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**INFORMATION PACK**

**Position: Assistant Curriculum Leader of English**

**Scale:** MPS/UPS + **TLR 2c** *(Not suitable for ECTs)*

*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

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Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

We are seeking to create an exciting and nurturing learning environment which is inspiring and empowering for all of our students. During their five years with us we ensure that they have the opportunities to explore their passions and interests; find the things which get them excited about their futures and which inspire them to strive for their very best. Our aim is to harness the enormous potential of each and every student so they can be empowered to have happy, successful and rich lives.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community, we work and learn together and we support and care for one another. This is what makes our school unique and special.

Saddleworth is a comprehensive school and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has grown over the years and we are now able to accommodate 1405 children, organised into five year groups with up to 280 students in each. We have recently moved into a brand new purpose built school building with a wealth of facilities. This will not only support us to provide a first class learning experience for our students but will also mean that we can continue to grow and increase our student number to 1500 over the next five years.

Currently, we have 82 teachers and 77 support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development and as part of our commitment to ‘empower and inspire’ everyone in our school community. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

We also are an associate partner of The Dovestone Learning Partnership made up of eight partner primary schools and expect to become a full partner now that we have moved to our new school building. For more information about the Dovestone Learning Partnership visit: <https://www.dovestonelearningpartnership.org>

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,



# Section 1:

# An Introduction to Saddleworth School

**Our Vision**

To **Empower** and **Inspire**

Enabling young people to develop and find their talent.

**Our staff**

The key strength of the school is the staff. There is a genuine sense of community and all

within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

**Our geographical area**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school has recently moved to the village of Diggle just off the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road.

**Our school organisation**

The school is oversubscribed and the number on roll is currently 1405 but will expand to 1500 over the next five years now that the school has moved to its brand premises in the village of Diggle. After more than 100 years at our old school we have now relocated to a new site with a new school building. After a long wait staff and students are delighted to be in our new fantastic new school. We now have a school with state of the art classrooms, fully equipped specialist areas and modern facilities to support our delivery of a first-class learning experience for our students.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:40am form time registration. All students have their lunch break from 1.20pm to 2.00pm. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a specialist provision through or Link Department for students in need of additional support and/or a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

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| **Quick Facts** |
| **Age range** | 11-16yrs |
| **Local Authority** | Oldham LA |
| **Number of children** | 1405 |
| **% FSM** | 22% |
| **% SEN** | 16.5% |
| **% EAL** | 1.7% |

**Our Values and Ethos**

The school is over 100 years old and has a proud tradition of enabling our young people to experience academic success whilst also providing a nurturing and supportive environment. Our students and their wellbeing are at the heart of everything we do and our team of dedicated staff will support every young person so that they can thrive and flourish.

At Saddleworth we are ambitious for our students and we aim to instil that sense of ambition in them too. We have high standards and expectations of them and their futures. We want our students to be successful academically but also to gain the knowledge and skills to make sense of the world and to contribute positively to the communities in which they live.

The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It is vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline, confidence and independence.

Ultimately, we want children to leave our school feeling happy, empowered and inspired and we want to work with parents, students and colleagues who share that ambition.

**CPD opportunities**

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. There is also a complementary programme of CPD accessible to all staff to support development to their career stage or specific areas of interest may be.

**Equality of opportunity**

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, religion, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth community.
* All work hard and are considerate and courteous towards each other
* We are respectful, compassionate and kind.
* We are all encouraged to explore, find, nurture and develop our passion
* We are ambitious for ourselves and for each other.
* We have high standards and expectations and strive for excellence.
* We embrace success and take pride in our own achievements and those of others
* We develop and encourage a growth mind-set and positive attitudes in ourselves and others
* We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

**Section 2:**

**Department Information:**

The English department at Saddleworth School is committed to promoting the study and enjoyment of English and English Literature throughout the school. A strong emphasis is placed on all students achieving their full potential within a culture of high expectations and a drive to ensure that students receive inspirational, challenging and exciting teaching. We believe that supportive, positive working relationships are fundamental to creating an environment conducive to learning where students feel able to achieve.

The department comprises twelve members of staff with a combined wealth of experience; the successful candidate will be joining a team of professionals working collaboratively to ensure that all students achieve their potential. The ethos of the department is one of mutual support where good practice and effective teaching resources are frequently shared. Open door classrooms promote the sharing of best practice and support our constant drive to develop and improve our pedagogy. Increasingly, data is used effectively to identify gaps in learning and maximise student progress and achievement.

Existing schemes of learning and texts are regularly reviewed in order to create a compelling, engaging and challenging learning journey for our students. English is taught in mixed attainment groups. Students in Years 7 and 8 have one of the lessons per fortnight timetabled in the Library and Resource Centre (LRC). The school is committed to developing students’ language for learning across and within the curriculum. The School Librarian works closely with the English department, organising the annual Book Buzz, World Book and Poetry Days and Rapid Reading interventions. The school is a member of the National Literacy Trust and is currently involved in a project with other Oldham schools led by the whole school Language for Learning Coordinator who is a member of the English department. Whole school CPD has already focused on developing teachers’ knowledge of common approaches to literacy, strategies for improving extended writing as well as the use of reciprocal reading to support the reading of academic texts. All departments are now focused on developing disciplinary literacy within subject areas.

At Key Stage 4, all students study both AQA GCSE English Language and GCSE English Literature. Although there is a common curriculum, members of the department are careful to tailor lessons to the individual needs of their classes.

The department is well resourced in our new school. Each classroom has a ViewSonic board, visualiser and projector. There are well-stocked store rooms with a range of support materials and fiction and non-fiction texts for all year groups, a well-resourced Library and a suite of English classrooms situated in close proximity for even greater collaboration.

**Section 3: Job Description**

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| **Post Title** | **Assistant Curriculum Leader: English**  |
| **Purpose** | * To support the Curriculum Leader and to deputise when and where appropriate
* To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school
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| **Reporting To**  | **Curriculum Leader of English** |
| **Responsible for:** | The provision of a full learning experience and support for students in identified areas |
| **Liaising with:** | Head/Deputies Teaching, relevant non-teaching support staff, LA representatives external agencies and parents |
| **Working Time:** | Full time/Permanent |
| **Salary/Grade:** | **MPS/UPS & TLR 2c**  |
| **MAIN (CORE) DUTIES** |
| **Operational/ Strategic Planning** | * To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the identified areas of the curriculum area
* To manage the provision for identified areas in the curriculum area
* To assist in monitoring and following up of student progress
* To assist in the implementation of School Policies and Procedures e.g. Equal Opportunities, Health and Safety, Accommodation strategy etc.
* To work with colleagues to formulate aims, objectives for the department which have coherence and relevance to the needs of students and to the aims, objectives of the school
* To assist in the management of the business planning function of the curriculum area, and to ensure that the planning activities of the curriculum area reflect the needs of students and the aims and objectives of the school
* To support the relevant manager in the application of the curriculum area
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| **Curriculum Provision** | * To liaise with the Curriculum Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum, programme which complements the school’s strategic objectives
 |
| **Curriculum Development** | * To lead curriculum development for the whole area with particular emphasis on the relevant aspects
* To keep up to date with national developments in the curriculum area and teaching practice and methodology
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels
* To liaise with the Curriculum Leader to maintain accreditation with the relevant examination and validating bodies
 |
| **Staffing****Staff Development:****Recruitment/****Deployment of staff** | * To work with the Curriculum Leader and Assistant Heads to ensure that professional learning needs are identified and that appropriate programmes are designed to meet such needs
* To contribute to the School’s Appraisal process within the curriculum area as appropriate
* To promote teamwork and to motivate staff to ensure effective working relations
* To ensure the effective, efficient deployment of classroom support
 |
| **Quality Assurance:** | * To ensure the effective operation of quality control systems
* To assist in the process of setting appropriate targets within the curriculum area and to work towards their achievement
* To help to establish common standards of practice and develop the effectiveness of teaching and learning styles within the curriculum area
* To contribute to the monitoring and evaluation of standards within the curriculum area in line with agreed School procedures
* To implement school quality procedures and to ensure adherence to those within the curriculum area
* To seek/implement modification and improvement where required within the relevant curriculum area
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| **Management Information:** | * To ensure the maintenance of accurate and up to date information concerning the curriculum area on the management information system
* To assist in the use of analysis and evaluation of performance data provided
* To assist in the identification of exam entries within the curriculum area
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| **Communications:** | * To help ensure that all members of the curriculum area are familiar with its aims and objectives
* To ensure effective communication as appropriate with the parents of students
* To liaise with partner schools, higher education, industry, exam boards, awarding bodies and other relevant external bodies
* To represent the curriculum area effectively
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| **Marketing and Liaison:** | * To contribute to the School’s marketing activities, e.g. the collection of material for press releases
* To contribute to the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/evenings and other events
* To actively promote the development of effective subject links with external agencies
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| **Management of Resources:** | * To assist the Curriculum Leader to identify resource needs and to contribute to the efficient, effective use of physical resources
* To co-operate with other curriculum areas to ensure a sharing and effective usage of resources to the benefit of the school and the students
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| **Pastoral System** | * To monitor and support the overall progress and development of students within the curriculum area
* To monitor student attendance together with students’ progress and performance in relation to agreed targets; ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary
* To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description
* To contribute to SPACE (the School’s PSHCE, citizenship and enterprise curriculum) in line with school policy
* To ensure the School’s Behaviour Management System is implemented in the department so that effective learning can take place
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| **Teaching:** | * To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher
* To aim to deliver lessons, which are judged to be at least good
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| **Additional Duties:** | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
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| **Other Specific Duties:** |
| * To promote actively the school’s corporate policies
* To engage in personal professional development as agreed
* To engage actively in the school’s Appraisal process
* To undertake any other duty as specified by STPCB not mentioned in the above
* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callersThe school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment or any employee who develops a disabling conditionThis job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**Section 4: Person Specification**

 Essential Desirable

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| Qualifications1. Relevant degree or equivalent2. Teaching qualification | üü |  | LetterLetter |
| Experience1. Experience of teaching **English** at Key Stage 3 and 4
2. Experience of teaching across the age and ability range
3. Experience of working with a tutor group
4. Experience of working with colleagues to ensure students’ individual needs are met
5. Experience of using a range of teaching and learning styles to ensure students learn effectively
 | üüüüü |     | Letter/InterviewLetter/InterviewLetter/InterviewLetter/InterviewLetter/Interview |
| Interpersonal1. Potential to lead strategically
2. Ability to work co-operatively with a wide range of staff and as part of a team
3. Ability to relate positively to students and show a fundamental commitment to them and their development
4. Ability to work in partnership with Governors, parents and the community
5. Commitment to achieving high standards
6. Enthusiasm for **English**
7. Sense of humour
 | üüüüüüü |  | Letter/References/InterviewLetter/References/InterviewLetter/References/ InterviewLetter/InterviewLetter/InterviewLetter/InterviewInterview |
| Knowledge/skills1. Clear expectations on student behaviour and discipline
2. Administrative and organisational skills, with good attention to detail
3. Good oral and written skills
4. Good ICT skills
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