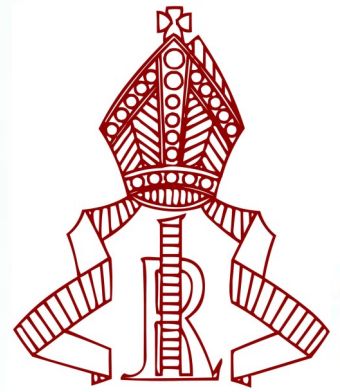


2nd in charge of English at Bishop Luffa School





Thank you for your interest in the post of 2nd in charge of English at Bishop Luffa School.

Required from September 2023, we are seeking to appoint a Teacher of English and 2nd in charge of the department to join a passionate, experienced and high performing department. You will work closely with the Head of the English Faculty to provide effective leadership and management, consistent excellence in the standards and achievement, teaching and learning, quality of provision, and personal development of all students within the subject team.

We are looking for someone able to teach Key Stage 3-5, who is innovative, creative and passionate about English. The successful candidate will love the challenge of working with teenagers and committed to supporting them to be creative, reflective and resilient learners. They will deliver high quality rigorous lessons that inspire a love of English amongst all students which extends beyond the classroom. They will share our aspiration to help realise the school's vision 'Always our best because everyone matters'. The English Faculty has a track-record of providing a broad experience for students. As well as securing excellent outcomes, the department prides itself on the variety of trips and competitions that students are able to access.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, the Sixth Form Fashion Show and Charity Week. We would like to hear from people who share our vision that we are here to show students 'life in all its fullness' and who firmly believe that learning extends beyond the classroom.

Bishop Luffa School is a fully comprehensive 11-18 academy. We do not select students based on academic ability, but we do give priority to children whose families go to church. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

I would encourage you to come and view the school and looking forward to meeting you.

Best wishes,

Mr Austen Hindman
Head Teacher





Our Vision

Our aim is to show every child what 'life in all its fullness' means.

We are a school of hope, where students are invited to explore their God-given potential.

- Staff at Bishop Luffa commit to:
 - ◇ Inspire all students to be ambitious about their futures
 - ◇ Encourage and develop leadership amongst students and staff
 - ◇ Develop Partnerships within, and beyond, the school
 - ◇ Foster engagement in personal and spiritual development
 - ◇ Nurture a sense of belonging to a safe school and the wider world



About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1499 students including 271 Sixth Formers, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Governors extra powers and responsibilities for the control of the School.

The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Students, parents and carers are strongly supportive of the school.

Our 97 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an *Investor in People*, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school.



The Ofsted Inspection of December 2022 judged the school to be "Outstanding", with an Outstanding grade in every category.

The Anglican Schools' Inspection (SIAMS) in February 2015 calls the school "an outstanding Church school" and judges every category as "outstanding". Not all members of staff are practising Christians, but all support the Christian ethos of the School.

As a school we pride ourselves on the opportunities we give our staff to develop and grow. The successful candidate will be encouraged to take part in CPD programmes to prepare them for the next stage of their career. All of our teachers are tutors. Bishop Luffa School is supported by a strong House system, with each House having a distinctive identity. The successful applicant will have the opportunity to contribute to the life of the House and join in the many traditions associated with this, such as Burrows three legged race or the Ridgeway Reindeer Run!

Bishop Luffa School was founded on the aim of providing local children with the opportunity to experience a rich and diverse education based on Christian values. Our aim is to show our students 'life in all its fullness' (John 10), which means that we are not narrowly focussed on academic goals. Our staff come from many backgrounds and have diverse beliefs, and for some, no belief at all, but all agree with this fundamental aim.



English at Bishop Luffa School

Our Faculty Vision



Our over-arching aim is to be consistently working together and celebrating creativity to achieve success. At Bishop Luffa School when students study English they learn about who they are, as a people, as a nation, and as one of the two billion other people on the planet who use English every single day, whether they are in Chichester, Chile, or China. Students will study the rich heritage of the great writers who have used English over the last 1,000 years in their poems, plays, and novels: from Chaucer to Charles Dickens; from Shakespeare to Steinbeck. They will dive into the rich, deep worlds of stories, including those written in other languages and translated into English. Students will also learn how to understand what people mean when they write or say something, whether fiction or

non-fiction. And, most importantly, they will learn how people communicate with each other in different contexts, so that we become creative and imaginative 21st Century communicators ourselves.

We seek to motivate our students through positive relationships, a wide range of teaching and learning styles, and the promotion of independence. We aim to be a faculty of active readers, writers, speakers and listeners, whose enthusiasm for English Language and Literature is found in our continuing active involvement with the subject. As a Faculty we value teamwork through shared planning, shared observation, shared professional dialogue and shared support. Our aim is to develop our working practices through reflection and evaluation.

The Faculty promotes active learning. Wherever possible, we teach language through literature and a range of media. We arrange – and change – groups within classes to suit both the learning styles of students and the demands of the particular work in hand. We are reflective and responsive to the needs of individual students, and use a range of assessment techniques to inform progress in speaking and listening, reading and writing.

Throughout recent curriculum changes our planning has been guided by our vision of English as a means of emotional and cultural development as well as a tool of expression. Many of our resources come from NATE and the English & Media Centre.

Faculty team and accommodation

The Faculty teaching team consists of the Head of Faculty, a 2nd in charge Head of English, a Team Leader and a Faculty Coach. The Head of Faculty and the 2nd in charge oversee student progress in each Key Stage, while the Faculty Coach's role is to lead Faculty CPD and to support teachers in such a way that students enjoy a consistently outstanding experience in their English lessons and make exceptional progress. There are at present 13 members of the Faculty. We benefit from having 12 hours of administrative support each week.



English has a suite of rooms in an attractive building. All rooms are wireless-networked and equipped with an interactive whiteboard. A designated office space for English and Maths is also available for working with faculty staff and to promote further cross curricular collaboration. An English Computer Resource base accommodates up to 17 students. The adjacent Conference Room can be booked for Drama, speaking and listening activities, and larger group work.

Curriculum

Key Stage 3

English at Bishop Luffa focuses on building on the skills acquired at Key Stage Two and applying them to great works of fiction, drama and poetry, as well as looking at literary non-fiction. Students will learn how to explain how meaning is created in a text, through reading together and independently, and through writing clearly and fluently in a range of styles, knowing how to adapt language for different purposes and audiences, and becoming competent in the art of speaking and listening in different contexts. From Year 7 onwards students at Bishop Luffa are encouraged to become confident and fluent speakers and writers, so that they can communicate their own ideas and emotions, and develop into enthusiastic readers and listeners so that others can communicate with them.



Key Stage 4

At KS4, students will study for two GCSEs: English Language and English Literature. Both of these courses are designed to develop independent, creative thinking skills and the confident use of the English language, as well as encourage a lifelong love of reading.

In Year 10, students start their English Literature GCSE by studying *An Inspector Calls*, a play which continues to have resonance in these modern times. Students will study the bulk of the English Literature texts in this first year of their GCSE course: *Dr Jekyll and Mr Hyde*; thematically-based poetry dating back to the Romantic movement; Shakespeare's *Macbeth*. Students also undertake their Spoken Language Endorsement. They will also begin to study a variety of fiction and non-fiction texts and undertake a variety of creative writing tasks for different audiences and purposes. In Year 11, students' reading skills (including analysis, comparison, evaluation and synthesis) and writing skills (describe, entertain, persuade and argue) are developed and refined, so that they are ready for the terminal exams in both English Language and English Literature.



A Level

English Language (AQA) and English Literature (AQA specification B) are popular subjects in the Sixth Form. Typically, we run two groups each year for AS and A2. There are nine one-hour lessons per fortnight together with a further non-supervised lesson. Teaching is shared between two teachers for each group. Group sizes vary from year to year, but average some 18-22 students per group in Year 12.

More detailed information can be found on the school website <https://www.bishopluffa.org.uk/about-us/our-curriculum/english-2/>

Job Description

2nd in English Faculty

Role

To ensure, by means of effective leadership and management, consistent excellence in the standards and achievement, teaching and learning, quality of provision, and personal development for all students within the subject team

Responsible to: Head of English Faculty (1)

Responsible for:

Strategic

- At Key Stages 3 and 4, to work with the Head of English Faculty to lead and manage the teaching staff to provide high quality teaching and learning, continuous academic progress by students and the effective use and management of the subject's resources
- At Key Stages 3 and 4 to work with the Head of English Faculty to lead, monitor, evaluate and develop the subject curriculum and pedagogy ensure effective access and achievement by students of all abilities
- At Key Stages 3 and 4 to work with the Head of English Faculty lead, monitor, evaluate and develop the ethos of Discipline for Learning to promote the highest standards consistently for students of all abilities across the subject
- Promote and demonstrate consistent implementation of school policies and the subject development plan
- Report as required to the Head and Directors on students' standards and achievement
- Advise the Head of English Faculty on all staffing issues within the team
- Endorse and support the Christian ethos of the school

Operational

Teaching and Learning

- Work with Head of English Faculty and Coach Team to lead on development of Teaching and Learning at KS3 & 4
- Monitor lesson planning and delivery, homework and marking to ensure implementation of National Curriculum and the maintenance of high quality teaching and learning for the whole ability range
- Promote and monitor the use of stimulating teaching environments within the subject area and compliance with regulations for Health and Safety
- Maintain an ethos of positive relationships and firm discipline within the subject team, including appropriate student use of ICT
- Assist Head of English Faculty in arranging for lesson cover for unexpected absence of teaching staff

Student progress

- Use performance data, external (FFT, ASP) and internal (CATs, profile data) to set challenging but realistic targets for students and cohorts in each Key Stage in line with school assessment policy
- Monitor student performance with reference to interim data, performance management and Subject Team review
- Ensure all students have access to and are entered for public examinations on time and that any specialist requirements are met fully
- Manage effective parental contact through reports, parents' and carers' evenings and interviews
- Maintain up-to-date Subject Team documentation e.g. the SEF, reports & Subject Handbook

Appraisal

- Responsible for appraisal of team of at least two staff in line with the Appraisal policy
- Identify and manage any staff under-performance within the classroom through support, CPD and coaching
- Assist Head in the selection and appointment of staff, teaching and support, and ensure their effective deployment
- Support the induction of new staff

Work with Head of English Faculty

- Keep Head of English Faculty informed of student progress during the year
- Monitor and evaluate the performance of staff
- Oversee the correct administration of exam entries

Work with Coach Team

- Seek advice and support for Teaching and Learning in subject
- Identify good practice to disseminate

Work with Faculty Support Assistant

- Ensure efficient administration of subject business and resources in line with FSA job profile

How to fulfil the role

In order to fulfil this role effectively, the Second in English will want to develop the following qualities and characteristics, in addition to those outlined in the teacher's job description, and a CPD programme will be an element of performance management.

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">▪ Qualified teacher status▪ Successful teaching experience▪ Evidence of professional development relevant to the leading of English.
Skills and knowledge	<ul style="list-style-type: none">▪ Good knowledge of legislation and guidance on curriculum requirements▪ Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff▪ Excellent communication and organisational skills▪ Knowledge of effective teaching and learning strategies▪ A good understanding of how children learn▪ Ability to adapt teaching to meet students' needs▪ Ability to build effective working relationships with students▪ Knowledge of guidance and requirements around safeguarding children▪ Knowledge of effective behaviour management strategies▪ Good IT skills, including previous use of relevant data analysis tools▪ Effective communication and interpersonal skills▪ Ability to communicate a vision and inspire others▪ Ability to build effective working relationships with staff and other stakeholders
Personal qualities	<ul style="list-style-type: none">▪ High expectations for all students and belief in bringing out the best in all▪ Commitment to upholding and promoting the ethos and values of the school▪ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school▪ Ability to work under pressure and prioritise effectively▪ Commitment to maintaining confidentiality at all times▪ Commitment to equality

TLR: 2b

Responsibility time: 6 periods per fortnight

PPA time: 4 periods per fortnight

Date last reviewed: 12 February 2022