

# Candidate Brief



**English Leader**  
September 2021  
Full time, Permanent



An IB World School rated 'Outstanding' by Ofsted 2019





## Welcome

Thank you for your interest in Tonbridge Grammar School.

We are a high achieving, selective grammar school with academy status, educating girls between the ages of 11 and 16, and girls and boys in our Sixth Form. We are rated '*Outstanding*' by Ofsted (October 2019).

Our vibrant school community is a place where students and staff are encouraged to be the very best that they can, in a nurturing and kind climate where wellbeing is at the top of the agenda.

This information provides a 'flavour' of what TGS has to offer and I hope that after finding out more about us, you wish to apply for the post. Should you have any queries, please don't hesitate to contact the HR team who I know

will be more than happy to help.

**Rosemary Joyce**

Head Teacher

## Our School Vision

Tonbridge Grammar School is a centre of excellence for learning where students and staff are encouraged to be the very best they can be in a nurturing and kind community. Our enriching, academically ambitious curriculum promotes intellectual curiosity and personal growth, preparing students to mature as responsible global citizens. Our exceptionally dedicated staff support every student to success.

### We are committed to:

- Developing opportunities for every student to learn through real world engagement - promoting collaboration, intercultural understanding and entrepreneurial endeavour.
- Building the resilience and confidence of every student so that they have the emotional literacy to make healthy life choices, flourish and be happy.
- Strengthening our community - securing strong, collaborative relationships with parents, alumni and the wider community.
- Promoting educational aspiration and supporting social mobility - making a positive difference to the life chances of students at and beyond the School.
- Investing in world class professional development - demonstrating best practice locally, nationally and internationally.
- Being entrepreneurial in securing resources to realise our aspirations.

### Members of our community are nurtured to be:

- Self-motivated, open minded and actively engaged in learning.
- Self-aware, adaptable and creative - taking full advantage of all opportunities.
- Respectful and considerate - celebrating and encouraging in equal measure.
- Courageous and honourable – facing challenge with bravery and acting with integrity.

## Teaching here

Our team of over 110 teachers and specialist support staff enjoy belonging to a school community that has a ‘collegiate’ feel and values each member’s contribution and wellbeing.

Teachers enjoy teaching our intellectually challenging curriculum to our highly motivated students in our modern and well-resourced school, based on a 14-acre site in the commuter town of Tonbridge in Kent. They take a pride in creating a learning environment where questioning, divergent thinking and freedom to learn from mistakes are encouraged.

First class professional development opportunities are available to teachers at all stages of their career including a full programme of development and support for those new to the profession. The School is committed to the wellbeing of staff.

*“TGS has a fantastic staff community who are immensely supportive of one another. In addition, the regular opportunities for CPD have enriched my teaching, and the fast-paced environment means that every day offers something new and exciting. TGS has been the perfect place to start my career in teaching”.*

*“Teaching is my 2<sup>nd</sup> career; teaching at TGS is a pleasure - I cannot think of another place to work where the students constantly surprise me with their creativity, enthusiasm and joyfulness, enabling me to teach in a collegiate manner”.*

*“Tonbridge Grammar School is a place where you are challenged and inspired to be the best teacher you can be. It is a supportive workplace that provides excellent opportunities for both the staff and students.”*

## Staff development

*“Staff are highly skilled because of very effective training. They feel valued and enjoy being part of a very effective team.” Ofsted, October 2019*

Our extensive professional development programme includes:

Full Induction Programme.
Staff buddy system.
Full programme of support for NQTs.
Leadership development.
10 Academy Days for collaborative planning with subject teams.
Access to development opportunities thanks to our membership of the Kaizen Teaching School Alliance.

## **Staff wellbeing and benefits**

- Free access to wellbeing services including physiotherapy.
- Reduced number of after school meetings thanks to Academy Days.
- Opportunity for NQTs to be employed from July.
- Flu vaccinations.
- Teachers' Pension.
- All teachers have a laptop.
- School-wide "out of office" in evenings, weekends and holidays to reduce emails.
- Cycle to work scheme.
- On-site parking for staff.
- Staff clubs including yoga.
- Free tea and coffee at breaktime!

## **Curriculum**

As an International Baccalaureate (IB) World School, we blend the best of a traditional curriculum with the principles and ethos of the IB Organisation. This offers our students opportunities to learn in breadth and depth in order to develop as well-balanced individuals. They become active learners, engaged in real-life projects and are encouraged to be passionate about making a difference in the world.

We prepare students for GCSEs and the IB Diploma: TGS remains one of the most academically successful schools in the country.

Many of our staff come to us with no prior experience of teaching the IB Diploma, so we offer a full programme of support and training to familiarise themselves with the curriculum.

## **More than academic success...**

We are very proud of our students' outstanding academic success, but this is only part of the story. We want to ensure Students are 'real world ready'; independent learners, caring young people, curious critical and creative thinkers who are driven to make a difference in the world.

There is a strong focus on building each student's confidence and resilience; ensuring they have the emotional literacy and courage to make healthy life choices, flourish and be happy.

## The Role

We are looking for an inspiring individual to lead English at an outstanding school. You may be an experienced middle leader or can demonstrate leadership potential. You should be a good Honours graduate and be able to teach post-16 English to the highest academic standard.

You will be joining a diverse and experienced team of eleven teachers. The team are passionate about English learning and work collaboratively, supporting each other and sharing best practice.

### **Patrick Bidder – leading English at TGS**

I joined Tonbridge Grammar School in September 2018 following a successful stint as a pastoral middle leader in central London, and a previous career as an International Wealth Planning solicitor. Although my degree was in Law, I delight in English and International Literature so exploring the IB English curriculum has been personally enriching, and sharing it with the school's highly able students, professionally rewarding. Our team is full of intelligent and passionate English teachers, above all dedicated to the students in their care and enthusiastic about the texts they teach. It is an honour to lead them.

From the moment I joined, I have been supported every step of the way by senior leadership. I have been given the training I needed to get up to speed with the IB curriculum both before joining and during my time here. The school have also been understanding and supportive of my ambition to move into senior leadership, providing me with the opportunity and resources to complete my NPQSL, and a position on the Extended Strategy Group. As a department, we have made significant structural changes to the curriculum, asking for more time to teach our two GCSEs, and proposing a change from the IB Literature and Performance course, to Language and Literature. These ideas for change were always welcomed by my line manager.

If you teach English because you love books, then I could not recommend the IB courses, from MYP through to the Diploma highly enough. The opportunity to teach works from such a variety of locations and forms, and study such a balanced and diverse array of authors has been so much fun!

I am very happy and excited to be moving school to become an Assistant Headteacher, and my time as English leader has been a crucial step in reaching that long-held ambition. I will however depart Tonbridge Grammar School with a heavy heart, leaving colleagues I respect and admire, and delightful students who kept me on my toes!

*Patrick Bidder (MA Cantab, Law and Philosophy, Cambridge).*

## **English at Tonbridge Grammar School**

The successful candidate will be joining a very high-performing team that support the students of Tonbridge Grammar school to achieve terrific results that consistently and comfortably outstrip student projections. This is not however a department that stands still and there would be many opportunities for a successful candidate to improve the English offering. We believe more students should study English Literature at Higher Level. More students should go on to study English related courses at university. Our extra-curricular offering must continue to progress towards an outstanding enriching experience. This is a brilliant opportunity for an Outstanding teacher and leader to make their mark on a strong department within the school.

The department teaches an interactive and forward-thinking Middle Years Programme from Year 7 to 9, preparing the girls for the rigours of a varied GCSE curriculum. In September, we will teach at Diploma English Literature at Higher Level and Standard Level, and English Language and Literature at Standard Level. We believe this provides a good balance for students, some of whom prefer the more applied study of Language, opening doors to a broader variety of career routes, and those with a passion for books and plays, focussed on a pure Literature course.

The English team is made up of eleven teachers, all of whom possess outstanding subject knowledge and pedagogical ability. There is also a welcoming and collegiate atmosphere – a willingness to share resources and ideas, develop less experienced members of staff and crucially step in to support each other during those inevitable pinch points. As a team we truly believe in encouraging independence in the students – none of them are told what to think and we expect the best from them. But above all our lessons are fun and there is a buzz on the English corridor every day.

We are told by the Media that the uptake of English in the sixth form and at university is in decline. Our department are challenging this perception and trying to show students the subjects' value through enriching extra-curricular activities. Poetry, Debating and Literary societies are thriving at the school, visiting speakers inspire our students with possible career routes, and through strong links with the school library we lead on literary competitions and celebrations.

Every student in the school studies English – this should inspire any successful candidate. This is a chance to lead a superb team of practitioners and enable the learning of literate and perceptive young men and women.

## **Job Profile**

Job Title: English Leader

Line Managed By: Member of Strategy Group

Salary: MPS – UPS depending on experience.

TLR: 1b (£10,200)

## **Job Purpose**

To provide professional leadership and management of English in order build on the success of an outstanding English team ensuring the outstanding quality of teaching and learning is maintained, improved standards of student attainment and achievement continue to be secured and resources deployed to best effect.

## **Key Areas of Impact**

Key Responsibilities:

- To continue to raise standards of achievement across English to maintain the outstanding provision.
- To ensure outstanding learning and teaching provision in English.
- To establish short medium- and long-term plans for the development and resourcing of English in line with the strategic School Development Plan.
- To monitor the progress made in achieving English plans and targets and evaluate and review the effects on teaching and learning.

## **Teaching and Learning**

- To lead curriculum provision and development for English ensuring MYP and IBDP pedagogy and principles are embedded.
- To provide coherent curriculum enrichment experience.
- To ensure unit plans and schemes of work are current to enhance the learning of English and develop the skills of the learner profile.
- To ensure teaching strategies are differentiated in English to meet the learning needs of all students.
- To ensure assessment for learning is fully embedded across English in line with the TGS Assessment and Reporting Policy.
- To monitor and evaluate systems for recording individual pupil progress.
- To manage intervention strategies across English that challenge underachievement.
- To agree challenging student progress targets to make a measurable contribution to whole school targets.
- To collaborate with others as required on planning inter-disciplinary provision.
- To ensure full compliance with Health and Safety requirements for English.

## **Leading and Managing Staff**

- To oversee and manage the effectiveness of all teachers of English in meeting the requirements of their role and their respective professional standards.
- To develop subject staff and technicians to improve student achievement.
- To challenge mediocrity of professional standards if evident in others.
- To create, maintain and enhance effective relationships.
- To lead the Performance Management of others and provide effective advice and training.
- To assist in the recruitment and selection of teaching and support staff where required.
- To ensure the effective induction of new staff in line with school procedures.

## **Quality Assurance**

- To establish consistent standards of practice across the English team and develop outstanding teaching and learning styles in English.
- To monitor and evaluate standards of curriculum provision.
- To set targets for improvement
- To deploy the English team effectively for best value.

## **Resource Management**

- Secure and allocate resources to support effective learning and teaching within English
- Monitor and control the use of resources

## **Knowledge & Skills**

Subject Leaders should demonstrate knowledge, skills and experience of:

- Outstanding level of English expertise
- Exemplary standards as a classroom teacher
- The IB curriculum continuum.
- The IB learner profile.
- The Teaching and Assessment to Support Learning policy.
- School reporting structures.
- Outstanding teaching and learning.
- Rigorous monitoring evaluation and review processes.
- Principles of Self Evaluation of own leadership and management standards.
- Planning and Management of Change.
- Principles of Curriculum Provision.
- The application of information and communications technology to learning and teaching.

- Financial planning and management in relation to English.
- School Policy.
- Safeguarding.
- Health and safety.

### **Additional Duties**

- To play a full part in the wider life of the school community, to support the school ethos and to encourage staff and students to follow this example.
- To actively lead and encourage others to follow school policy.
- To set a high standard of personal dress and enforce uniform and dress code in line with policy.
- To commit to continuous professional development of self and others.
- To actively engage in the staff review and development process.
- To undertake any other duty as specified by schoolteachers pay and conditions of service not mentioned in the above.

### **Professional Standards**

It is important to recognise that Tonbridge Grammar School teachers must maintain professional standards at all times and to recognise that they are role models for the students in many respects.

Such professional standards would include:

- Dress: teachers are expected to wear suits or jacket and tie (or the equivalent for female teachers), except when involved in practical or external activities,
- Punctuality: this is expected in all aspects of work,
- Duty of Care: keeping our students safe and acting in the child's best interest at all times,
- A position of trust, being seen to be demonstrably fair, even-handed and consistent in dealing with students,
- Propriety and behaviour: all teachers are expected to adopt high standards of personal conduct,
- Taking good care of the fabric of the school,
- Being aware of and carrying out the Acceptable Use of ICT policy when using the School network,
- Engaging in on-going professional development, in-school training, regular peer observation, and external courses (as appropriate).

## **Personal Qualities**

### **Self-awareness**

Emotional self-awareness  
Accurate self-assessment  
Self-confidence

### **Self-management**

Emotional self-control  
Integrity  
Adaptability  
Achievement orientation  
Initiative  
Optimism

### **Social Awareness**

Empathy  
Organisational awareness  
Service awareness

### **Relationship management**

Developing others  
Inspirational leadership  
Change catalyst  
Influence  
Conflict management  
Teamwork and collaboration

## **Additional Notes**

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The 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 for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

## **Commitment to Safeguarding**

Tonbridge Grammar School is committed to safeguarding and promoting the welfare of children. This post is subject to an enhanced DBS check.

## **How to Apply**

Please complete an application form that can be found on our website. CVs alone cannot be accepted.

Your completed application form should be sent to [personnel@tgs.kent.sch.uk](mailto:personnel@tgs.kent.sch.uk)

## **Key dates**

**Closing date for applications:** Midday Monday 19<sup>th</sup> April 2021

**Interviews:** Week commencing 19<sup>th</sup> April 2021

**We reserve the right to interview before the closing date.**