INFORMATION PACK

ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS

SECOND IN ENGLISH

Full Time

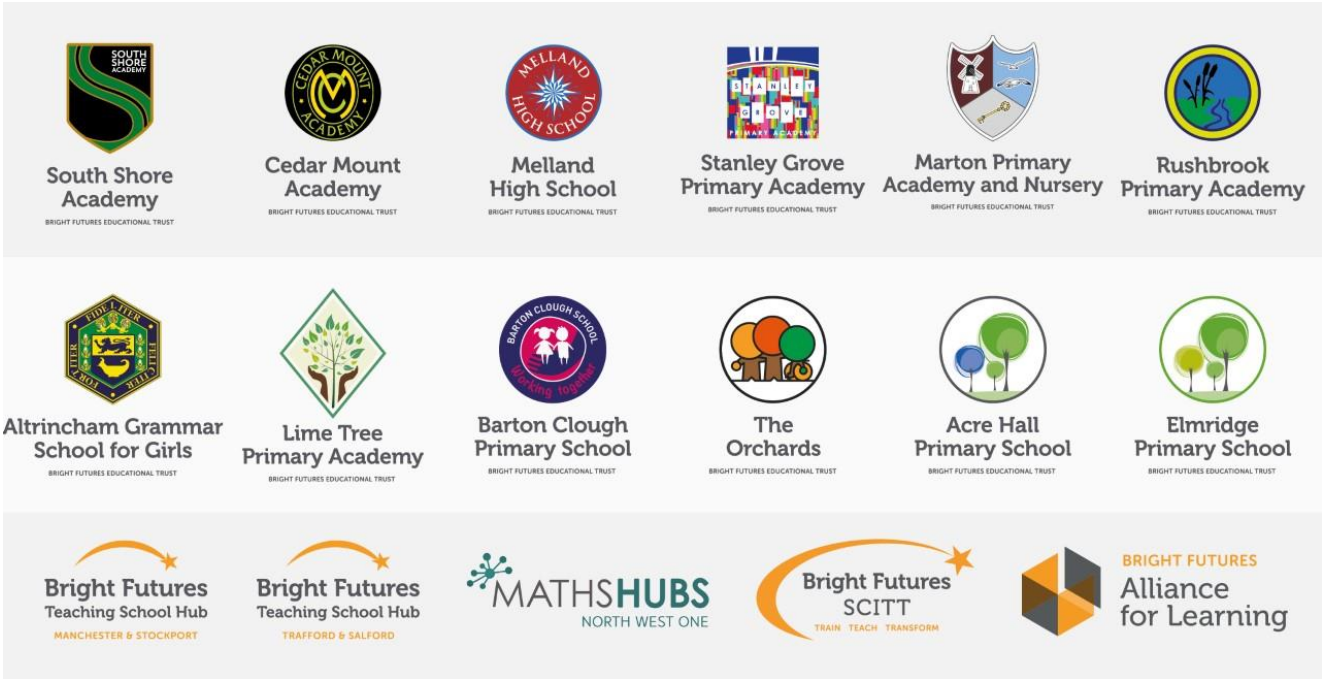
Required 01 September 2022

Overview of the Role

Altrincham Grammar School for Girls is looking for an enthusiastic, well-qualified teacher to help lead a very successful department as Second in English. **The full job description and person specification are at the end of this pack.**

Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust (MAT) set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: **community, integrity,** and **passion**. In everything we do, we remember that we are accountable to the children, families, and communities that we serve.



Our schools have their own identities and form one organisation and one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals, and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: About Us

The central team comprises the Executive Team: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Development, Partnerships and Teaching School Hubs; Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge, and support. In addition to the Executive Team, we have

central operations for Finance, HR, Educational Psychology, Marketing and Communications, and Digital Technologies. Please see our website brochure which explains our central operations: Working together for a Bright Future.

Bright Futures Development Network is another important outward facing component of our organisation made up of a number of hubs and networks at the heart the Trust. In January 2021, after significant national reforms to the teaching school policy Bright Futures was designated with two new large-scale Teaching School Hubs, which replace the Alliance for Learning Teaching School. This growth and expansion in our outward facing work brings about a significant increase in accountability and reach. The two Bright Futures Teaching School Hubs are designed to provide strong strategic regional leadership to build robust partnerships to support teachers and leaders in every phase and type of school, at each stage of their development. A crucial part of the hub remit is carefully ensuring structured collaboration. The Teaching School Hubs are at the forefront of providing high quality professional development, playing a significant role in the implementation and delivery of: The Early Career Framework, National Professional Qualifications (NPQ), Initial Teacher Training and Continuous Professional Development (CPD). The Hubs work directly with the Department for Education and national NPQ/ECT providers. In addition to this, the Hubs enhance the professional development needs of Bright Futures schools and academies. Within this outward facing area of Bright Futures Educational Trust, we have a commercial offer run through the Alliance for Learning which provides first-class school improvement services and CPD to over 700 schools, further complementing the work of our Teaching School Hubs. Our School-Centred Initial Teacher Training (SCITT) Bright Futures SCITT is also an integral part of the Teaching School Hubs, with over 10 years' experience and judged Good by Ofsted, we offer Early Years, Primary and Secondary teacher training programmes. Within the Bright Futures Development Network, we are also proud to have a Maths Hub: NW1 Maths Hub offering a wide range of maths specific high-quality professional development opportunities and training/coaching to 500 schools.

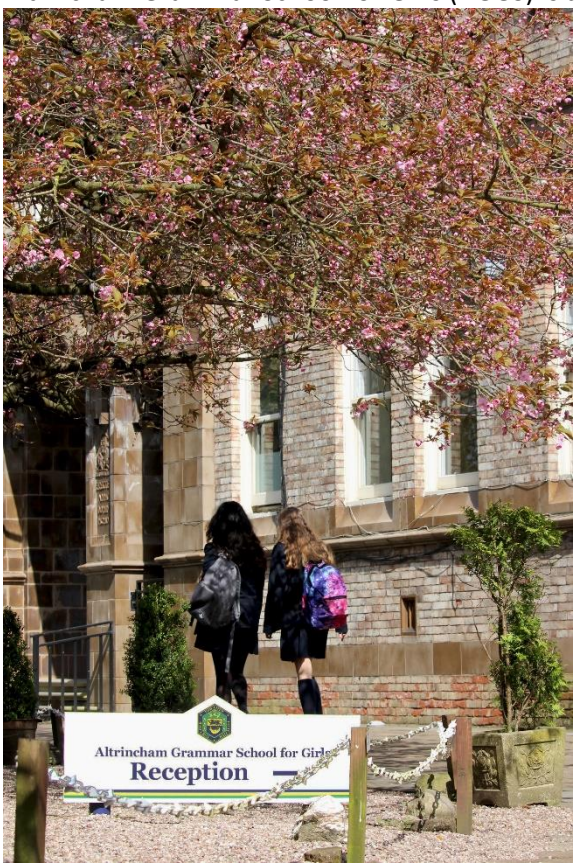
Bright Futures
DEVELOPMENT NETWORK

Bright Futures Teaching School Hub MANCHESTER & STOCKPORT
Bright Futures Teaching School Hub TRAFFORD & SALFORD
MATHSHUBS NORTH WEST ONE
Bright Futures SCITT
BRIGHT FUTURES Alliance for Learning

Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the Bright Futures' family work closely together. Our Strategy was developed collaboratively and can be found on our website: Our Strategy

Altrincham Grammar School for Girls

Altrincham Grammar School for Girls (AGGS) is a highly successful single sex 11 -18 academy in the South Trafford area. AGGS was in the first cohort of schools to be designated a national teaching school in 2011. AGGS is the lead school in 'The Alliance for Learning', which comprised schools of every type and phase, plus universities, throughout a wide geographical area. The impact of teaching school activities has been felt within the Trust and far beyond. We have a reputation for excellence regionally and nationally, of which we are very proud.



AGGS is committed to providing equal opportunity in recruitment and employment to all individuals. We will consider candidates without regard to race, ethnicity, gender, religion, sexual orientation and identity, national origin, age, military or veteran status, disability or any other legally protected status; and without discrimination based on socioeconomic, marital, parental or caregiving status, or any of the previously listed characteristics or statuses.

We value the diversity of our staff and reject any form of harassment, discrimination or victimisation. The Bright Futures Educational Trust vision is: 'the best for everyone, the best from everyone'. To achieve this, we create and maintain a work environment and culture where people from different backgrounds, and with varying lifestyles, interests, opinions and responsibilities, treat each other with dignity and respect. It is a climate in which our staff feel safe and are inspired and motivated to be their best.

Our school is dedicated to sustaining and promoting diversity with respect to recruitment, promotion, training and general treatment during employment. We are actively seeking to extend the diversity of our staff. Furthermore, we welcome candidates who have not had previous experience of working in a grammar school.

We aim to ensure that our recruitment processes set up all candidates for success. At interview our aim is to provide a positive experience. We don't want to catch anyone out, but rather to provide the opportunity for all candidates to be themselves and show us what they are capable of.

WHY WORK FOR US?

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the Equality, Diversity, an Inclusion statement on our website.

Terms and Conditions

Salary: MPR/UPR dependent upon experience. You will also receive a TLR 2a, which has the annual value of £2,873.00.

Pension: Teachers Pension Scheme: https://www.teacherspensions.co.uk/

Other: We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.

How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

NO AGENCIES PLEASE.

Our application form is available online, along with the disclosure of criminal background form. The portal link is Bright Futures Application Form. Alternatively, you can click Apply Now on this role via the current vacancies page of our website. Please upload the forms by Midday on Monday 16 May 2022.

The selection process may be conducted virtually, so candidates will need access to a device with a camera and a microphone to participate. However, we will confirm this following the closing date. The selection will take place on Monday 23 May 2022. You will be notified after the closing date whether you have been shortlisted.

Keeping Children Safe in Education

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Data Privacy

You can read the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: Applicant Privacy Notice

JOB DESCRIPTION
SECOND IN ENGLISH
RESPONSIBILITY FOR KS4

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure by the Criminal Records Bureau. The post is exempt from the Rehabilitation of Offenders Act 1974.

The member of staff appointed as Joint Second in the English Department will have a major responsibility for the strategic development and monitoring of key stage 4 which will be shared with the Head of Department who will take the main lead. They should also work with the other Joint Second in English to aid with the transitions between key stages. The job specification is devised to meet the present needs of the department and the school. This may be re-negotiated should the needs of the department or school change.

We are looking to appoint a well-qualified, motivated and enthusiastic teacher of English. This role would suit someone who is keen to build on their successful experience as a classroom teacher by moving to a leadership role.

- The Joint Second in the English Department is responsible to the Head of the Department. The Joint Second in English's responsibilities are, in part, derived from the Head of the English's role and therefore should be read with the generic responsibilities of the Head of Department.

Joint Second in the English Department with responsibility for KS4

- Oversee curriculum changes at KS4 English language and literature including planning, monitoring, reviewing and evaluating.
- Take responsibility for the training needs of the department at KS4.
- Take responsibility for the recording and submission of KS4 speaking and listening assessments.
- Review assessment and feedback at KS4 with particular focus on monitoring pupil progress at KS4.
- In conjunction with the Head of Department, plan and oversee transitions between KS3 and KS4.
- Monitor teaching and learning with Head of Department.
- Oversee the preparation of pupils for end of year examinations.
- Oversee information to parents and pupils within KS4 English language and literature.
- Advise the Head of Department on the departmental improvement plan.
- Lead, with the Head of Department, the school's appraisal in the English department.
- Develop and monitor with the Head of Department, value-added systems for the improvement of teaching and learning at KS4.
- Deputise for the Head of Department.
- Implement strategies to celebrate success at KS4.
- Devise, with the Head of Department, strategies for intervention for under-performing pupils.
- Act as subject mentor to trainee teachers and graduate trainees.
- Assist with assessment of girls applying to the school for KS4.
- Take responsibility for organising and minuting department meetings.

- Publicise the department's successes at KS4.
- Promote and publicise the work and achievements of the department within KS4.
- Ensure that departmental rooms present a stimulating environment.
- Carry out regular lesson observations, learning walks and work scrutiny to ensure the standard of teaching and learning in the department is consistently high and to support the Teaching School initiatives.

Person Specification

	Essential	**Desirable**
Qualifications, Educational, Training	Good honours degree in English literature or English language. QTS Recent relevant in-service training.	
Relevant Experience	Successful experience of teaching English at key stages 3 and 4.	Departmental responsibility for an area of the curriculum. Experience of teaching A level English language or English literature. Experience of the role of form tutor.
Safeguarding	A commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people.	
Knowledge, skills, abilities	The ability to teach English language or English literature to A level. Very good oral and written communication skills. Ability to exercise control in the classroom and encourage good behaviour. An enthusiasm for the subject in general and the ability to generate this in others. Ability to work as part of a team. Ability to manage and motivate others. Excellent ICT skills. Knowledge of recent subject specific issues and of current resources for English teaching. Ability to plan, organise, review and adapt. Ability to lead INSET. Ability to add to the extra-curricular life of the school.	
Leadership	Ability to motivate, support and inspire trust in others. Ability to confront and resolve problems. Ability to innovate and manage change.	

Teaching and Training School	A commitment to further training and a willingness to participate in CPD programmes. Willingness for lessons to be observed, in order to share good practice and as part of our role in educating teachers. Willingness to be engaged in school to school support.	