



RAINHILL
HIGH SCHOOL



RainhillSixth

CANDIDATE

RECRUITMENT PACK

TEACHER OF ENGLISH

(Lead Practitioner Literacy possibility)



LEARN THINK CONTRIBUTE CARE



WELCOME FROM THE HEADTEACHER



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Headteacher

TEACHER OF ENGLISH

With the possibility of Lead Practitioner responsibilities for the right candidate (LP scale 1-5)

Role Overview

DIRECTLY RESPONSIBLE TO:
Head of Faculty English

COMMENCING:
April 2024

CLOSING DATE:
Friday 9th February 2024

INTERVIEW DATE:
Wednesday 21st February 2024

Prospective candidates can visit the school by prior appointment by calling 01744 677205

Are you passionate about making a difference in English, literature and literacy across the whole school curriculum? If you are, and you have a strong track record of delivering high quality lessons and excellent outcomes for students, then come and join a high performing, supportive and forward-thinking English team at Rainhill High School, including Rainhill Sixth.

Rainhill High was graded as 'Good' by Ofsted in February 2023, with English being a deep-dive subject.

The report states, '*Leaders have ensured that all pupils, including students in the sixth form, benefit from a suitably ambitious curriculum*' and '*Students in the sixth form can study a wide range of academic and vocational courses*'. The report also states that '*staff are proud to work at the school*'

We are seeking to appoint a dynamic, ambitious and inspirational Teacher of English for Easter 2024, who has a thirst for knowledge and the drive to succeed to teach across the key stages in English.

There would also be an opportunity for the right candidate who has the experience and leadership skills, to become Lead Practitioner for Literacy at Key stage 5. We are looking for a candidate who is able to lead with clarity, vision and passion and thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition.

Applications are welcome from both experienced and newly qualified teachers.

If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. For the right candidate, there would be additional opportunities based on potential, ability, and capacity to make a difference across the school.



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”
OFSTED



JOB DESCRIPTION



Post Teacher of English (Lead Practitioner if applicable)

Grade STPCD MPR UPR / LP 1-5

Responsible to Head of Faculty: English

Set high expectations which inspire, motivate and challenge pupils;

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
3. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Lead Practitioner (if applicable)

The leading practitioner will lead on the improvement of teaching skills, focusing on the effective teaching of literacy across school and KS5 English, through modelling high-quality teaching, coaching and training other members of staff.

Duties and responsibilities

- Raising quality of teaching and learning, with a clear focus on whole school Literacy and KS5 English
- Carry out teaching responsibilities in line with the professional duties of a teacher
- Model consistently high-quality teaching and be able to demonstrate excellent practice to others
- Produce high-quality teaching materials that support excellent practice both in relation to Literacy and KS5 English
- Prepare and deliver training courses across the school to improve teachers' practice
- Support with teachers' professional development and appraisal through carrying out lesson observations, providing feedback and implementing strategies to improve practice
- Provide mentoring/coaching to individual teachers' in need of 1-to-1 support to improve their practice
- Use data to identify individuals or groups that need further teaching support and develop and implement strategies to raise the quality of teaching
- Use data to identify individuals or groups of pupils that need targeted support, and develop and implement strategies to raise achievement
- Set challenging and ambitious targets for pupils on interventions and update parents' on progress
- Measure and assess the impact of interventions to raise achievement for pupils and the quality of teaching
- Promote strategies which support differentiation, inclusion and positive behaviour

PERSON SPECIFICATION

Criteria	E/D	A/I
<u>Experience Pupil Progress</u>		
Familiarity with GCSE and KS3 requirements in English	E	A/I
Familiarity with KS5 requirements in English	D	A/I
Track record of expertise and raising achievement and securing improvement	E	A/I
Familiarity with A level syllabus requirements in English	D	A/I
Knowledge of effective teaching and learning strategies at KS5 and in regard to Literacy	D	A/I
To be able to articulate a vision for learning	D	A/I
<u>Qualifications Skills and Abilities</u>		
Good Degree in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Evidence of further professional development at Masters level	D	A
Relevant, recent experience of working in an 11-16 or 11-18 school	E	A
Experience of teaching across the ability spectrum	E	A
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Excellent written and oral communication skills	E	A/I
Shows a strong commitment to equity in provision for students and a belief in the potential of every child	E	A/I
Demonstrate the ability to enthuse, inspire and motivate students, staff, and parents	E	A/I
Willingness to get involved in the wider life of the school	E	A/I
<u>Leadership</u>		
Track record of excellent leadership at subject level	D	A/I
Experience of bringing improvement by influencing others	D	A/I
Track record of successfully managing other adults	D	A/I
<u>Quality of Teaching</u>		
Ability and experience of teaching English at KS3 and GCSE	E	A/I
Ability and experience of teaching English at KS5	D	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of “Outstanding” practice	D	A/I
Experience of planning and delivering interventions for pupils	E	A/I
Knowledge of the barriers to learning that pupils may face	E	I
Tailoring plans and interventions to individual pupils	E	I
Knowledge of effective behaviour management strategies	E	I
<u>National Standards</u>		
Evidence all of the Teaching Standards in routine practice	E	A/I
Understanding of GCSE reforms across both language and literature	E	A/I
<u>Ethos and Extra Curricular and Curriculum enrichment</u>		
Evidence of inclusive practice	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
<u>Commitment to Equal Opportunities</u>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

Essential requirement of the role A = Assessed via the application form P = Presentation

D = Desirable requirement of the role I = Assessed at Interview

T = Task

E =

The English Faculty

Welcome to Rainhill High School's English Faculty. We are an ambitious team and over time have built up a high performing faculty in both English Language and English Literature at KS3, KS4 and KS5.

It is through the study of English and the development of sophisticated skills of communication that we can unlock doors for our pupils and support them to thrive. The English Faculty at Rainhill High School is dedicating to fostering student success, skill and love for English in all its forms by providing a solid and diverse academic foundation to allow us to maximise intellectual and creative potential in each pupil.

Aims

- To provide an exceptional experience of the English Curriculum both in and out of lessons.
- To stimulate and maintain pupil interest in English through the highest quality teaching and learning, taking into account starting points and any barriers to learning.
- To develop pupils' ability to communicate, orally and in written form, at all levels, using appropriate strategies to address different audiences and purposes equipping them to meet both the demands of external examinations and to be effective communicators in their adult lives.
- To maximise the achievement of pupils in English language and in English Literature at Key Stages 3, 4 and 5 against national and locally agreed benchmarked targets.
- To promote good citizenship by incorporating concomitant skills and issues into all our schemes of work across all Key Stages.

English Faculty Ethos

- We are a forward-thinking and dedicated team of experienced English specialists.
- We are committed to the development of best practice in all aspects of English teaching.
- We value teamwork and commitment.
- We value the ability to communicate enthusiasm for our subject to our learners and colleagues alike.
- Our major concern is the nurturing of the individual child within a secure learning environment, while promoting independent learning and challenging each pupil to achieve his or her potential.

Curriculum

- At Key Stage 3, all pupils follow a 3 year curriculum structured and delivered according to the updated NC guidelines for English. Our schemes of learning are designed to ignite an enthusiasm for both English Language and English Literature and include the study of diverse and challenging texts from all genres, providing our learners with a solid foundation for GCSE and A Level study.
- Pupils will begin Key Stage 4 in Year 10 and study EDUQAS GCSE English Language and Literature.
- At Key Stage 5, we offer two distinct A Levels in English; AQA English Language and AQA English Literature A.

Examination Performance

All students sit both English Literature and English Language

		GCSE			
	2023	2022	2021	2019	2018
English overall			CAG		
A8	10.29	10.78	10.75	10.44	10.66
P8	-0.01	-0.02	+0.14	+0.19	-0.04
9-7	21%	21%	20%	22%	26%
9-5	65%	65%	64%	75%	67%
9-4	82%	81%	83%	89%	84%

English Language					
9-7	16%	20%	20%	21%	19%
9-5	54%	65%	69%	68%	59%
9-4	75%	84%	89%	85%	81%
English Literature					
9-7	22%	23%		8%	24%
9-5	61%	64%	59%	57%	56%
9-4	77%	79%	78%	80%	75%

	A Level				
	2023	2022	2021	2019	2018
English Language			CAG		
A*B	67%	56%	44%	68%	43%
A*C	100%	94%		92%	57%
English Literature					
A*B	33%	55%	75%	75%	40%
A*C	83%	100%		88%	60%

English Faculty Staff List

Personnel

Position in Faculty

Claire Dickman	Head of Faculty and Whole School Literacy
Wendy Segal	Deputy Headteacher – Raising Standards
Hannah Pagan	Head of Key Stage 3 English
James McCrea	Head of Key Stage 4 English
Vacancy	<i>English Teacher / Lead Practitioner Literacy</i>
Laura Melia	English Teacher
Laurissa Farrell	English Teacher
Maria Ball	English Teacher
Claire Dean	English Teacher
Sage McParland	English Teacher
Katherine Kane	English Teacher
Nicola Evans	English Teacher
Rachael Chandler	English Teacher
Victoria Tyrer	Reading Recovery
Madeleine Dugdale	School Librarian

Resources and Rooming

- Twelve dedicated and well-equipped English classrooms.
- One dedicated English Intervention classroom.
- Purpose built new library which includes a classroom area for the teaching of library lessons.

ICT Provision

- All English classrooms are fitted with an IWB.
- Laptops are available for booking across the school.
- Good access to ICT.

Curriculum Enrichment Activities:

- Visits by authors and poets, most recently Anthony Mc Gowan in 2022 and Curtis Jobling in 2019.
- Regular theatre visits, most recently 'An Inspector Calls' in March 2023.
- Curriculum-related drama workshops and performances in school, most recently 'A Christmas Carol'.
- Poetry and prose writing competitions – in house, local and national.
- Literature and Language workshops for A Level students.
- Celebration of 'World Book Day'.
- Scholars' Reading Club for A Level students.
- Newspaper Club.
- Board Games Club.
- First News Club.

- Scholastic book fairs visit twice yearly.
- BASH reading group and library visits.
- 'Literature Academy' for pupils in Y11,12 and 13.
- National Theatre Live screenings in school and screening of film adaptations of set texts.
- Board Games Club.
- Locomotive School Newspaper Club.
- Poetry Club.
- Reading Club.
- Seminars to support English Literature study at GCSE.

"The English Faculty at Rainhill High School has a supportive, caring culture within which our students thrive and achieve. We are a collaborative team who demonstrate cutting edge approaches to teaching and learning and a genuine love of English as a subject. We ensure a love of English is shared with our students by our own passion for the subject; this is across all year groups and in the sixth form. The faculty has close links to the school's five main feeder schools to ensure a smooth academic transition. We challenge and engage our learners but we also guide them to analyse, explore and apply their knowledge in a variety of different forms. Joining our team would not only provide you with agile, enthusiastic learners but also the opportunity to work within a friendly and dedicated team of teachers."

Teaching and learning is at the heart of what we do; we pride ourselves on our supportive and collaborative approach to planning, delivery and feedback/marking.

Mrs Wendy Segal
Deputy Headteacher



GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Teacher application form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

