



Henley-in-Arden School

Part of the Arden Multi Academy Trust



**Teacher of English (with
pastoral care TLR for
suitable candidate)**

Applicant Information Pack



Ofsted
Good
Provider



Teacher of English (with TLR for pastoral responsibility for suitable candidate)

Full Time - Permanent

Easter or September 2024 (Earlier start date possible)

Closing date: Friday 26 January 2024 at 9:00am.

Interviews to follow shortly after.

Suitable for ECTs

Salary: MPR 1-6 - UPR3



[Click here to see more about working in our school](#)



[Click here to find out what makes us so special](#)

Hello

It is my pleasure to share with you a rare and exciting opportunity to join our outstanding English team, in our forward thinking and aspirational school based in Warwickshire's beautiful, medieval market town of Henley-in-Arden.

You'll be joining our passionate and high performing department which nurtures and develops our student's English literature and language skills knowledge. In addition you'll be part of our staff body at Henley in Arden school – where we pride ourselves on our supportive and inclusive nature, supporting all students to achieve.

Our English department got a 85% pass rate this academic year (2023) with a highly positive progress 8 score, putting us in the top 20% for English progress in the country. Our English department also nurtures a love of reading and literature through a range of innovative teaching techniques and activities, and consists of long term and experienced teachers.

Where better to teach and support our staff and students than in the district of Stratford-upon-Avon, at the heart of Shakespeare's county? Visits to our green-field site, bordered by the River Alne, are welcome (and encouraged!) so that you may see for yourself why Ofsted describe our flourishing students as, "friendly, welcoming and happy" and our staff as "overwhelmingly positive" about their roles (December 2022).

Come and join our experienced and high performing English department.



The Arden Multi Academy Trust

It started with our belief in high quality and dynamic education for everyone, right in the heart of our community. That desire has grown into Arden Multi-Academy Trust (AMAT).

The Trust was formed in April 2015 with a clear vision to generate self-belief, self-worth, esteem and confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

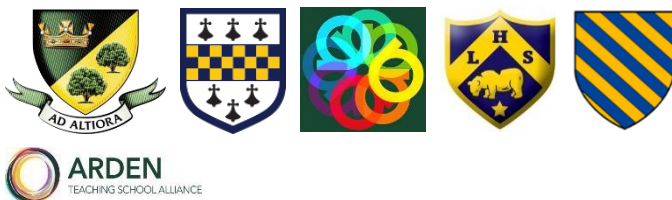
Arden Multi Academy Trust started life when Arden, an outstandingly successful and innovative school who was asked to support Park Hall Academy in the north of Solihull in 2009. Park Hall moved out of 'Special Measures' in September 2015 and was classified in November 2017 as good by Ofsted. In January 2018 Lode Heath School, a popular secondary school in Solihull, also became part of the Trust, with Henley-in-Arden School joining in 2019. Since joining the trust – the school has gone from strength to strength.

All schools within the Trust benefit from the Arden Teaching Alliance which currently consists of five Primary and five Secondary partner schools. This ensures that we help recruit, retain and develop our workforce across both teaching and support staff. The Trust also works closely with the Solihull Academy APU Free School which adds a further dimension to our provision.

As a Trust we truly value the success of every student and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in Solihull and its immediate surroundings. The Trust operates from its hub in Knowle, South Solihull.

As a Trust we are committed to maintaining our core principles and focus as we grow; working with schools where we believe we can help and who, in turn, can enrich and provide real benefit for the existing Arden Multi Academy Trust family.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains its own local governing body, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

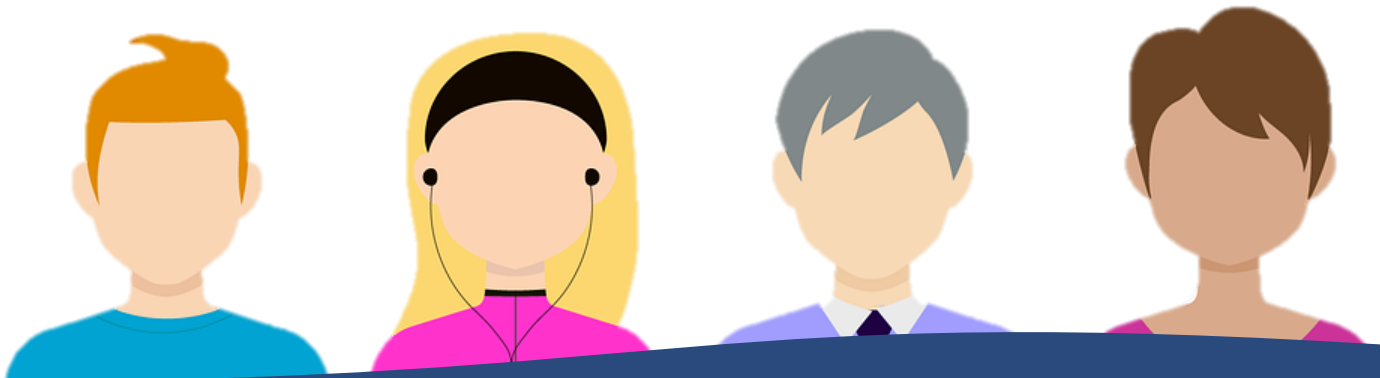


Looking After Our Staff

We feel it is vital that every member of staff feels valued and supported throughout the school year, from their first day in September right through to the last day of the summer term. We want our staff to feel enabled and motivated to provide high-quality teaching every day for our students. We want our staff to feel assured that they will be supported in times of difficulty, especially from school leaders and governors.

We have 6 core principles, that drive our assessment of decisions relating to the wellbeing of our staff:

- a culture of positivity that all stakeholders contribute to equally
- an environment to energise all members of staff
- leaders who aim to be highly effective, proactive and non-judgemental
- excellent working relationships
- career satisfaction
- healthy lifestyle



What Do We Already Do For Our Staff?

- Our senior team pride ourselves, as a smaller than average secondary school on our friendly, supportive and approachable nature
- Our staff have more than 10% PPA time (currently 14%) which is more than other local schools
- Our staff have protected planning, preparation and assessment time and cover supervisors are employed to minimise unexpected cover
- Our staff are not expected to respond to emails outside of work hours and in weekends and holidays
- As a school team, we are transparent and collaborative with our school calendar and timetable – giving as much notice as possible to any changes
- As a senior team, we have reviewed our reporting and marking systems to maximise impact and reduce workload
- Our staff have access to yearly flu jabs, to support their health during winter months
- As a team, we support our colleagues in initial tricky meetings with parents or challenging children
- Our SLT pride themselves on being “visible” throughout the day. They support our staff
- As a senior team, we have centralised detentions, which supports our staff implement our simple behaviour system and reduce the administration of these
- We have disaggregated inset days, which maximise our time for school priorities throughout the year
- We hold subject solutions surgery to support our middle leaders maximise student outcomes



Our New Staff Training Programme

At Henley, we pride ourselves on our training for our staff. We have regular training each Wednesday morning for all staff 8:30-9:00am to keep our team up to date with effective pedagogy and take away teaching tips.

In addition we offer a supportive staff induction for all staff which includes:

- Teaching and learning
- Behaviour System
- Data and Reporting
- A school tour and who is who – from the Associate Headteacher

For our ECTs and recently qualified teachers – our Trust supports your journey as a practitioner through centralised training which takes place face to face at one of our four schools regularly throughout the year.

ECTs are invited to start the time at Henley in July – after finishing their ITT course. This is to induct them into the school, provide opportunities to get to know the students and further hone their practice. They are paid for this time.



Getting to know us at Henley

We have 700 students on roll
(with a hefty waiting list!)

We have five year groups
teaching students from
Years 7 to 11.

We have a
“good” Ofsted
rating from
December
2022.

Our
provisional
Progress 8
score in 2023
was +0.18.

**Our students
achieved in 2023,
72% in the “Basics”
at grades 9-4, with
78% in Maths and
85% in English.**

We have two non-teaching pastoral managers,
an attendance officer and 5 Heads of Year.

Job Description

Job Title	Teacher of English (with TLR for pastoral care for suitable candidate)
Reporting Arrangements	Report to the Head of Department

Job Purpose
<ul style="list-style-type: none">• Be accountable and responsible for the learning and progress of pupils in assigned classes ensuring excellence for and from all;• Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;• Act within the statutory frameworks, which set out professional duties and responsibilities and in line with the duties outlined in accordance with school policies, the current School Teachers Pay and Conditions Document and Teacher Standards (2012)• Responsible for promoting and safeguarding the welfare of children and young people within the school.

Duties and responsibilities:

Teaching

- All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012).
- Be accountable for the delivery of the curriculum to assigned classes as relevant to age and ability;
- Be responsible for and contribute to the preparation and development of teaching materials;
- Be aware of pupils' capabilities, their prior knowledge and be accountable for planning teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; SEND; and be accountable for the use and evaluation of distinctive teaching approaches to engage and support such pupils;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English;
- Be accountable for the use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;

Job Description

- Be accountable for making accurate and productive use of assessment to secure pupils' progress;
- Be accountable for the use of relevant data to monitor progress, set targets, and plan subsequent lessons;
- In line with the school's assessment and feedback policies, be accountable for giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Be accountable for setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- Contribute to arrangements for examinations and assessments within the terms of the School Teachers' Pay and Conditions Document.

Behaviour and Safety

- Responsible for establishing a safe, purposeful and stimulating environment for pupils, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently, fairly and in line with school policies;
- Accountable for the effective management of classes, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Be responsible for social time supervision and other duties as directed by the Headteacher within the remit of the current School Teachers' Pay and Conditions Document;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures;
- Accountable for carrying out the role of form tutor under the direction of the appropriate member of the pastoral team and in line with advice provided concerning the role and responsibilities of a form tutor by a member of the Senior Leadership Team.

Job Description

Team Working and Collaboration

- Under the direction of the line-manager, participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and contributing to the development of effective practice;
- Where appropriate, contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments;
- Be accountable for ensuring that colleagues working with you (for example Teaching Assistants, Technicians or Associate Teachers) are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- Contribute as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Provide cover for absent colleagues within the terms of the current School Teachers' Pay and Conditions document. Fulfil Wider Professional Responsibilities
- Work collaboratively with others to develop effective professional relationships;
- Deploy support staff effectively as appropriate;
- Responsible for communicating effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes including at parents' evenings as appropriate;
- Communicate and co-operate with relevant external bodies;
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Accountable for registering the attendance of and the supervision of learners during lessons and where applicable tutor groups and, where appropriate in extra-curricular activities before and after school;
- Report performance data and provide a written report for pupils within assigned classes in line with the school's assessment and reporting calendar;
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document. Professional development

Job Description

- Accountable for regularly reviewing the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of appraisal
- Proactively participate with arrangements made in accordance with the school's appraisal policy.

Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards of attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

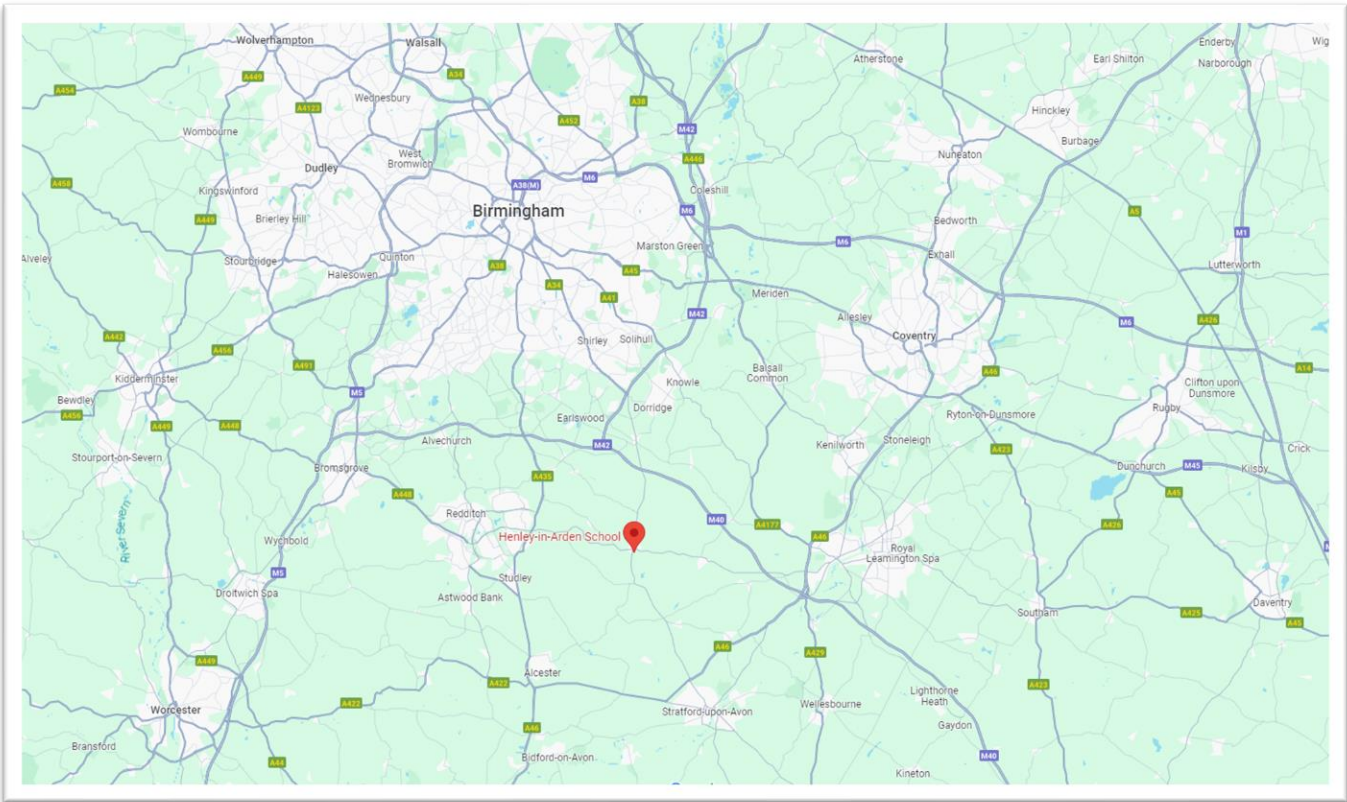
Note on terminology In this document, the following terms are used:

- "Accountable" – this means to be answerable to the appropriate line manager for the success or failure of the identified area; in most cases, operational responsibility for implementation of this task is also implied by this term although for employees with leadership responsibilities, operational responsibility may be delegated to subordinates.
- "Responsible" – this means to be operational responsible; an employee with responsibility implements the task in question
- "Contributes" – means that the employee does not hold full responsibility but is required to make a significant contribution to the implementation of a task or area of responsibility under the direction of line manager.

Person Specification

	Criteria	Essential	Desirable
Qualifications	An honours degree (or equivalent) in a subject or discipline relevant to the post.	✓	
	Qualified Teacher Status. (QTS)	✓	
	Evidence of further professional studies/research.		✓
Experience	Proven success in delivering KS3 and KS4 curriculum.	✓	
Knowledge	Strong understanding of the content related to the curriculum area.	✓	
	Strong understanding of statutory educational frameworks, including Safeguarding and the SEN Code of Practice.	✓	
	A proven knowledge of the changing national education agenda.		✓
Leadership & Management	Strong, effective classroom management skills.	✓	
	Ability to support all policies throughout the area, to impact beneficially on staff and students.	✓	
	Ability to meet deadlines effectively.	✓	
	A willingness to develop and support new initiatives.	✓	
	Ability to inspire and motivate staff and students and retain the trust of parents.	✓	
Analytical Skills	Ability to use data and strategic information to raise student achievement.	✓	
Personal Qualities	Excellent communication skills, both oral and written.	✓	
	Outstanding emotional intelligence.	✓	
	Ability to learn from students, parents, governors and other partners.	✓	
	Readiness to show sensitivity and flexibility to suit the circumstances.	✓	
	Resilience and stamina when faced with complex and demanding situations.	✓	
	Have a clear view of appropriate personal work/life balance.	✓	
	Willingness to do extra-curricular activities.		✓

Where Can You Find Us?



Henley-in-Arden School
Stratford Road
Henley-in-Arden
Warwickshire
B95 6AF

Mon / Tues / Thurs / Fri		Wed only	
8.40am - 8.50am	Registration	8.30am - 9.00am	Staff Training
8.50am - 9.50am	Period 1	9.00am - 10.00am	Period 1
9.50am - 10.50am	Period 2	10.00am - 11.00am	Period 2
10.50am - 11.10am	Break	11.00am - 11.20am	Break
11.10am - 12.10pm	Period 3	11.20am - 12.20pm	Period 3
12.10pm - 13.10pm	Period 4	12.20pm - 13.20pm	Period 4
13.10pm - 13.30pm	Form KS4	13.20pm - 13.35pm	Form KS4
13.30pm - 14.10pm	Lunch KS4	13.35pm - 14.10pm	Lunch KS4
13.10pm - 13.50pm	Lunch KS3	13.20pm - 13.55pm	Lunch KS3
13.50pm - 14.10pm	Form KS3	13.55pm - 14.10pm	Form KS3
14.10pm - 15.10pm	Period 5	14.10pm - 15.10pm	Period 5