



**MEDEN SCHOOL**  
A TORCH ACADEMY

## Job Application Pack

### **Teacher of English**

MPS

Full Time, Permanent

Closing Date: Friday 1st May 2015



## **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 Brshaw  
**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 Teacher of English vacancy at Meden School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

## How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Mrs. Brashaw, which clearly demonstrates your suitability for this role. Applications can be submitted via email to [dbalsdon@medenschool.co.uk](mailto:dbalsdon@medenschool.co.uk) or by post, for the attention of Mrs. Brashaw, to the following address:

Meden School  
Burns Lane  
Warsop  
Notts  
NG20 0QN

## 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

Please ensure your application arrives by 9 a.m. on the closing date of Friday 01 May 2015.

## Interview:

Interviews for the role will be held on Tuesday 05 May 2015. 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.

## Safeguarding

Meden School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

## **Job Description - Classroom Teacher**

Reports to: Head of Faculty

### **Key purpose of the job**

To teach pupils in allocated classes in order to ensure that their learning is of the highest quality.

### **Responsibilities of a classroom teacher**

- Teach pupils within allocated classes, enhancing their learning and providing the opportunity for achievement for all pupils
- Planning and preparing tasks which challenge pupils and ensure high levels of interest during lessons
- Monitor the academic progress of pupils within allocated classes and implement appropriate strategies to address underachievement
- To assess, record and report on the progress and attainment of all pupils within allocated classes
- To register the attendance of pupils in class
- To set appropriate homework
- To mark pupil's work and give appropriate and constructive feedback
- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials
- Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- Communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

### **Responsibilities of a form tutor**

- To address any issues concerned with the wellbeing, personal development and academic progress of pupils within the tutor group
- To check uniform and general appearance on a daily basis
- To monitor the behaviour of pupils in the tutor group.

### **Performance Management responsibilities**

- All members of staff are required to participate fully in the school's performance management system.



## **Other professional requirements**

- 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
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.



## 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>• 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>• Relevant teaching experience or teaching practice in the subject.</li> <li>• Experience of teaching a wide range of abilities.</li> <li>• This role would be suitable for an NQT or an experience teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of pastoral/tutor role.</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments.</li> <li>• A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils.</li> <li>• Knowledge of current issues and recent developments in the curriculum area.</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.</li> <li>• Secure commitment to a clear aim and direction for the subject.</li> <li>• Understanding of equal opportunities issues and their application to work.</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 for the subject.</li> <li>• Ability to use own initiative.</li> <li>• A commitment to the vision of the school.</li> <li>• A commitment to inclusive education.</li> <li>• Ability to form good working relationships with pupils and staff.</li> <li>• High standards and expectations</li> <li>• Ability to use pupil assessment data to raise achievement.</li> <li>• Outstanding communication skills.</li> <li>• Reliability and integrity.</li> <li>• A commitment to safeguarding and promoting of welfare of children issues.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to contribute top extra-curricular activities.</li> <li>• Av vision for the development of the department.</li> <li>• A commitment to personal and 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)
- Miss S Clarke (Lead Teacher of English)
- Ms J Smedley (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 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.



## 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

## 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.

## Achievement

Meden School's primary focus over the last four years has been to raise achievement and aspiration. In 2010, only 36% 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

## **Safeguarding and Child Protection**

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.