



St Michael's Church of England High School  
*A Church of England Academy*

*Growing in Body, Mind and Spirit*

Therefore, choose

Second in Department for English



Candidate Information

## Letter from the Headteacher

Thank you for your interest in the position of Second in Department for English currently being advertised at St Michael's CE High School, a Church of England Academy.

St Michael's is a special place to learn and work with a strong Christian identity. Our mission statement is:

*As a vibrant learning community  
we choose to serve God  
pursue excellence  
and  
celebrate the uniqueness of each individual*

We aim to achieve this mission through a Christian learning experience which focuses on opportunities for growth in body, mind and spirit:-

*Body*

Where the safety, happiness and wellbeing of pupils are paramount. Where every child matters and more crucially, know that they matter.

*Mind*

High expectations and aspirations in all areas of school life create a disciplined and ordered learning environment where creativity, passion and enthusiasm help to engender a life-long love of learning and secure excellent pupil outcomes.

*Spirit*

Where pupils are supported to find for themselves the person that God wants them to be and really experience the joy and hope of 'life in all its fullness'.

As a thriving, oversubscribed Church of England Academy within the Diocese of Blackburn, our values are rooted in the Christian faith. Serving God, pursuing excellence and celebrating the uniqueness of each individual are at the heart of our distinctive ethos as we strive to 'be the best that we can be'. We create and sustain our caring Christian community by encouraging positive supporting relationships based on Christian values and striking a genuine balance between the highest academic standards and opportunities for personal growth.

Worship is at the centre of our school life and is led by various staff, the Christian Youth Worker and/or pupils, with occasional support from local clergy or visitors. The school Chapel Choir (Hughes Tutorial) and Worship Band help to create a contemporary vibrant experience. Each day begins with a year group worship, assemblies and school prayers. In addition we hold Eucharist services in the school chapel throughout the year both at the

start of the day and at lunchtimes. These services are led by various members of the local clergy who are always willing to support the school.

The chapel in the magnificent Armstrong Centre is also used for staff prayers and reflections. We hope that the school's distinctive Christian ethos shines through in all aspects of our life and work here. We have numerous student leadership roles within school and an active charities committee. Each year group within school is linked to a particular charity.

All staff take responsibility for behaviour and wellbeing around school on a day to day basis and model the qualities and Christian values we believe are important for self- worth, respect, responsibility and stewardship.

In 2021 our GCSE results once again reflect outstanding levels of attainment by our pupils and these Centre Assessed Grades are indicative of sustained high levels of attainment over many years. In 2019 92% of pupils achieved 5+ 9-4 grades including English and mathematics and 75% at grades 9-5. Progress of pupils was also above average with a Progress 8 measure of 0.38. The school was in the top 10% of non-selective schools nationally for attainment for the sixth consecutive year. However, we are not complacent and remain ambitious for further success and the opportunities these results will provide for our pupils.

We want all at St Michael's to flourish and experience the hope and joy of life in all its fullness. We are confident that our pupils are provided with a rigorous and productive learning environment where they are both challenged and supported. We have talented, dedicated, caring and dynamic staff who are willing to develop innovative approaches to learning and teaching for our young people, provide outstanding care and guidance and support our distinctive Christian ethos. The support staff are an essential part of 'Team St Michael's' in helping to secure our vision and high expectations.

I hope the information provided on our website gives you a clear flavour of our ethos, of what to expect at St Michael's and also helps you to prepare for the application process.

I look forward to receiving your application.

Yours sincerely

*Jayne Jenks*

Mrs Jayne Jenks  
Headteacher





## Letter from the Governors



Thank you for requesting details for the post of Second in Department for English at St Michael's Church of England High School.

Most of the information you will need is displayed on the school website. However, the governors are proud to emphasise the 'excellent' SIAMS inspection in November 2018. This was achieved by a whole school community approach of teachers, support staff, pupils, parents, carers and governors working together.

The strong academic, sport, and performing arts record is supported by the active Christian ethos apparent throughout the school; providing the opportunity for pupils to grow in body, mind and spirit. Staff focus on continually raising attainment, encouraged by inspiring, forward thinking leadership and management.

The governors will expect the successful applicant to become a full and active member of 'Team St Michael's' and to support our distinctive Christian ethos.

Thank you for your interest and I look forward to hearing from you.

Yours sincerely

*Mr C M Metcalfe*

Chair of Governors



## Head Girl and Head Boy Letter of Welcome

We appreciate your interest in the role of Second in Department for English at St Michael's Church of England High School. St Michael's is an outstanding school with exceptionally high standards, allowing pupils to develop both academically, physically, spiritually and socially.

'Team St Michael's' is a significant phrase used within our school life. The 'team' encompasses parents, pupils, staff and governors, who all work closely together allowing pupils to, "be the best that they can be". This 'team' helps create a strong pupil teacher relationship which is necessary to create mutual respect and a sense of community. Exceptional examination results already demonstrate that this is in place.

Christianity is at the heart of all that happens at St Michael's. 'Growing in body, mind and spirit' is the school's philosophy and this can be seen throughout school. At St Michael's, pupils' faith in Christianity is developed and encouraged. Each year group has a weekly worship, tutorial worship and prayers every morning and Christian values are embedded within lessons, helping to produce a compassionate environment.

St Michael's Church of England High School really is a fantastic place to learn. Pupils experience engaging and productive lessons, which challenge and support us.

'Celebrating the uniqueness of each individual' is another key focus, which is already well integrated into school life. We hope the member of staff appointed will be passionate and enthusiastic and willing to go the extra mile to support us in all that we do.

Yours sincerely

*Amy and Benedict*

(Head Boy and Head Girl 2021-22)





**Second in Department for English: Full time  
Required September 2022\***

\*or earlier if possible

**Main Pay Spine / Upper Pay Spine and TLR 2b (£4,785)**

**Applicants are asked to provide a fully completed application form and a supporting letter (no longer than 2 sides of A4 in length in Arial point 12) that clearly sets out how your experience to date prepares you for the advertised post (with reference to the job description and person specification).**

Closing date for the receipt of completed applications: 9am Monday 17<sup>th</sup> January 2022

Applications should be returned by email to: [vacancies@saint-michaels.lancs.sch.uk](mailto:vacancies@saint-michaels.lancs.sch.uk)

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed. All appropriate safeguarding and attendance at work checks will be requested.





## Person Specification/Selection Criteria

***The applicant will be required to safeguard and promote the welfare of children and young people and be faithful to the trust deed.***

***Note:*** Candidates failing to meet any of the essential criteria will automatically be excluded

### Section A Qualifications, Experience and Professional Development

<b>Training and Qualifications</b>	<b>E/D</b>	<b>Source</b>
Supportive of the strong Christian ethos of the school	E	A/I
Practising Anglican	D	A/I/R
Qualified Teacher Status	E	A
Good Honours Graduate in relevant and appropriate discipline	E	A
<b>Professional Development and Experience</b>		
Recent professional development relevant to the applicant's current role	E	A/I
Professional development in preparation for this leadership role	D	A/I
Further relevant qualification	D	A
<b>Leadership and Management Experience</b>		
Successful leadership experience within a secondary school setting	E	A/R
Successful leadership experience of or within an English Department in a secondary school	D	A/R
Active involvement in self-evaluation and improvement planning	D	A/I/R
<b>Teaching Experience</b>		
Significant and relevant teaching experience in the secondary phase (KS3 & KS4)	E	A
Evidence of high levels of success in external examinations	E	A/R
Outstanding classroom practice	E	A/R/L

### Section B Professional Knowledge, Skills and Understanding

Ability to articulate a sound educational philosophy in line with St Michael's whole school aims	E	A/I
Thorough knowledge of the National Curriculum for English and GCSE specifications	E	A/I
Knowledge of the Ofsted Inspection Framework	E	I
Understanding and knowledge of outstanding practice in teaching	E	A/I
Development of initiatives to improve quality of learning and teaching	E	A/I
Knowledge of recent and planned developments in education specific to English	E	A/I
Committed to personal continuous professional development	E	A/R
Evidence of budget management	D	A/I
Evidence of curriculum development with successful outcomes	D	A/I
Knowledge and understanding of the relationship between self-evaluation, appraisal and continuing professional development	E	A/I
Knowledge and understanding of effective ways of supporting and developing departmental staff and planning their CPD.	E	A/I
Ability to use data effectively to assess prior attainment, set targets and monitor progress.	E	A/I



Ability to use ICT skills effectively and awareness of their application in learning, teaching, leadership and management.	E	A/I
Resilience and ability to manage and prioritise workload	E	A/I
Excellent organisation and time management skills	E	A/I
Ability to demonstrate a commitment to the Equal Opportunities policies in practical terms in the context of service delivery, employment issues and commitment to customer care practices	E	I
Awareness of Health and Safety issues in class and on educational visits	E	A/I

### Section C Personal Skills and Attributes

Commitment and enthusiasm for young people, their learning and the subject	E	A/I/L/R
High expectations and aspirations for pupils and from the department's staff.	E	A/I/L
Excellent interpersonal and communication skills leading to great working relationships with pupils and other colleagues.	E	A/I/R/L
Ability to collaborate and network effectively within and beyond school including with parents and external providers.	E	A/I/R
Ability to prioritise, plan and organise themselves and others to achieve objectives, having integrity and an eye for details	E	A/I/R/L
Display high professional standards in dress, attendance and punctuality in line with the Staff Code of Conduct	E	I/R
Suitability to work with children and a satisfactory DBS clearance	E	A

### Section D: Confidential References and Reports

Positive and supportive faith reference from the vicar/minister where the applicant regularly worships	D	R
Positive recommendation from all referees, including current employer	E	R

#### KEY

E = Essential  
 D = Desirable  
 A = Application  
 L = Lesson Observation  
 I = Interview  
 R = References

The successful candidate will work under the direction of the Curriculum Leader for English. As a vibrant and successful school there are many demands on time, so flexibility and the ability to work under pressure are essential skills for this post; although you will benefit from working alongside supportive colleagues in a well-established staff team.

## Job description for a Second in Department at St Michael's

**Responsible to:** Curriculum Leader for English

Our mission statement:

*As a vibrant learning community we choose to  
Serve God  
Pursue Excellence  
and  
Celebrate the uniqueness of each individual*

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Headteacher.

**Job purpose: To raise standards in the subject area by supporting the Curriculum Leader in providing high quality leadership and management. The Curriculum Leader role focuses on five key areas as outlined below. The Second in Department is expected to offer support in all of these:**

- Supporting and enhancing the distinctive Christian ethos
- Securing high quality learning and teaching
- Strategic direction and development of the subject area (*Curriculum intent, implementation and impact*)
- Leading and managing staff
- Efficient and effective deployment of staff and resources

**Within these five key areas, the core responsibilities are:**

### **A Supporting and enhancing the distinctive Christian ethos**

- To maintain and promote the Christian ethos of the school by providing positive experiences and a climate which enables pupils to flourish and grow in body, mind and spirit and experience the joy and hope of life in all its fullness.

### **B Securing high quality Learning and Teaching**

- To set the highest standards of learning and teaching for the department by modelling stimulating and challenging lessons which motivate and inspire pupils.
- To monitor and evaluate the effectiveness of learning and teaching through ongoing observation and feedback, work scrutiny, pupil voice, monitoring of lesson planning, analysis of assessment information and through identification of areas for improvement.
- To enhance the quality of learning and teaching by accessing and sharing best practice both within and beyond the subject area, modelling, team teaching,

offering constructive feedback, collaborative planning and where appropriate targeted support and training.

- To monitor the setting of home learning tasks and activities throughout the subject area ensuring an appropriate level of challenge.
- To ensure all school policies are adhered to within the subject area, e.g. learning framework, boy/girl seating, behaviour for learning and assessment/feedback policies.
- To promote positive behaviour in classrooms and throughout the school through monitoring the implementation of the behaviour for learning policy within the subject area, liaising with Pupil Managers and the PEC- Behaviour as appropriate. To maintain excellent relationships with pupils, support colleagues and exercise appropriate authority and act decisively liaising with parents when necessary.

### **C Strategic direction and development of the curriculum area**

- To have a secure knowledge of the relevant subject(s) within the subject area and pedagogical approaches in order to guide and support staff in effective learning and teaching, including memory techniques, disciplinary literacy and scaffolding strategies, for example.
- To establish short, medium (learning schemes) and long term (Key stage) plans for the subject which contribute to the design of an engaging, coherently planned and sequenced curriculum which gives all pupils especially disadvantaged pupils/pupils with SEND the skills and knowledge for future learning/employment.
- To ensure that learning schemes are updated annually on the school website.
- To use national, local and school data to inform practices, expectations, targets and teaching methods.
- To have a working knowledge of the National Curriculum for the subject and KS2 National Curriculum to aid transition.
- To be responsible for the overall monitoring of pupils' progress and outcomes in relation to targets and to ensure effective intervention, liaising with colleagues and parents as appropriate.
- To be responsible for the department's intervention strategies, and evaluate their effectiveness in order to secure continued improvement.
- To be accountable for pupil outcomes within the subject area.
- To ensure the effective use of formative and summative assessment in the department to secure pupils' progress and that the whole school feedback policy is implemented.
- To contribute to the School Improvement Planning process and monitoring and evaluation e.g. through the completion of departmental improvement plans, departmental self- evaluation and examination analysis.

### **D Leading and managing staff**

- To provide the appropriate levels of support and challenge for staff working in the subject area in order to provide high quality education for pupils.
- To be responsible for departmental CPD:
  - planning twilight meetings, Inset time, Curriculum Area meetings
  - sharing best practice at Curriculum Area meetings
  - enhancing teachers' subject, pedagogical and pedagogical subject knowledge
  - promoting active research
  - enhancing understanding of the types of knowledge: eg substantive, disciplinary, hinterland, declarative etc



- To ensure that the head, governors and the senior leadership team are kept informed about the subject area.
- To work in partnership with all staff, especially Subject Leaders, the SENDCo, the Leader in Learning for able pupils, Pupil Managers and the Exams officer to ensure the highest quality of provision for all pupils.
- To make appropriate arrangements for classes if staff are absent.
- To promote visits, enrichment and extra-curricular activities to enhance the enjoyment of the subject.
- To contribute to the school's appraisal process, setting challenging yet achievable targets for the department and holding staff to account.
- To be proactive in promoting the work of the department e.g. via the school website, contributing to newsletters.
- To develop effective subject links with other schools and outside agencies as appropriate.
- Wellbeing- To promote a healthy work life balance amongst staff in the team.
- To act as a positive role model in line with the school's code of conduct for staff.

### **E Efficient and effective deployment of staff and resources**

- To advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.
- To manage the purchasing and safe and efficient storage of departmental resources and the departmental budget.
- To ensure that there is a safe working and learning environment in accordance with effective safeguarding, health and safety requirements and GDPR, and ensuring risk assessments are completed in line with whole school requirements.
- To take responsibility for improving the environment for learning within the department particularly through the use of creative and purposeful display and actively promoting the schools clear desk policy.

**Specific responsibility: To be responsible for significant areas of leadership and management and learning and teaching within the English department. These will be negotiated with the Curriculum Leader and Headteacher.**

### **Principal responsibilities may include:**

- To have oversight of the effective use of technology within the subject area
- To be responsible for lower school English
- Assisting the Curriculum Leader in the day to day running of the department
- Raising boys' achievement
- Coaching and mentoring
- Collaborative planning
- Reading
- Assessment and feedback

