



Job Application Pack

# Head of Media

Mainscale/Upper Pay scale

Start Date: January or Easter 2015



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## Letter from the Head of School

Dear Candidate

Thank you for expressing an interest in a vacancy here. On behalf of the whole Meden School Community, I extend you a very warm welcome.

I am really proud to be the Head of a vibrant school where students work positively with their teachers and take advantage of the numerous opportunities to develop their talents and aspirations.

Central to our vision are exciting, engaging and inspiring lessons. The staff at Meden work very hard to ensure all students enjoy their learning experiences and secure high levels of progress. It is our core belief that every student has the innate ability to succeed.

Our investment in staff is outstanding. Whatever the post, there is a clear professional development route map and we actively encourage leadership and risk taking at all levels.

We know that Meden School can be even better. Over the next few years we will continue to transform the school so that it becomes an even better place to shape young lives.

I look forward to welcoming you into our school community.

Janet Brashaw  
**Head of School**



## Letter from the CEO

Dear Candidate,

I am delighted to be able to introduce you to Meden School and the tremendous opportunities this school offers the young people of Warsop.

Our Trust started partnership work with Meden in 2010. Meden has experienced challenges in recent times and we were invited to lead the long-term transformation of the school.

Working in partnership with the local governing body, we have raised aspirations and improved outcomes for the students we serve.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Meden School, and we look forward to receiving your application.

**John Tomasevic**  
CEO of the Torch Academy Gateway Trust



## Application Details

Thank you for your interest in the vacancy of Head of Media at Meden School. Further details of this post and the school are included in this pack and details of how to apply can be found below.

### How to Apply

To apply for this post please complete and return an application form along with a covering letter, clearly demonstrating your suitability for this role by e-mail or post using the following addresses;

Julia Jewsbury  
Personnel Manager  
Meden School  
Burns Lane  
Warsop  
Notts  
NG20 0QN  
[jjewsbury@medenschool.co.uk](mailto:jjewsbury@medenschool.co.uk)

### Application forms

These can be downloaded from the school website [www.medenschool.co.uk](http://www.medenschool.co.uk). Wherever possible, please provide email addresses for your referees.

### Closing Date

Applications for this post must be received by 9.00 am on Thursday 23<sup>rd</sup> October.

### Interview:

Interviews for the role will be Friday 24<sup>th</sup> October. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.



## **Overview of the School**

Meden School is situated in Market Warsop, Nottinghamshire. The school delivers an 11-18 curriculum and has around 900 pupils on roll.

Meden School was placed in 'special measures' in March 2011 and in response to this the Torch Academy Gateway Trust was invited to sponsor the school. In May 2014 Ofsted rated the school as 'good' and we now seek to consolidate this position and to work towards 'outstanding'.

Since the Trust began working at Meden School, results have significantly improved and the school was placed in the top 10 most improved schools nationally in 2012. Meden School is now well placed to begin the next phase of its journey to becoming an outstanding school.

## **Overview of the Trust**

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

## **Achievement**

Meden School's primary focus over the last four years has been to raise achievement and aspiration. In 2010, only 32% of pupils achieved 5+ A\*-C including English and Mathematics.

In 2014, 59% of pupils achieved 5+ A\*-C including English and Maths calculated on the new, more challenging, performance measures. This is compared to 59% on the old performance measures in 2013. In securing consistent good attainment, Meden School has managed to buck the national trend. In addition, staffing in the core subjects has been strengthened. There is a strong focus on ensuring students secure 5+ A\*-C including core subjects. Meden School is well placed to meet new challenges as it moves forward.



## **Staffing and Leadership**

Significant staffing changes have been made at Meden School since 2011. Meden School has a young staff profile and all appointments have been made with a clear focus on raising achievement.

The Senior Leadership Team is experienced and pro-active. The team has been critical in raising achievement and developing an ethos of aspiration amongst students and staff.

The school day begins at 8.30am, lessons are 50 minutes long with a morning break and a 40 minute lunch at 12.55pm. The school day ends with a 15 minute tutorial from 3:15pm to 3:30pm.

## **Pastoral Structure**

Meden School uses a 'House' based pastoral system, which combines horizontal tutor sets with vertical socialisation opportunities. The benefits of focused year based intervention, combined with the sense of belonging and community afforded by a 'House' system, has proved very successful at Meden School.

## **Location and Site**

Market Warsop is a small town on the outskirts of Mansfield, Nottinghamshire. Situated on the north Nottinghamshire coal field, Market Warsop has reinvented itself as a commuter suburb since the local mine closed.

Meden School is situated on a large site at the edge of Market Warsop. The school benefits from extensive buildings and grounds, and a programme of renovation has resulted in significant improvements to the building stock and teaching areas. The school has access to excellent sporting facilities.

## **Governance**

Meden School has an active and engaged group of Governors who's strong loyalty to the school and a good understanding of the local community have helped to shape and support the work of Meden School in raising achievement and aspirations. The Torch Academy Gateway Trust Directors continue to take a strong interest in Meden School, providing support and advice as necessary.



## **Extra Curricular**

Meden School runs a wide range of extra curricular course, trips and enrichment activities.

## **Securing Success**

Our vision is to build capacity for sustained improvement. There are a number of short-term strategies that can be initially used to enhance outcomes but it is our view that these need to be supplemented by a process that configures a school for long term improvement.

This work is centred on transforming a school using our 'Pillars of Success' improvement model. Transformation is achieved through the combination of a number of changes and improvements to each of these pillars within a school:

- Leadership
- CPD
- Curriculum
- Learning Organisation
- Care, Support, Guidance
- Performance Management
- Tracking and Intervention



## Job Description

### Part A Policy relating to the working practices of a class teacher

Areas of responsibility and key tasks:

#### A: Planning, teaching and class management, to:

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- monitoring and intervene to ensure sound learning and discipline;
- using a variety of teaching methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
  - select appropriate learning resources and develop study skills through library, I.C.T and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating their own teaching critically to improve effectiveness.

#### B: Monitoring, assessment, recording, reporting – to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

**C: Other professional requirements, to:**

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors;
- take on any additional responsibilities which might from time to time be determined.

## Working Practice of a Head of Department

In addition to the requirements of a class teacher, areas of responsibility and key tasks include:

**A. Strategic direction and development of the subject** – with the support of, and under the direction of, the Head of School and Senior Leadership Team to:

- develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- develop plans for the subject which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school development plan;
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes;
- Chair meetings of subject staff (including provision of agenda and minutes) and provide other briefings as necessary.

**B Teaching and learning – to:**

- use your own class as an example of high quality teaching and learning in the subject;
- ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- evaluate the teaching and learning of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- develop effective links with the local community including parents, business and industry;

- ensure that teachers are aware of the implications of equality of opportunity which the subject raises;
- Assist in the efficient organisation of internal assessments ensuring that assessments are started, changed and finished in accordance with the schools assessment policy;
- Ensure that entries for all external examinations are submitted to the examinations officer by specified deadlines.

**C Leading and managing staff – to:**

- enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- ensure that the Head of School, S.L.T. and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

**D Effective deployment of resources – to:**

- support the Head of School by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- be aware of and respond appropriately to any Health and Safety issues raised by materials, practice or accommodation related to the subject;
- support the Head of School by maintaining efficient and effective management of the expenditure for the subject;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- take on any additional responsibilities, which might from time to time be determined.

## **Working Practice of a Performance Management Team Leader**

In addition to the requirements of a class teacher and any other agreed responsibilities, in the context of the school's Performance Management Policy, the team leader will:

### **A Set Objectives**

- Working with an agreed number of teachers, establish processes to understand their concerns, aspirations and day to day working situations;
- Gain an understanding of levels of achievement in the teachers' classes and their relationship to overall school targets and aspirations;
- Agree and record specific objectives according to the school's established documentation framework;
- Agree and record support requirements relating to training, development and any specific conditions required by the teachers relating to the achievement of the objectives;
- Implement any necessary action, liaison or communication to ensure that the support mechanisms are in place and effective.

### **B Monitor progress towards objectives**

- Agree appropriate strategies for checking on progress towards the agreed objectives, which will include classroom observation, data collection and analysis, informal and formal meetings as required;
- Implement the process of monitoring and maintain any such records as are agreed between the parties concerned;
- Provide regular feedback to teachers on their progress.

### **C Review progress in relation to objectives**

- Establish relevant structures and processes to review with teachers their achievements at the end of the performance management cycle;
- Complete the appropriate documentation;
- Within the agreed school procedures, make any necessary communications in relation to performance related pay.

### **D Review and develop the Performance Management process and practice**

- Take part in the monitoring and review of the Performance Management process within the school with a view to its continuing improvement;
- Undertake any necessary personal training needed to perform the role effectively.

## Person Specification: Class Teacher

Factor	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status - Degree or equivalent.</li> <li>• Strong record/commitment to continuing professional development.</li> <li>• Good Honours degree (First or Second Class)</li> </ul>	<ul style="list-style-type: none"> <li>• Higher professional qualification.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience of teaching across the ability range</li> <li>• Current/recent responsibility post within a department</li> <li>• Experience of pastoral/tutor role</li> </ul>	
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of current issues in the teaching, including national curriculum and post 16 issues.</li> <li>• Understanding of equal opportunities issues and their application to work.</li> <li>• Exemplary teaching, including effective communication skills, ability to motivate students and staff, capacity to create good learning environment, commitment to communicative methodology.</li> <li>• A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils.</li> <li>• Capacity to use ICT as integral part of teaching.</li> <li>• Knowledge and understanding of the value added agenda, including levels of progress.</li> <li>• Ability to lead initiatives, support the process of change and work effectively in a team, devolve responsibilities and delegate task as appropriate. Ability to prioritise, plan and organise.</li> <li>• Secure commitment to a clear aim and direction for the subject</li> <li>• Understanding of safeguarding and promoting of welfare of children issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of particular needs of pupils with SEN</li> <li>• Awareness of factors affecting language and learning across the curriculum</li> <li>• Knowledge/involvement in other cross curricular initiatives/projects or whole school developments</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Enthusiasm</li> <li>• Initiative</li> <li>• Vision</li> <li>• A commitment to inclusive education.</li> <li>• An excellent health record</li> <li>• Drive</li> <li>• Ambition</li> <li>• Outstanding communication skills</li> <li>• Reliability and integrity</li> <li>• Energy, vigour and perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute to extra-curricular activities</li> <li>• A vision for the development and a commitment to personal and professional development.</li> <li>• A willingness to take responsibility for their own professional development.</li> </ul>

## Department Information

The English Department at Meden School is vibrant and successful; large numbers of pupils opt for one or more English subjects at KS5. Through an engaging and personalised curriculum we ensure the greatest progression in their understanding and skills relating to the English curriculum.

As a highly cohesive department, we look to raise achievement each year through the reflexive evolution of teaching and learning. The English department is a department where outstanding standards and innovative practice in the classroom are commonplace.

## Meet the Team

Key Contacts:

- Mr A Hamilton (Curriculum Leader)
- Miss L Clenaghan (Second in English)
- Mrs I Cotterill (Teacher of English)
- Miss S Clarke (Lead Teacher of English)
- Mrs H Gibney (Lead Teacher of KS5 English)
- Miss C Jones (Teacher of English)
- Ms T Taplin (Teacher of English)
- Ms E Gobey (121 Teacher of Literacy)
- Mrs M McKirdy (121 Teacher of Literacy)

## Curriculum – Key Stage 3

In Years 7 and 8 students have five English lessons per week. Schemes of work linked to the renewed National Literacy Strategy are available across the Key Stage and each unit addresses a number of the assessment foci for Reading, Writing and Speaking and Listening. All lessons are tailored towards APP where students use a variety of Assessment for Learning approaches to ensure progression in each assessment foci. This helps us to track student progress more rigorously throughout KS3. All of KS3 is taught in banded groups based on their potential and current need. Improving active teaching and learning strategies has been a particular focus; we have moved away from students being passive recipients of knowledge to active and participatory learners.

## Key Stage 4

In Years 9, 10 and 11, students have up to five English lessons over the week. We currently follow AQA specification A for English and English Literature in years 10 and 11. We have a range of set texts available to teach in Year 11 including "An Inspector Calls" and "Of Mice and Men". At Key

Stage 4 students are banded in ability groups. These vary from year to year depending on the cohort. We are working hard to ensure the new English specification moves away from the previous emphasis on completing units of the GCSE and instead focuses on building students' skills and understanding across those units.

## **Key Stage 5**

We offer English Language and Literature at post-16, and in recent years the course has proven to be the most popular KS5 course with our students. Again, results are encouraging. We follow AQA Specification B, and have again renewed all planning for this subject. We have renewed schemes of work to encourage personal study and independent learning opportunities to support our move away from a teacher-centred classroom to a learner-centred classroom.

## **Media**

The department offers GCSE Media Studies as an option and is one of the most popular option choices. For Year 11 the exam topic will be Music Press. We offer AS and A2 Media which are also popular courses. We follow the AQA specifications at KS4 and KS5; the introduction of new specifications have meant we have completely renewed our planning for both key stages, to ensure that pupils have opportunities to make more progress by linking learning objectives across different components in the course. We have recently appointed a Head of Media and investment is being made towards updating media equipment to enhance students' learning experiences.

## **Extra-Curricular/Enrichment**

Students attend a variety extra-curricular activities including theatre trips and debating groups. After school intervention sessions, breakfast clubs and holiday classes are held to ensure the success of KS4 students; this is planned to continue this academic year. Summer school, for year 6 students, has been a successful joint venture with the Literacy department for three years, and is set to continue this year also.