



St James School

Teacher of English and Drama

Application Pack Contents

- **Copy of the Advert**
- **Why work at St James?**
- **Information about the Ted Wragg Multi Academy Trust**
- **Department Information**
- **Job Description**
- **Person Specification**



4th March 2019

Dear Applicant

Post of Teacher of English and Drama

Thank you for expressing an interest in this post. I hope that the enclosed information will encourage you to apply for it.

The closing date for applications is **midday on Monday 18th March** and we plan to hold interviews shortly afterwards. Please ensure that we are able to contact your referees by phone.

Yours sincerely

A handwritten signature in black ink, appearing to read "Amy Grashoff".

Amy Grashoff
Headteacher

St James School

Teacher of English and Drama

St James is looking to appoint an excellent Teacher of English and Drama from September 2019. The successful candidate will be passionate about their subject and an excellent classroom practitioner who delivers innovative, engaging and challenging lessons that ensure all students achieve their best.

We are an 11-16 mixed comprehensive school of 900 students situated in the East of Exeter on a relatively new, purpose-built site which offers excellent facilities for all our departments. We are an innovative and aspirational school that is driven by the highest of expectations in all that we do. We offer a rich and personalised learning environment for all of our students and work hard together to ensure everyone succeeds on a pastoral, extracurricular and academic basis. Ofsted judged us to be a strong Good in our inspection in January 2018, but acknowledged that we were on a clear trajectory to achieve Outstanding in the near future.

We want to be the best; we want to offer the best, we want our students to achieve their best. If you share our passion, vision and drive and are prepared to go that extra mile to support our students, then we would welcome your application.

Our staff are incredibly committed and passionate about all that they do and are rewarded with bespoke CPD provision, in-house career progression opportunities, regular staff-wellbeing events and are actively encouraged and supported to partake in nationally recognised qualifications like the NPQs. As a school we prioritise our staff's wellbeing, as illustrated in the Why Work at St James sheet in our application pack.

We would welcome applications from NQTs and RQTs. We provide a personalised and comprehensive programme of support to our NQTs which progresses into year two to ensure RQTs continue to receive guidance and coaching.

Application forms and further information are available from our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

Closing date for applications: Midday on Monday 18th March

Interview date: TBC

The Ted Wragg Multi Academy Trust is a values driven, rapidly growing 2 – 16 Trust with a relentless focus on transforming lives through learning by delivery outstanding outcomes for every pupil, regardless of background. With a reputation for highly successful school improvement in very challenging circumstances, we are passionate about driving up standards and raising the aspirations of all our pupils.

The Ted Wragg Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and operate in accordance with the Safeguarding and Child Protection Policy. All applicants will be subject to a full Disclosure and Barring Service check before an appointment is confirmed.



Why work at St James?

St James is a thriving, diverse and proud community. As an inclusive and committed team we are positively and diligently raising standards. Our aim is for students to achieve excellent outcomes, move onto exciting post-16 activities and most importantly to gain a range of skills and experiences which enable them to be happy and successful in the future.

We are an 11-16 mixed comprehensive school of 900 students situated in the East of Exeter on a relatively new, purpose-built site which offers excellent facilities for all our departments. We are a school with very high expectations of, and for, our students; only their best is good enough. We provide students with opportunities to shine through excellent teaching and innovative practice, a vibrant extra-curricular provision and a curriculum that challenges and inspires from the start of year 7 and is increasingly personalised as students move up through the school.

We are one of the highest performing schools in the area, and regularly over-subscribed, because we believe that students achieve excellent outcomes as a result of five years at a school where they are happy and engaged at all times; where they are challenged from day one and are consistently supported to be the best they can be. Ofsted judged us to be a strong Good in our recent inspection in January 2018, but clearly acknowledged that we were on a clear trajectory to achieve Outstanding in the near future.

In 2018 St James' GCSE results were the strongest to date, building on previous high levels of performance that have been sustained for a significant number of years. This continued improvement has been achieved in a year when nearly all subjects are now following the new much more rigorous and challenging style GCSEs. Headline figures show that 56% of students are leaving with a grade 9-5 in English & Maths and 73% with a grade 9-4 in English & Maths. 81% of students achieved a 4 or above in English, and 67% a 5 or above, whilst in Maths 82% achieved a 4 or above, and 66% a 5 or above. 55% of students achieved at least five 'strong' 9-5 passes including English & Maths with 69% achieving at least five grade 9-4 'standard' passes including English & Maths.

Over 12% of all grades awarded were grades 8 & 9 and 25% of all grades awarded were 9-7. These top grades were achieved across all subjects with the following grade 9-7%: Biology 80%, Chemistry 75%, Physics 75%, Computing 35%, French 32%, Music 31%, Maths 30%, Media Studies 29%, English Language & Literature 27%, iArt (photography) 25%, Geography 21%, History 20%, Food Nutrition 20% and Religious Studies 20%.

The school's aspirant and academic curriculum means that 36% of students achieved a 'strong' pass in the Ebacc qualification and 54% of all students achieved at least a 'standard' pass of grade 9-4 in the same suite of subjects. The high percentage of students entered for the Ebacc (73%) and the strong achievement in French (32% 9-7, 64% 9-5, 84% 9-4) are two of the reasons why St James has been asked to become an MFL Hub by the Department for Education (one of only nine hubs in the country). For more information on this exciting development, please see <http://www.stjamesexeter.co.uk/latestnews/3666/>.

Our staff are incredibly committed and passionate about all that they do and their wellbeing is one of our key priorities year on year to ensure that they are looked after and generously rewarded for their contributions.

We offer our staff:

- A bespoke CPD programme for each member of staff, utilising in-house and external sources
- In-house and Trust-wide career development and progression opportunities
- Regular staff-wellbeing events of a sporting and social nature.
- A clear, robust, high expectations based behaviour system that all staff and students follow; learning is key and cannot be disrupted.

- A school that is 100% teaching and learning focused; that philosophy is at the heart of every decision made and action carried out – what happens in the classroom needs to be good enough on a day to day basis for our own children – and drives the school forward. There is no room for egos or for game playing; it is all about the students.
- Great students who really want to learn and who have clear aspirations for their own futures – you can make a massive difference to them
- Wellbeing Wednesday – staff actively encouraged to leave school site (if they wish to) at 3pm so that they have the afternoon for their own personal use.
- A reduced calendar of meetings. All department, CPD and CLT meetings scheduled for Tuesdays, with Parents' Evenings and school events on a Thursday (periodically), leaving Monday, Wednesday and Friday free for individual time.
- A number of staff wellbeing initiatives – cake at break, heroes of the week, hospitality before evening events, welcome back wellbeing bags, early finish/late start cards, no morning briefing after a late evening school event, reduced duties during the school day – to name but a few.
- A visible, aware, reflective and supportive SLT who know their staff and students and who lead by example
- Time: we employ two cover supervisors which means that a) staff are used for rarely cover as little as possible and (b) that there is ample opportunity for staff to attend external CPD, engage in shared planning opps and run enrichment events for students
- Flexible timetabling to fit personal circumstances, where appropriate and possible
- Generous PPA allocations (within the local context) for TLR posts
- Two days paid absence per 12 month rolling period for 'child sick' unplanned absences
- Paid absence for significant family occasions, e.g. weddings, graduation
- Same-day centralised detentions which help to support the expectation for impeccable behaviour, leaving teachers free to teach and prepare their lessons
- Feedback policies that are department based so designed to match your subject, curriculum structure and assessment plan and that respond to developments in feedback strategies – they are not whole school and do not involve marking for markings sake.
- A whole school CPD programme that involves 30 minute sessions that are 100% focused on sharing good practice and promoting efficient and effective teaching strategies; its purpose is to support staff to continuously develop.
- A Quality Assurance Review process that is department and individual driven – we believe that trusting our staff with autonomy helps to develop a strong staff culture and sense of accountability
- Only three data drops a year (with an additional for just year 11), ensuring it is manageable, yet valuable, with marksheets being time-efficiently created to ease completion.
- Collaborative department planning with centralised, shared units of work and resources
- A professional progression model to enable great teachers to remain in the classroom via our Lead Practitioner and Lead Teacher – Dept/Whole School routes, in addition to the SLE route within the TSA.
- State of the art facilities in a PFI school, centrally located surrounded by the beautiful Devon countryside.

The Governing Body:

The Local Governing Body operates with full delegated authority from the Ted Wragg Multi Academy Trust and is directly accountable to the Trust. The governors understand well their statutory duties to hold leaders to account as well as setting the strategic direction of the academy and ensuring the academy has a sound financial footing. Their commitment is absolute, believing in social justice they bring a rich background of experience beyond education. They are led by a chair determined for the academy to be a first choice for parents and where every child is given the opportunity to fulfil their potential.



Ted Wragg Multi Academy Trust

Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about education in general, and in Exeter in particular, and about how education can transform young people's futures.

The Trust share Ted Wragg's passion for education and the difference it can make to social mobility, progression, self-esteem and ultimately success, in an increasingly competitive education and jobs market.

The Ted Wragg Multi-Academy Trust's ambition is to raise the aspirations of young people and enable them to become fulfilled, confident and motivated citizens, able to contribute actively to a democratic society. All students within the Ted Wragg Multi-Academy Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative provision.

The Aims of the Trust are to:

- Work in genuine partnership to strengthen schools and their communities
- Foster a culture of positive challenge and continual school improvement.
- Provide a common sense of purpose with a focus on outstanding teaching and learning.
- Offer an excellent educational experience so that every student fulfils their potential.
- Encourage a rich, dynamic and purposeful range of learning opportunities for all students.
- Develop life-enhancing values so that students leave school with a sense of self-worth and determination to succeed.

The Ted Wragg Multi Academy Trust currently has four school members, Isca Academy, St James School, the Cranbrook Education Campus, Exwick Heights and West Exe School. It has trustees from the University of Exeter and Exeter College as well as from local businesses.

The key aspect that makes this Trust exceptional is that with the 'Members' we have an inspirational progression route from an Outstanding Primary, through an Outstanding FE College, to a world-class University.

Website: <http://www.tedwraggtrust.co.uk>



The English Department

The English Department at St James is a consistently high performing department; we are proud of our achievements, but work hard to continually improve our practice and teaching to ensure our students have the best possible experience in their time with us.

The English team at St James is expanding and is wide-ranging in both experience and expertise. We have experience spanning from only a year to 15; from backgrounds in theatre to retail; from expertise in Shakespeare to film & media. Currently, the team comprises a Head of English, a KS3 Coordinator, a KS4 Coordinator, a Lead teacher and eight other full-time or part time teachers (two of whom are members of Senior Leadership and one of whom are Heads of Year). The department has seven dedicated classrooms with projectors, speakers and lots of space for interactive activities.

English at St James is a subject that puts excellent teaching and learning at the heart of everything we do, to ensure students fulfil their potential. We strive to develop classrooms where student independence, interdependence and talk are central to the learning. Collaboration in planning and developing the curriculum is essential to the department at St James to ensure students have a consistent approach in English whoever their teacher is.

At GCSE we have engaged with the new specifications for first teaching from 2015, and have already developed our curriculum to reflect the demands. We constantly review our approach to GCSE and our curriculum design in order to ensure we get the very best out of our students. We also offer GCSE Media Studies. At KS3 we have devised interactive and varied Long Term Plans that see students gain extensive experience in the many different mediums that come under the umbrella of 'English': reading poetry, prose, media and non-fiction texts, writing, speaking & listening, drama, and film. The department work from shared schemes of work, and these are constantly being reviewed and updated to reflect our students' interests and ability. We endeavour to invest in the texts we teach regularly, and have a range available, from newer texts such as *Kick* and *The Boy in the Striped Pajamas* to some old 'classics' like *Private Peaceful* and *Stormbreaker*. And not just novels, but plays as well – like *The Woman in Black*, *The Tulip Touch* and *Frankenstein*. Additionally, there are also opportunities for collaboration with Drama; there are opportunities to teach KS3 Drama currently, and members of the department support school productions through front of house or backstage roles.

The English department offers a lot of extra-curricular opportunities to all students. In the past few years, for example, we have sent students to Exeter University Masterclasses; run a trip to The Globe; taken groups of students from Year 7 to Year 11 to the theatre; participated in writing competition and participated in Youth Speaks competitions. Additionally the English team goes that extra mile to ensure that students succeed; running revision sessions and twilights before exams, producing revision booklets and practice papers, and always ensuring we are available for consultation.

We are a reflective department and undertake regular reviews to inform our self-assessment. Staff input is valued and we also interview students and undertake lesson observations and work scrutinies. We have an open door policy when it comes to sharing good practice, as we believe that the best way to move forward is to work collaboratively and learn from each other. This has helped us to implement many improvements and has increased student engagement with, and enjoyment of, the subject.

Laura Newton
Assistant Headteacher and Head of English



The Drama Department

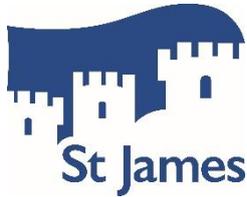
The subject of Drama is extremely important to St James, both at curriculum and extra-curricular level; it is a subject we want to see continue to develop in the diversity of the curriculum it offers and the impact it has on school life.

Currently the Drama department consists of a full time Head of Drama and another member of staff who teaches both English and Drama. Drama have a designated studio, and use of the staging area of the main hall for teaching on a regular basis. The studio is equipped with lights and has an adjoining small room for rehearsal space. There is a shared Drama office to the back of the studio.

Currently, all students study Drama in year 7 and 8, before being given the opportunity to opt for BTEC Tech Award in Performing Arts in year 9. Our KS3 curriculum covers both scripted schemes of learning and devised so the students not only gain technical skills but also interpretative and social.

The Drama department plays an important role in offering students extra-curricular opportunities. This year KS4 students had the opportunity to work with professional performers and have the chance to watch various shows throughout the country. All years are offered a trip to London during Activities Week to see shows performed in the West End. Trips to local productions are also run on a regular basis. We also work closely with Exeter University who provide workshops for KS3 and KS4 students. We produce work for a performing arts showcase every term and work with students from years 7-11 to create a fantastic annual show. Our latest was a sell-out of 'Bugsy Malone' which featured live music and was a big scale production of the famous musical.

Chelsi Ballard
Head of Drama
March 2019



Job Description



Job Title:	Teacher of English and Drama
Location:	St James School
Responsible To:	Head of English/Assistant Headteacher
Salary Grade:	MPS/UPS

Key Purpose of Job

To teach English and KS3 Drama across the age and ability range in accordance with the requirements of a professionally qualified teacher.

Anticipated Outcomes of Post

Students, regardless of their social or cultural background, are motivated to succeed and make outstanding progress through creative, relevant and innovative teaching and learning.

List Key Duties and accountabilities of the post

1. Teach English across the age and ability range in such a way as to challenge and inspire all students, with clear objectives, delivered in line with department schemes of work and school policies.
2. Teach KS3 Drama across the ability range in such a way as to challenge and inspire all students, with clear objectives, delivered in line with department schemes of work and school policies.
3. Plan and deliver lessons to students according to their educational needs and with reference to prior attainment, SEN and EAL as required, striving to ensure equal opportunities for all and no gaps in achievement between particular groups.
4. Assess, record and report on the development, progress and attainment of students in line with school policies, ensuring that marking and assessment are of consistently high quality.
5. Set high expectations for students and develop their behaviour for learning through focused teaching and through the development of positive and productive relationships.
6. Promote enrichment and extension of English and Drama across the department, participating as well as producing high quality displays.
7. Take a full role in the pastoral system of the school, by being a tutor and a member of staff well known to the community of students.
8. Embrace the continued professional development programme within the school, striving to be a lifelong learner, maximising opportunities to make impact within the role.

9. Be familiar with, fully support and reinforce the aims, ethos, policies and procedures of the school with students, staff, parents and other stakeholders where and when appropriate.
10. Safeguarding Children. St James School is wholly committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS.

Budgetary / Financial Responsibilities of the post

- 1.1. None

Supervision / Line Management Responsibilities of the post

- 1.2. None

Working Environment & Conditions of the post

- 1.3. In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and teach within any school in the Ted Wragg Multi Academy Trust.

Other Duties

- a) All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- b) The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- c) The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- d) The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- e) The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at
- f) This post is based at [St James School] but the post holder may be required to move their base to any other location within the Trust upon request
- g) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
- h) To undertake additional duties as required, commensurate with the level of the job.
- i) To attend Awards Evenings and Celebration Events.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

Person Specification

Area	Job requirements	Essential/Desirable	Evidence
A Qualifications and Professional Development	An appropriate, good honours degree (2:2 or higher)	E	A, C
	QTS or equivalent	E	A, C
	Evidence of further professional study	D	A, C, R
B Experience	Recent and relevant teaching of good lessons at Key Stages 3 and 4	E	A, I, R
	A track record of excellent student progress demonstrated by examination outcomes	D	A, R
C Knowledge	Wide knowledge and understanding of English and Drama within the curriculum context and wider world.	E	A, I, R
	Knowledge of current educational issues, an awareness of recent developments in the National Curriculum and changes in the Key Stage 4 curriculum	D	A, I
	Ability to use data effectively to support student progress	E	A, I, R
	Know and use a range of teaching and learning styles	E	A, I, R
	Show an awareness of what constitutes outstanding pedagogy and practice	E	A, I, R
	Understand changes to exams and whole school accountability measures	E	A, I, R
		D	A, I, R
D. Other skills	Enthusiasm, drive and a love for the job	E	A, I, R
	Commitment to a high profile presence in and around the school	E	A, I, R
	A good sense of humour	E	A, I, R
	Excellent communication skills, both verbal and written	E	A, I, R
	An ability to organise, plan and prioritise time effectively	E	A, I, R
	A willingness to challenge others to produce positive outcomes	D	A, R
	Flexibility and adaptability	E	A, I, R
	Be a role model and contribute to sharing high quality practice within the team	E	A, I, R
Ambitions to lead an aspect of the department or in another school context	D	A, I, R	
E. Other Conditions			

Key to Evidence:

A – Application Form & Letter

C - Certificates

I – Interview

R - References