



**APPOINTMENT OF TEACHER OF ENGLISH –
Full Time/Part Time applications will be
considered
1 year Fixed Term
Required from August 2019**



WELCOME FROM THE PRINCIPAL

Thank you for your interest in the Teacher of English vacancy at Uppingham Community College. This is a fantastic opportunity to join the highest achieving department in the school. Our English team are an exceptionally talented group of professionals who work in a positive, collegiate manner to provide our students with an inspirational learning experience.

Our key values as a school community are: Respect, Honesty and Kindness. Everything we do is based upon these simple core principles.

We are committed to the highest standards of education and have invested in staff, facilities and resources to ensure all of our students acquire the knowledge and skills required to succeed in an ever changing world.

We offer a broad and balanced curriculum which meets the needs of each individual and we continually focus on developing teaching and learning by focussing on educational research and investing in staff development.

At Uppingham Community College we put the student at the heart of everything we do. Our vision as a school is simple:

To ensure everyone at UCC thrives, making excellent progress in their learning, achievement and development.

As teachers, leaders and as parents ourselves, we understand the importance of young people feeling safe and happy at school. We work tremendously hard to ensure the environment at UCC is welcoming, positive, safe and focussed on learning. We are relentlessly aspirational for our students and we want them to achieve the highest possible standards of academic excellence, alongside becoming amazing young adults.

As a school we are very committed to developing our staff. I firmly believe that in order for our young people to flourish we must invest in the development of our staff so they can thrive professionally and provide an excellent education for our students. We are determined to provide a working environment for our staff in which workload is manageable, job satisfaction is high and where we are focussed on the aspects of school life that make the biggest difference in the lives of our young people.

We are a school that has excellent staff attendance and retention levels. Consequently our staff turnover is very low and recruitment opportunities are quite rare. Therefore this is an exciting opportunity to join a fantastic school, work within a great team and teach a superb group of young people.

Uppingham Community College is a wonderful place to learn and to work! I look forward to receiving your application.

Ben Solly

Principal

GENERAL INFORMATION

Uppingham Community College is an oversubscribed secondary school with 912 students on roll. The great majority of students are of White British heritage and very few speak English as an additional language.

UCC was inspected by Ofsted in [September 2017](#). The inspection identified that the school continues to be *Good*. The report outlines the major strengths of the school to be the standards of teaching, the ambitious and effective school leadership, the exemplary behaviour of students and the strong ethos which is represented by the school values of *respect, honesty and kindness*. The report identifies the following areas to focus on next:

- build on recent improvements in English, so that pupils' progress in English matches their strong progress in mathematics, science, the humanities and languages
- ensure pupils make better progress in the small number of option subjects where achievement is not consistently good
- increase the attendance of disadvantaged pupils
- ensure there are clearer arrangements for monitoring pupil premium spending and for measuring the success of leaders' work to support disadvantaged pupils.

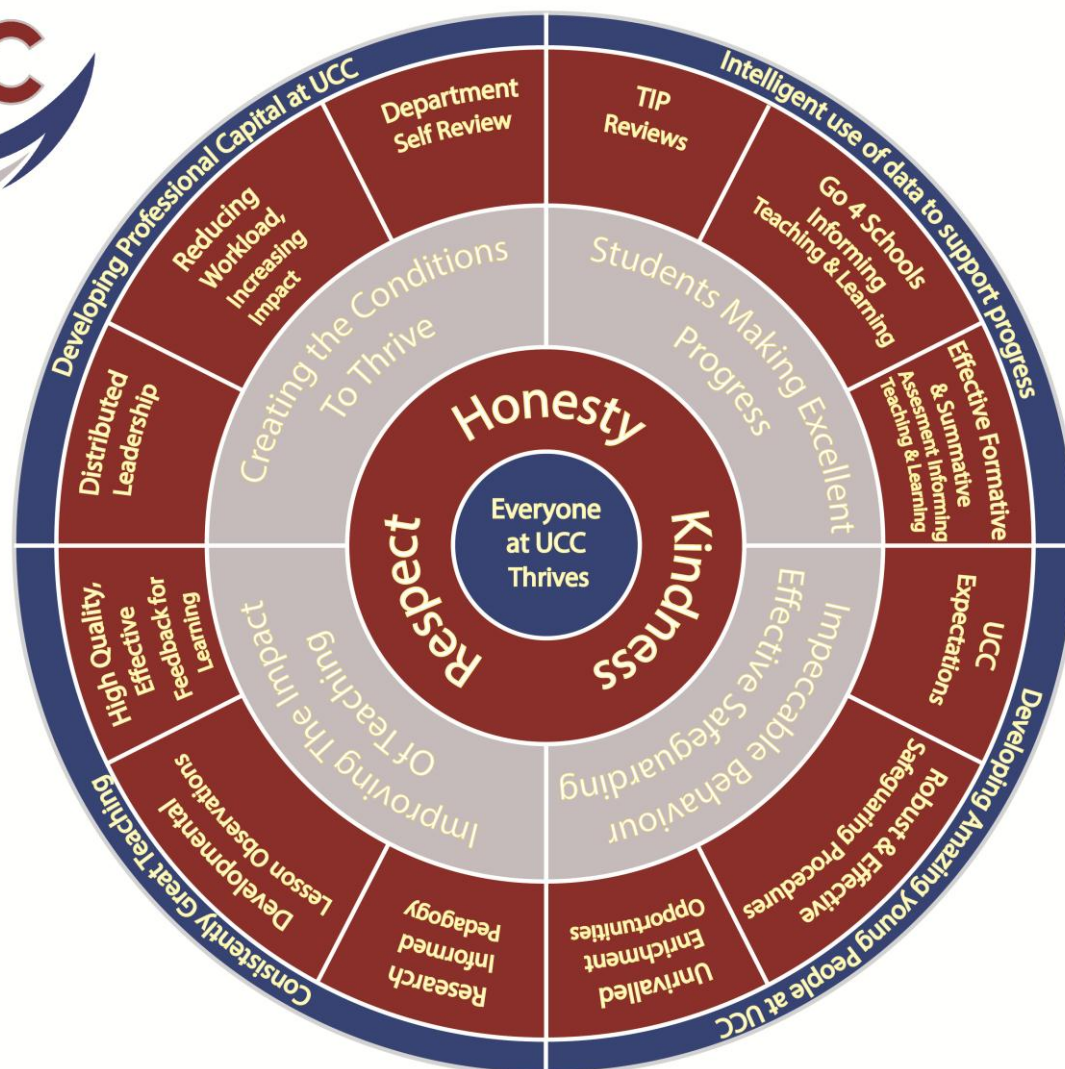
UCC has consistently achieved GCSE results that are significantly above the national average in terms of student attainment and for the past two years the Progress 8 score has been positive.

Measure	2015-16	2016-17	2017-18
Progress 8	0.12	0.13	0.21
Attainment 8	54	52.2	53
5+ English & Maths	N/A	57%	58%
4+ English & Maths	73%	82%	80%

The core values of UCC are **Respect, Honesty and Kindness**. These simple and memorable principles provide the foundation for all decision making and behaviour at UCC. UCC places significant importance on the holistic development of young people and delivers this through a comprehensive pastoral support structure, a broad and balanced curriculum and an outstanding enrichment programme.

Students participate in an extensive range of extra-curricular activities and have opportunities to experience learning outside of the school environment through various educational visits. UCC has an outstanding reputation for sport locally and students compete in a wide variety of competitions across Rutland and beyond. UCC provides students with the opportunity to take the Duke of Edinburgh's Award up to Gold and the most able students in Key Stage 4 can study the Higher Project qualification. Students receive CEIAG that ensures they are guided towards the most appropriate post 16 pathways. All Year 10 students participate in Work Experience in the summer term.

OUR SHARED VISION – this vision wheel encapsulates everything we are aiming to achieve as a school, alongside how we plan to be successful and the values that guide the way in which we work.



UCC Vision - Everyone at UCC Thrives, Making Excellent Progress in Their Learning, Achievement and Development

LEADERSHIP AT UPPINGHAM COMMUNITY COLLEGE

Our Senior Leadership Team (SLT) consists of our Principal, Mr Solly, two Deputy Principals, Mr Anderson and Mr Brookes, Assistant Principal Mr Rhodes and Finance Director Mrs Croote. This vacancy has arisen due to the promotion of our current Head of English, Clare Duffy to Assistant Principal for 2019-20. The SLT are supported by an Extended Leadership Team consisting of nine Heads of Department who oversee the curriculum and standards in each subject.

The welfare and care of our students is of utmost importance. We believe that outstanding personal development and academic achievement are rooted in a holistic approach; ensuring students are happy, healthy and safe. Our key values of respect, honesty and kindness are at the heart of the day to day practice of all staff, offering care, guidance and support consistently to each individual.

Our shared vision and values enable us to focus on providing the best possible experiences and outcomes for each individual. Our Maximising Learning Team (MLT) provide opportunities for students to grow, to learn and to succeed. Our MLT is made up of:

Progress Leaders – we have five progress leaders, one for each year group. Progress Leaders are teachers who lead a year group and guide them through each of their five years at UCC, focussing on student progress across all subjects and working to engage students in opportunities to enhance their overall experience.

Personal Development Coaches – we have three personal development coaches at UCC. The role of the PDC is to support students in their all-round development, challenging them to become reflective, responsible and empathetic members of our school and the wider community.

The work undertaken by these experts is reinforced by the Form Tutors who manage the day-to-day care of our students in addition to delivering the Personal, Social & Health Education aspects of the curriculum. The Form Tutor is a valuable and vital link between college and home and we always encourage a strong and close working relationship between tutors, parents and students.

Student voice is important and high profile at UCC. From our Head Boy and Head Girl and their Student Leadership Team, through to our Student Council and Form Representatives; we give all students the opportunity to have a say in how our school develops and evolves.

The role of the Governing Body is to support, challenge and be a 'critical friend' in relation to the work and future development of the College and the wider community. Good governance requires involvement in strategy and policy development; ensures sound personnel and financial management; measures performance and supports the pursuit of challenging medium and short term goals.

The work of the Governing Body is facilitated through Full Governor Meetings, various Committees, plus Special Area and Curriculum Links. Governors are also involved in other day to day activities in support of the Principal and Staff as required.

THE ENGLISH DEPARTMENT AT UPPINGHAM COMMUNITY COLLEGE

The English department is currently staffed by 5 full time and 2 part time English teachers, including the Head of Department, 2nd in Department and a Lead Practitioner. Each teacher has their own teaching room which is well resourced with an interactive whiteboard, projector, visualiser and a library of class reading books.

English is taught in mixed ability form groups in year 7 with setting from year 8 onwards. The KS3 curriculum is very varied, covering a range of reading and writing topics, with a close link to the college library and developing a love for reading. All of the KS3 units and their assessments have been recently redeveloped and are linked to the new GCSE assessment objectives, allowing students to begin to develop their GCSE skills early on. We begin the GCSE specifications at the start of year 10 and follow AQA English Language and AQA English Literature, offering all students 2 GCSEs.

GCSE examination results for 2018 were our best results so far:

Subject	% Grade 4+	% Grade 5+	% Grade 7+
English Language	84%	72%	24%
English Literature	90%	69%	22%
Language and Literature Combined	95%	82%	30%

In addition, our students gained 17 grade 9s last summer across Language and Literature which was a fantastic achievement for them. We also achieved an overall progress score of +0.45. All students sit both Language and Literature with some also entered for the Step Up to English qualification. English results have increased consistently and we have set ourselves ambitious targets to build on this success for our current students.

The English department is a very experienced group of professionals. There is a great team spirit and we all regularly meet to collaborate, share ideas and disseminate new resources. There is an emphasis upon using academic research to improve learning and we are continually developing our use of new AfL techniques to deepen students' long term understanding. Relationships within the team are excellent and each member's contributions are equally valued. This team ethos is reflected in our relationships with students – the team build an excellent rapport with students resulting in learning environments which are purposeful and enjoyable.

Our vision for the English department is simple and something we strive towards in all of our lessons:

To develop a culture where reading is celebrated and shared. Students learn about their place in the world and have the confidence to experiment with language.

Title of Post	Teacher of English
Job purpose	To work with students and staff to raise attainment and achievement.
To whom the post holder reports	<p>The post holder is responsible to the:</p> <ul style="list-style-type: none"> • Principal in all matters • The Governing body in the Principal's absence. • The line manager. <p>The post holder is also expected to interact on a professional level in order to promote a mutual understanding of the curriculum and its impact on the College policy and practice, with the aim of improving teaching and learning within their teaching area.</p>
The post holder may offer guidance and support to:	Support staff
Duties and responsibilities specific to the post	<p>Strategic direction:</p> <ul style="list-style-type: none"> • Support the aims, ethos, vision and policies of the College. • Develop positive working relationships across the College. • Monitor and maintain policies and practices which reflect the College's commitment to high achievement, and which are consistent with national and College strategies and policies. • Contribute to whole-College development planning. <p>Teaching and learning:</p> <ul style="list-style-type: none"> • Continually strive to create innovative and challenging teaching methods to engage and stretch students. • Teach all students according to their educational needs. • Support the monitoring and evaluation of teaching and learning across the English department. • Develop and implement systems for recording individual pupils' progress, and collect and interpret specialist assessment data. • Ensure schemes of work are differentiated appropriately and evaluate the impact on teaching and learning. • Develop and maintain positive relationships with parents to actively involve them in the learning process. • In conjunction with primary colleagues, develop consistency and progression in the 11-19 programmes. • When appropriate, work with a tutor group to provide guidance and support for the students from Year 7 through to Year 11.

	<p>Collaborating with colleagues:</p> <ul style="list-style-type: none"> • Promote a creative and collaborative working environment. • Create, maintain and enhance effective relationships. <p>Resource management:</p> <ul style="list-style-type: none"> • Identify resources needed to meet the learning needs of pupils and advise the Head of Department of priorities for expenditure. • Monitor and control the use of these resources. • Ensure a working environment which pays due regard to health and safety requirements • Assist the Head of Department in formulating and presenting reports to the Governing body. <p>Accountability:</p> <ul style="list-style-type: none"> • Provide an annual analysis of results for the Head of Department.
Generic duties and responsibilities	<p>To work within the framework of national legislation and in accordance with the provisions of College teachers pay and conditions document. In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none"> • College policies and guidelines on the curriculum and College organisation. • County policies. • The conditions of service for school teachers in England and Wales and with locally agreed conditions of employment. • Common core of skills and knowledge for the children's workforce. <p>The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions document.</p>

Application requirements:

1. Application form.
2. Letter of application in which candidates should outline how their experience and/or qualifications match the requirements of the post.
3. Closing date for applications: Monday 25th March, 9:00 am.