Shrewsbury Sixth Form College) joined in 1980.

The Priory School has a reputation for academic excellence and it is our aim to ensure that every child is encouraged to pursue their own personal excellence and provide an education that will encourage students to become lifelong learners. It is also our belief that this can only be achieved if parents, staff and governors work together to ensure the best possible support and provision for each child.



The Priory School encourages students to take on responsibility. In Year 10, students are able to apply for the positions of School Captains. The duties of School Captains and Deputies are various and include them acting as ambassadors for the school, setting an annual theme which is then pursued throughout the whole school. There is also The School Council, which is used to act as an executive body receiving reports from and consulting with different student groups with

specific responsibilities within the school.

The school operates a house system comprising of six houses Attenborough, Frank, King, Hawking, Nightingale and Parks. One form in each year group belongs to one of the houses, which are run entirely by Year 11 students. The activities that they run vary from inter house sports through to fund raising. In March the House Cup is awarded to the winning house.



The Priory School is the lead school for Shropshire and Telford Education Partnership the DfE sponsored Teaching School Hub which covers Shropshire and Telford and Wrekin. We work in collaboration with three other former teaching school alliances to deliver the Early Career Framework, act as an Appropriate Body for Early Career Teachers, deliver the full suite of NPQs, offer School Direct PGCEs through our wider partnership

as well as provide accredited CPD to meet the needs of the area. This signals a very exciting new chapter for the school in its contribution to the wider development of teaching and support staff across the local area.



## What We Offer

### Hours & Working Weeks

Work-life balance is important in our Trust.

Having the ability to organise your working hours in a way that suits you, whilst not compromising your hours and standard of work, alongside meeting the requirements of the post and the needs of the Trust can help to achieve this work-life balance. It may be to avoid a busy commute or to allow time to work around childcare or caring for dependents. We will be looking for core-working hours, which will be agreed with the successful applicant and other hours are to be worked around other commitments.

We also support home-working and this will be discussed at interview.

You must exhibit a high level of self-motivation and self-discipline and be able to manage your own time effectively for this to be successful.

### **In addition to a comprehensive induction and a commitment to your ongoing training and career progression, we also offer:**

- Access to the Trust's Employee Assistance Programme, which includes 24 hour access for you and your family members to legal, financial, health, parenting and life advice
- Access to same day GP online appointment 24/7 365 days a year.
- 1:1 Counselling Service
- Discount Scheme for high street retailers, mobile phone providers, holidays, electrical goods, supermarkets, restaurants, cinema, etc.
- Cycle to Work Scheme
- Childcare Voucher Scheme or Tax-Free Childcare Scheme
- Access to freshly made hot meals or deli-style food on site
- Teachers Pensions (28.68% employer contributions)
- Local Government Pension Scheme (19% employer contribution)
- Generous Sickness Payment Scheme
- Eye Testing Scheme
- Flexible Working Policy
- Special Leave Policy
- Member of the Valued Worker Scheme (accredited by our recognised unions)
- A Disability Confident Committed Employer
- Continuous Professional Development (CPD)
- Collaborative working culture and professional development opportunities across our Trust schools

We are also currently exploring:

- Electric/Hybrid Car Lease Scheme
- Healthcare Scheme

## The Appointment Process

An application form is available to download from the website: [here](#).

Please send completed applications to: Priory HR [pri-hr@pri.318education.co.uk](mailto:pri-hr@pri.318education.co.uk)

Interviews will be offered to those applicants who best demonstrate how skills, abilities and experience match the person specification, taking into consideration the job description.

**Closing date for applications: 10am on Monday 25<sup>th</sup> November 2024**

**Interviews will take place on Tuesday 3<sup>rd</sup> December 2024**

### **Please note:**

- It is essential that all elements of the application form are completed in full.
- We do not accept CV's in support of an application.
- Appointments will be subject to clearance in respect of medical fitness, satisfactory references, right to work in the UK and criminal disclosure.
- This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.

If invited for interview, **you are required to bring evidence of your qualifications and appropriate documents to initiate the DBS application process** should you be the successful candidate

*The 3-18 Education Trust is committed to safeguarding and promoting the welfare of children and young people, as such this post requires acknowledgement and understanding of safeguarding and child protection policies. Policies can be found on the trust website.*

***In line with KCSiE, the Trust may carry out an online search on all shortlisted candidates as part of our safer recruitment process.***