



Kings Langley Secondary School

Application Pack: Deputy Leader of English

www.kls.herts.sch.uk

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of Deputy Leader of English at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do.

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”

–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

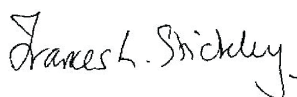
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher
Headteacher



Frances Stickle
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

The Kings Langley School: Job Description

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|----------------------|--------------------------|
| Title of Post | Deputy Leader of English |
| Grade | TLR 2B—2C |
| Reporting to: | Subject Lead of English |
| Date | December 2023 |

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

Maintain an up to date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. The post holder is responsible for ensuring that the school's child protection policy is adhered to and concerns are raised in accordance with this policy.

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document, which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes, which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Performance Appraisal Management (PAM) documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflect on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on UPS3 (upper pay spine 3) compared with a newly qualified entrant on MPS1 (main pay spine 1).

Generic Responsibilities

Teaching and Learning

- Carry out teaching duties in accordance with the school's programmes of study and the defined National Curriculum. To plan and deliver lessons and other learning activities of a high quality in accordance with the school's Teaching and Learning Policy and repertoires, adhering to all associated policies and procedures, commensurate with the high expectations associated with the relevant pay scale.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area. Liaising with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.
- Familiarise yourself with students and their needs, adapting teaching and learning and behaviour strategies appropriately for each student.
- Set targets for student attainment levels (using prior data provided).
- If required, to undertake the role of a Form Tutor as outlined in the School's tutoring programme.
- Set work for students absent from lessons in line with the school's behaviour and teaching policies.
- Work within the code of practice relating to special educational needs.
- Guiding students to reflect on the progress they have made and their emerging needs, demonstrating knowledge and understanding of how students learn and how this affects teaching.

- Encouraging students to take a responsible and conscientious attitude to their own work and
- Within the appraisal framework, maintain the highest teaching standards commensurate with pay grade.
- To have regard for the health and safety of students at all times and adhere to the school's Health and Safety policy.

Assessment and Recording

- Maintain a "teacher planner" as prescribed in the school's policy, including the recording of attainment and effort marks, homework set, student attendance and lesson plans
- Mark and return work (using the school's assessment and feedback policy) to ensure students make excellent progress and improve their skills and knowledge. Marking should include feedback on improvement and progress for each student.
- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.
- To ensure that suitably differentiated material and learning pathways are provided to challenge all students, regardless of their ability.
- Liaise with parents on students' progress as outlined in the school's Communication Policy and Procedures.

Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus and in particular, model and lead the school's defined character programme. Understand that individual performance and behaviour can have a positive or negative effect on the well-being or professional impact of all colleagues
- Set a good example in terms of professional dress and appearance, punctuality and attendance as defined by the appropriate school policy statements.
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school's prescribed sanctions and rewards procedures
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PAM documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow
- To take responsibility for personal development and progression making full use of the school's professional development opportunities and training.
- Ensure consistent application of all school policies and in particular, those relating to teaching and learning (for example, "meet and greet" at the beginning of each lesson and "quick start" activities – refer to the separate Teaching Repertoire Documentation for further detail and examples)
- Attend team and staff meetings as appropriate, contributing actively whenever possible
- To attend all supervision duties punctually and to ensure that such duties are carried out in an active manner but also remaining personable and positive
- Ensure an environment of open-mindedness, fairness and harmony and to visibly acknowledge and recognise the contributions of others.

- Although the school does not "direct teachers up to 1265 hours", it is expected that each teacher will contribute reasonably to a range of additional tasks outside of the classroom. These tasks might include additional meetings with parents, organisation and delivery of intervention strategies such as targeted revision sessions and support of other school initiatives or projects, for example, the school council or activities associated with sports programmes or the school's extra-curricular activities.
- To carry out such other duties as required, and as are commensurate with the appropriate pay scale.
- The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice sessions each week and that these activities would form part of their normal duties. However, if they were asked to run team fixtures on a Saturday morning, such tasks would be considered as additional to their normal workload and as such, would attract additional payments (see the school's published guidelines on extra curricula activities and payments).
- Science teachers would be expected to set up and carry out duties in order to prepare for a practical examination. Technology and Art teachers would be expected to provide reasonable supervision for students completing extended practical projects in their subjects.
- Drama teachers might be expected to organise and assist performances outside of the classroom. Music teachers would be expected to provide additional practice time in order to support students preparing for examinations, arrange for, or directly provide suitable musical accompaniment.
- Other subjects will have individual requirements specific to their areas and it is reasonable to expect subject and other middle leaders to make these "reasonable" expectations clear during line meetings, department discussions and performance management reviews and objective setting sessions. Any queries centred on reasonable additional activity outside of the classroom should be discussed in the first instance with the Senior Leadership Team line manager and then the Headteacher.



Duties Specific to the Post holder

Strategic Leadership (please refer to the relevant section in the appraisal documentation covering expected *standards* in school leadership)

- To work with the Subject Leader (SL) in formulating the subject area's action plan based on sound evaluation of output data.
- Make secure judgements about the standards of students' attainment, rate of progress and personal development in English based on secure evidence measured against prior attainment targets or benchmarks.
- Review with teachers their assessments for classes, identified groups and individuals.
- To remain abreast of all relevant subject developments and innovations at KS3, KS4 and KS5 and work with the SL to carry out regular and relevant reviews of the subject's schemes of work, examination courses/specifications and extra-curricular learning opportunities.
- To be responsible for the development and refinement of the English curriculum in conjunction with the SL. This includes the creation of lesson resources to support the teaching.
- Through excellent practice, well-developed teaching skills and curriculum knowledge provide coaching and mentoring support for colleagues working within the Subject Area.
- To act as role model for "good learning" by taking responsibility for personal and professional development.
- To support colleagues in developing a good learning atmosphere in their classes and to assist colleagues with resolving any breakdown of their relationships with any of their students.
- To liaise with relevant Pastoral Leaders to ensure the well being and sound progress of students working in the Subject Area.
- To respond to enquiries from parents about behaviour for learning issues where communication from the class teacher has not resolved the situation.
- In conjunction with the SL, remain abreast of and lead on all aspects of current health and safety practice, standards and national policy ensuring that the area is compliant to all relevant codes and that student safety and protection remains paramount at all times. As a consequence, carry out any required risk assessments ensuring that all reasonable precautions and actions are taken (as appropriate).
- To lead and manage the delivery of elements of the curriculum. Lead on the professional development of all staff relating to the delivery of the relevant Curriculum, ensuring access to high quality training and personal support.
- To conduct learning walks which feed into the wider QA policy of the school.
- Take responsibility for leading and developing a programme of extra-curricular activities relating to the Learning Area.

Strategic Management (please refer to the relevant section in the appraisal documentation covering expected standards in school leadership and management)

- To work closely with the SL to ensure adequate support is provided for all colleagues in the subject area (e.g. to carry out suitable monitoring and evaluation activities of the performance of ECT's and trainee teachers within the subject, including lesson observation, planner checks and student work scrutiny).
- To meet at least once every 2 weeks with the SL in order to discuss all pertinent matters and developments in the subject.

- To ensure that proper records are kept (and submitted) which monitor student attainment against targets set from prior attainment (for example, test results, internal examination results and data for academic review).
- To be responsible for the management of Subject Area resources.
- To prepare and administer assessments as per the assessment and reporting calendar. Fit raw data from assessments to a distribution of progress paths which is representative of the students' current attainment and progress.
- To manage set changes following assessments, which includes coordinating set changes, informing parents by letter and informing the data team of changes to class registers.
- Deputise in the absence of the Subject Leader.
- Analyse data for any internal exams and provide feedback to staff in subject area meetings.
- Coordinate with the subject area and ensure reports are completed and staff keep to school deadlines.
- To ensure that proper records are kept (and submitted) which monitor student attainment against targets set from prior attainment (for example, test results, internal examination results and data for academic review).
- To lead on the analysis of student data, highlighting areas of strength and weakness and then establishing appropriate responses to all findings.
- To ensure that adequate systems and mechanisms are in place to ensure the good behaviour of students working in the subject area. This might include organising subject area detentions, homework and coursework catch up sessions.
- To advise and support the SL in managing and deploying teaching and support staff within the subject area.



What is it like to work at Kings Langley School?

Kings Langley School provides a well resourced, exciting environment for staff. We have well established, detailed schemes of work and a wide range of teaching resources for all courses. All teaching staff are issued with a Laptop and we use Microsoft throughout the school. Our systems provide flexible working and a truly collaborative culture. Our staff testimonials below give a flavour of what it is like to work at a truly inclusive school:

Lucy—

Kings Langley School's community and focus has been the ideal place to begin my career as a teacher. The focus on character education, academic, and cultural capital throughout the school's day to day practice allows me to see the range of progress one can make as a teacher and the difference it makes in the classroom.

Beyond the classroom, the strength and drive of the KLS community is second to none; the extra-curricular, trips, and performances are clear signs of the skill and character staff and student alike practice day to day. It is a community I feel immensely proud to be a part of and continue to learn from.

After completing my training in 2021, it felt strange to consider another school to begin teaching, and reflecting over a year on, the thought still stands. This is easy to understand when the students you taught a year ago still say hello to you in the corridor, or a student holds back at break to talk about the class text. Additionally, the staff support and mentorship- the most crucial part of a wide-eyed-ECT's beginning- has been extraordinarily significant in my development as a teacher. I'm looking forward to continuously develop my career through the strong support of Kings Langley School.

James –

When you work in a profession such as teaching, where you really have passion for what you do, choosing a school that you matches your principles and ethos is paramount to being able to make an impact on young people's lives. After 11 years of teaching in south Essex, I joined King Langley School after a long search for the 'perfect' school, a school that had morals and values parallel to my own.

I believe that teaching is not just about academia, it is about how the students, staff and wider communities experiences of a school; it is about the language that staff use towards students, parents and each other; it is about the curriculum, the resources and how these reflect the interests and needs of each and every student. In every classroom a student and their achievements should be celebrated. You should see who they are, where they come from and where you can take them. A learning environment should empower all students to succeed and for students to be leaders in their own right.

Since joining the school I been developed professionally; being given outstanding opportunities to progress through my career and work directly with the country's leading education academics and professionals. Whilst I take a proactive approach to reading contemporary research in education, being able to work face-to-face with leading specialists in areas such as SEND, curriculum design, and character education, is invaluable to being able to shape the education and experiences that all children and young adults deserve.

I am immensely proud to be a member of the King Langley School community, to work for a Headteacher and senior leadership team who have passion and integrity, to belong to a staff body who put students at the forefront of everything they do and to be among students who have character, who are respectful, and who have confidence.

Further staff perspectives can be found <https://www.kls.herts.sch.uk/about-us/staff-perspective/>

What is it like to be a student at Kings Langley School?

At Kings Langley School, we believe that all students have tremendous potential to make a positive difference, not only to benefit themselves, but also their school and wider communities. The opinions of students are essential to the school's development, and regular focus groups of students take place to gather their views on a range of issues including teaching and learning, transition, behaviour, home-learning and safeguarding, as well as school improvement planning. Our student testimonials below give a flavour of what it is like to learn and develop at our school:

Ellen - I have attended Kings Langley for just over 4 years now and I can confirm that I have thoroughly enjoyed my school years so far. All students have an opportunity to become the best version of themselves at Kings Langley and for an abundance of reasons; in lesson time and extra-curricular time too. In class, teachers are evidently passionate about their subject which is utterly refreshing, encouraging students to want to gain knowledge and do the best that they can. I enjoy lessons as I always feel confident to ask for help and have built strong teacher-student relationships over the years. Outside of the classroom, I have always felt encouraged to get involved. There is an array of opportunity at school and I have enjoyed partaking in hobbies I love and trying new things as well. There are so many sports teams you can become a part of and even if you don't feel completely confident, teachers and students have always been so welcoming and aid you into enhancing your skills which lead you to represent the school. Personally, I love the arts and there have been a variety of opportunities in my time at school. Last year, I played a role in the school's production of Wizard of Oz and absolutely adored it! I worked closely with students of all different years, definitely making friends for life whilst being led by experienced teachers that always encourage students. It is those moments that will remain most memorable for me and have built my character hugely. The school's aim of character development; building self-regulation, empathy and perseverance have always been at the forefront and without doubt, will allow every single student to unlock potential for life.

Bailey - I have been a pupil at Kings Langley School since Year 7 and I am happy to say I have enjoyed every moment of my time here, so much so that I decided to stay an extra 2 years for Sixth Form! The array of opportunities that Kings Langley has to offer has enabled me to educate myself not only academically but outside of the classroom too. A few examples include me being lucky enough to travel across Europe on music tours to perform in cities like Barcelona and Salzburg, to represent KLS in competitive sports across the country and even visit Parliament and compete in a debate competition as part of the KLS debating society. The extra-curricular clubs have something for everyone. Each year at Kings Langley has brought new opportunities and new challenges that has enabled me gain the confidence to try new things, before last year I could barely stand in front of a crowd let alone say anything but thanks to the Music Department, I was given the opportunity to perform in the end of year concerts in front of a hall of people which is something I thought I would never be able to do. Without all these opportunities I definitely would not be the same person I am now.

I am also lucky enough to have had amazing subject and form teachers who, whether I enjoyed the subject or not, always pushed me to do my best and who believed in me. Without their support I would have never discovered my love for history (which I then took for both GCSE and A Level), my enjoyment of class discussions and debates, my ambition to achieve my goals both in school and outside of it too and most of all believe in myself to achieve what I want out of life. The support the school has given both pastorally and academically has always been above and beyond. Throughout my time at Kings Langley, the school's core values of self-regulation, empathy and perseverance have definitely come in handy and this has prepared me to be ready for the adult world.

The English Learning Area

Kings Langley School English Department requires a highly skilled, resourceful and enthusiastic teacher who wishes to join a successful team. The Department consists of 10 English staff and is housed in a suite of rooms on the first floor of the new school building. All teaching rooms are equipped with Clevertouch interactive screens and both subject areas have a wide range of paper and online resources which are used to engage students and help them progress.

The Department has enjoyed a great deal of success over the past few years, with grades at GCSE and A level consistently in line with or better than the school and national averages.

Students are currently taught in mixed ability groups across most ages in English, where we have a range of schemes of work that are dynamic, increasingly diverse and in line with the national framework and are always seeking to integrate more challenging and varied resources. Assessment is produced twice per academic year in Key Stage Three and delivered continuously in Key Stages Four and Five, as well as ongoing class and homework.



At GCSE we follow the Eduqas specification, which enables a varied choice of poetry, prose and drama texts to be studied and has produced consistency strong outcomes for our students. English Literature is a popular subject in KS5 with increasingly high chort numbers. The AQA syllabus A is taught for this qualification.

As a Department, we seek to inspire students with a love for learning and equip them with the skills needed to communicate effectively in the modern world. We are incredibly proud of being a diverse department but holding the passion for Literature and learning as central to our work.

In order to achieve this even more effectively, some of the areas we are focusing on improving in the next year are:

- The continued improvement of GCSE grades by equipping students to be more independent learners.
- The continuing development of staff at all levels, with opportunities for teaching possible at all Key Stages.
- The promotion and development of higher level reading skills in higher ability students though the use of our dedicated reading program as well as our continuing work on LitOracy.
- Greater student engagement with and responsibility for reading independently.
- The continued increase in numbers of students taking up English Literature at A level.

Living and Working in the Area

Kings Langley is a large village equidistant between the towns of Hemel Hempstead and Watford to the north and south.

The school was established in 1959 to be the secondary school for the villages of South West Hertfordshire, so the surrounding landscape is of woodland and farmland with country lanes.

There is a real sense of the village being on the rural-urban fringe, with the M25 to the south, the A41 hidden in a cutting to the west and the intercity railway line and the Grand Union Canal running to the east of the village, along the valley of the River Gade.

The village railway station is served by London Northwestern trains into London Euston, a journey of 27 minutes. Indeed lots of people are able to locate Kings Langley as the place where the train whizzes past the former Ovaltine factory, now converted to apartments.

The school itself is above the village, on the high land next to Kings Langley common, where the cricket club is located. Kings Langley gained its name from the royal manor of the 13th century established on the top of the hill for hunting and a retreat from London.

A site of clean air and open space, attributes that are still true today.

Culturally, the local towns of Hemel Hempstead, Watford, Tring and Aylesbury all have theatres which receive travelling productions and produce their own shows. Tring and Berkhamsted are market towns with independent shops, cafes and restaurants, attributes that are also true of the historic city of St Albans to the east. Watford and Hemel Hempstead have larger shopping centres to meet every day and occasional shopping requirements.

There are also local traditions that bring a rhythm to the year, with the village carnival on the common in June, the summer festival of the arts in Watford in July and August, the fireworks display in Chipperfield in November, and the lights-switch on before Christmas in Kings Langley. The school has links with the Kings Langley Players, an amateur theatre group. The jazz band perform at the carnival and the lights switch on each year.

With the Chilterns area of outstanding beauty on our doorstep, the school is well located for staff to relax in splendid landscape at the weekends.

There are a multitude of walking, running and cycling clubs to join locally and provide a sense of home and wider community beyond school.

I breathed a sigh of relief when I got the job at Kings Langley School, a chance to teach with a view of fields and trees. Close enough to enjoy the cultural wealth of London but far enough away that each of the villages have their own identity, I have enjoyed exploring the area and making new friends locally. – Mary – Subject Leader Geography.



Working at Kings Langley School

Staff Development

Currently there are 66 teaching staff and 32 support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for ECTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.



Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.

Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

