

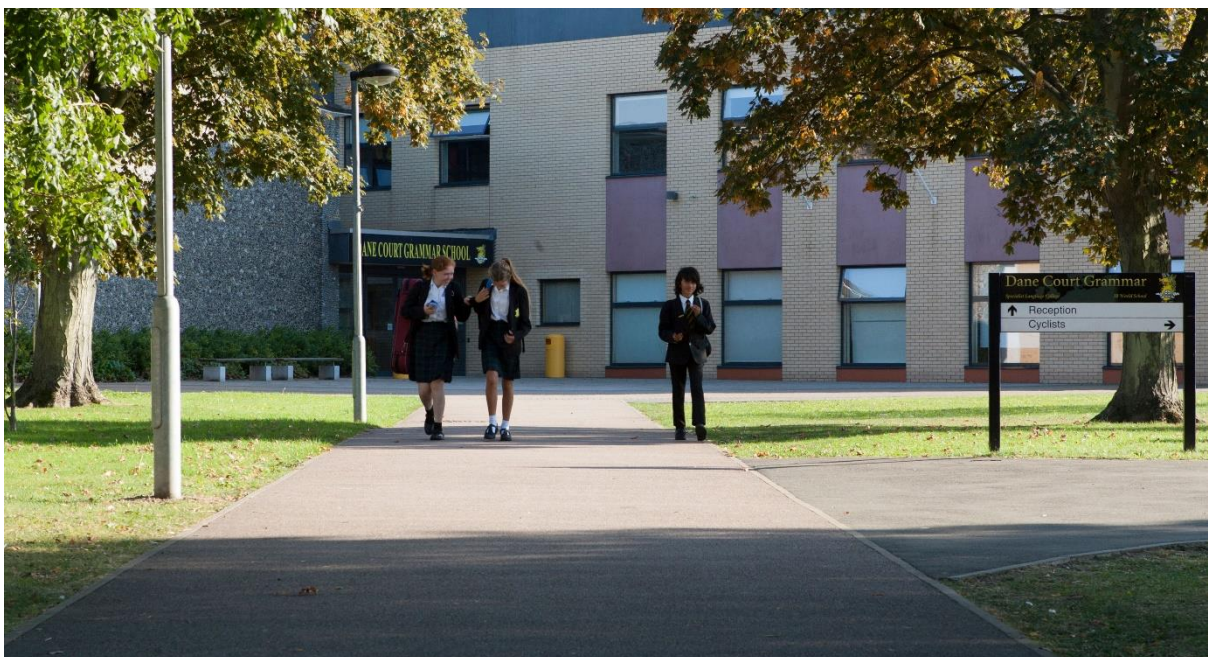


Dane Court Grammar School

Second in charge of English

Application Pack

Required for September 2023





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Welcome from the Headteacher

Dear Applicant

Thank you for your interest in the post of Second in English at Dane Court. The English department is one of the most successful in the school. Across the department, high quality teaching leads to excellent outcomes for students. The English curriculum is challenging, broad and international, and the team of English teachers is exceptionally talented, hard-working and supportive. Our Key Stage 3 English curriculum is rich and challenging. GCSE outcomes are exceptionally strong and English is a compulsory element of the International Baccalaureate Diploma Programme in the Sixth Form. Dane Court students appreciate the importance of English, work hard and enjoy their lessons.



Dane Court is a mixed selective school of about 1,100 students. We are the most popular and academically successful grammar school in Thanet. Our students are polite, kind and keen to learn. Dane Court is a happy, welcoming and inclusive community, and a great place to work. We like to describe our school as a 'place of belonging'; a place where our students and staff feel at home. Our three school values - caring, open-minded and principled - are at the heart of everything we do.

As an IB World School, our students follow a broad, internationally-minded and academically challenging curriculum. We are one of only a handful of schools in the UK to offer both the International Baccalaureate Diploma (IBDP) and the Careers-related Programme (IBCP) in our Sixth Form. We are fully committed to the philosophy and approach of the IB.

We are proud to be part of the Coastal Academies Trust, a local MAT consisting of four secondary schools and one primary school. At all levels, we work very closely with colleagues from across the Trust.

In our recent Ofsted inspection, the team recognised and rightly praised the leadership, curriculum and teaching in the department. The challenge for the new Second in English will be to support our Head of English, Liz Channing, in maintaining and building on this success.

We are looking to appoint an ambitious and enthusiastic teacher who will support the Head of English in communicating and implementing the department's vision. The successful candidate will:

- share our vision for the school as a 'place of belonging' and high expectations, where students work hard, achieve highly and treat each other with kindness;
- understand how to ensure that the English curriculum continues to inspire and challenge;
- share our passion for high quality, evidence-informed teaching and be able to model excellence in the classroom;
- have a track record of securing excellent outcomes;
- understand the importance of securing top grades for our students, and know how to get them;
- strive to raise aspirations for all students and encourage them to aim for top universities or high quality career-based post-18 opportunities;
- set high expectations for behaviour; insist on respect and kindness; and,
- provide high quality support to the Head of English and the team as a whole.

This is an important appointment for the department and our students because success in English is not only vital in its own right, it is also central to the students' future studies and careers. The support you provide the Head of English will be invaluable in implementing a vision for the department; you will, in turn, be given support in your own career and professional development.

Please note that previous experience in a selective school (or of the IB) is not required.

Once again, thank you for your interest in this position. We look forward to meeting you.

Yours faithfully



Martin Jones
Headteacher

School Vision and Values and Aims

Vision

Developing knowledgeable and caring young people who help to create a better and more peaceful world

Values

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Aims 2021-2024

Curriculum & Teaching: outstanding learning, achievement & destinations

- *Provide an excellent academic education that enables all students to secure the highest grades in order to access world-class universities, the most competitive undergraduate courses and high quality employment-based opportunities*
- *Ensure students experience high quality lessons, characterised by: high challenge for all, high quality talk, frequent guided and independent practice, meaningful feedback, excellent support for learning and regular opportunities for knowledge retrieval (The DC6).*
- *Provide an excellent real-world education, including SRE & PSHE, to fully prepare students for the challenges and opportunities of modern living*
- *Provide high quality and inclusive support for students of all abilities and backgrounds and work closely with external partners to access specialist support for our students as required*
- *Provide varied, enriching and high quality extracurricular opportunities*

Wellbeing, welfare, behaviour & attitudes: outstanding relationships

- *Ensure that students are safe and able to make positive and informed choices to enhance their own wellbeing as well as the wellbeing of others*

- Foster a caring, open-minded and principled school community where we all act with integrity and honesty
- Develop respectful and confident global citizens and young leaders

Leadership: making a difference

- Ensure that students from low income backgrounds have fair access to the school, receive excellent support, achieve highly and secure exciting destinations.
- Make a significant contribution to the education of young people across Thanet through partnerships with other schools, particularly those within the Coastal Academies Trust
- Ensure that staff are well-supported and workload is well-managed. Provide coherent and ambitious career and professional development pathways for all colleagues. Play a leading role in the development of EKLA and make a significant contribution to the planning and delivery of the alliance’s programmes, including ITT and NPQs.
- Manage the budget to ensure the maintenance of a high quality working and learning environment with excellent facilities and resources

Our Curriculum

Our curriculum is **broad, challenging** and **internationally-minded**

Intent

Our curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.

Teaching at Dane Court: the DC6



The Post

Our English Department

Our English department is a cohesive, ambitious team made up of teachers who are interested in pedagogical research, sharing best practice and building subject knowledge. We continue to provide our students with the best possible preparation for their external GCSE and IB exams, as well as all the tools to navigate the world beyond the classroom. We secured a positive progress 8 score of 0.7 at GCSE level in 2022 and 63% of our HL English Literature students secure either 6 or 7 (A or A*).

We work collaboratively in almost every aspect of our working lives, sharing schemes of work and moderation. We also have a sensible approach to marking and teacher workload, routinely making use of comparative judgements and whole year feedback.

We have designed our KS3, 4 and 5 curriculums to equip our students with a broad and deep understanding of English literature and a confident approach to challenging texts. We nurture a natural curiosity, an authentic voice and academic responses to a range of texts. We benefit from both GCSE and IB markers in the department, as well as a broad range of academic background and literary specialisms.

Thank you for your interest in the post.



Job Description

POST TITLE: Second in Charge of English

RESPONSIBLE TO: Head of English

Teachers and leaders make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers and leaders act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers and leaders up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Main purpose of the job:

To provide strategic, practical and managerial support to the Head of English in order to promote the progress, development and achievement of each student.

Key Responsibilities and Duties:

- Assist in establishing a clear shared vision for the English department, to support the school vision
- Lead by example, setting high expectations which inspire and motivate colleagues
- Make a significant contribution to the continuing development of the English curriculum to ensure it is diverse, ambitious and aspirational
- Assist in promoting a culture of learning and personal achievement within the English department
- Promote the highest standards of student behaviour, conduct and attitudes
- Be a visible presence within the department and model expectations and standards to staff and students
- Provide practical and administrative support to the Head of English and the wider team

Specific Areas of Responsibility and Accountability:

1. Teaching & Learning - Curriculum and Assessment

- Assist the Head of English in reviewing the curriculum to ensure it is challenging, broad and internationally-minded, enabling all students to enjoy their learning and achieve
- Source and share resources which ensure consistency and coherence across teachers and teaching groups
- Keep up to date with curriculum developments at national, regional and local levels, assisting the Head of English in ensuring that National Curriculum, examination board and IB requirements are fully met
- Keep up to date with developments in teaching practice and pedagogy
- Actively promote the Dane Court Principles of Teaching: the 'Dane Court 6'
- Teach and model the delivery of high quality lessons that motivate and inspire students, equipping them with the knowledge and skills needed to achieve at the highest levels
- Assist in the collection of student data which subject staff can understand, interpret and utilise to modify planning and personalise support

2. Teaching & Learning - Monitoring and Evaluation

- Assist the Head of English in the monitoring and evaluation of quality of teaching and learning within the department, providing support to team members to enable all students to achieve well and ensure all lessons are of a high quality
- Assist subject teachers in the development of short, medium and long term plans to deliver highly effective lessons and schemes of work

3. Teaching & Learning - Staff Development

- Seek opportunities to share best practice to improve teaching and learning in the department
- Contribute to the Appraisal process for team members in line with school policy
- Assist in the effective induction of new staff and trainees within the department

Teachers and leaders must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

Teachers and leaders must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The job description, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job.

Dane Court is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Offers of appointment are subject to satisfactory references and DBS clearance.

Person specification

Second in Charge of English

Dane Court Grammar School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Education & qualifications	Graduate in English
	Qualified Teacher Status
Experience & knowledge	Excellent subject and curriculum knowledge and a genuine passion for teaching English Language & English Literature
	Successful experience of teaching English Language & English Literature to GCSE level
	Successful experience of teaching English Literature and/or Language at A level or IB Higher and/or Standard levels
	A track record of excellent examination results for your students
	Ability to challenge very able students and support preparation for the study of English Language and/or English Literature at world class universities
Personal attributes & skills	Commitment to following the school's principles of teaching (The DC6) and assessment
	Commitment to the approach and principles of the IB
	An effective approach to behaviour management
	Willingness to build networks with primary colleagues to assist transition of students from Year 6 to 7
	Willingness to take responsibility for your own professional development and to engage in the school's CPD Programme
	Ability to communicate effectively
	Highly organised and able to manage time and meet deadlines
Additional requirements	Have high professional standards and expectations
	A commitment to the role of mentor (form tutor)
	Ability to deal appropriately with confidential information
	A commitment to safeguarding and promoting the welfare and development of young people
	A commitment to Dane Court's ethos and aims

This job description may be amended at any time, in consultation with the postholder.

Safeguarding and Safer Recruitment

Dane Court is committed to safeguarding and promoting the welfare of children and young people in education and expects all staff to share this commitment. Safer recruitment is the first stage of the safeguarding process.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

All posts at Dane Court Grammar School are exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting:

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns
- In addition, as part of the shortlisting process schools we will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Whether they are prohibited from taking part in the management of an independent school
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Whether they are known to the police and children's local authority social care
 - Whether they have been disqualified from providing childcare
 - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true. Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the applications at the point of interview.

References and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references e.g. to whom it may concern
- Not rely on applicants to obtain their reference
- Ensure any references are from the candidate's current employer and have been completed by a senior person with appropriate authority (if the referee is school or college based, the reference should be confirmed by the headteacher/principal as accurate in respect of any disciplinary investigations)
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed
- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer
- Always verify any information with the person who provided the reference
- Ensure electronic references originate from a legitimate source
- Contact referees to clarify content where information is vague or insufficient information is provided
- Compare the information on the application form with that in the reference and take up any discrepancies with the candidate
- Establish the reason for the candidate leaving their current or most recent post
- Ensure any concerns are resolved satisfactorily before appointment is confirmed.

Interview and selection

When interviewing candidates, we will:

- Find out what attracted the candidate to the post being applied for and their motivation for working with children
- Explore their skills and ask for examples of experience of working with children which are relevant to the role
- Probe any gaps in employment or where the candidate has changed employment or location frequently, asking about the reasons for this.

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK including EU nationals. If there is uncertainty about whether an individual needs permission to work in the UK, then we will follow advice on the GOV.UK website. If the person has lived or worked outside the UK, make any further checks the school or

college consider appropriate. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher other classroom staff

In addition:

- Check that candidates taking up a management position* are not subject to a prohibition from management (section 128) direction made by the secretary of state

* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children
- Will be working on a regular basis in a specified establishment, such as a school, or in connection with the purposes of the establishment, where the work gives opportunity for contact with children, or
- Engage in intimate or personal care or healthcare or any overnight activity, even if this happens only once.

Please also see the following policies and documents:

[Keeping Children Safe in Education](#)
[Safeguarding and Child Protection Policy](#)
[Staff Conduct Policy](#)
[Behaviour and Discipline Policy](#)

[IT Acceptable Use Policy](#)
[Social Networking Acceptable Use Policy](#)
[Whistleblowing Policy](#)

What we can offer you

A popular and successful school with a high profile in the local community.

Well-motivated students who are excited about learning.

Bright, modern buildings with excellent facilities.

At the heart of the Coastal Academies Trust, with strong links to teachers and students in other local schools.

Located in Broadstairs, on the Kent coast, with a sunny climate and affordable housing, yet only 80 minutes by train from central London.

Forward-thinking curriculum: we are an International Baccalaureate World School, offering academic and vocational courses.

Friendly staff, working together and supporting each other.

Excellent induction programme.

Opportunities for high quality professional development.

Application Process

Closing date for applications is Monday 27th February at 5pm. **Applications will be dealt with on receipt.**

To apply please complete the online application form on TES or Kent Teach and submit a covering letter outlining how your knowledge, skills and experiences meet the competencies required for this post. The letter should be no more than two sides of A4.

Should you require any additional information please contact Carolyn Hobbs on hobbs@danecourt.kent.sch.uk or ask to speak to Martin Jones, Headteacher.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to our [Privacy Notice](#) for information about how we use any personal data about them we hold

