



Warden Park

'The Best From All'

Headteacher: Jonathan Morris, BA (Hons) NPQH



Warden Park Academy Trust

**Main Scale Teacher of English
Full or Part time**

Information for Prospective Candidates



Warden Park

'The Best From All'

Warden Park Academy Trust

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Dear Potential Candidates

Thanks for your interest in this post. We are at an exciting point of Warden Park's development! I have recently come into post in January 2014 as Headteacher of the Secondary Academy and Chief Executive Officer of the Warden Park Academy Trust which includes Warden Park Primary Academy in Haywards Heath. This post relates to the Secondary Academy, however there are always the opportunities for shared and collaborative working across the phases.

Warden Park Secondary Academy is a significantly over-subscribed school demonstrating the high regard with which it is held in the local community. The students are generally above average ability on intake although the school incorporates an SSC with capacity for 18 statemented students. The vast, vast majority of students are committed and hard-working and it is in no doubt that this is a very "pleasant" place to teach!

Of course, the demographics mean that parents have appropriately high aspirations for their children. In truth many departments deliver excellent results although the headline of 64% A*-C including English and Maths is not nearly good enough! Within two years I expect this figure to be "pushing" 90% and this new position is crucial to recognising this vision.

The Position – the following is indicative rather than exhaustive

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher.

Areas of Responsibility and Key Tasks

a) Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;

- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support

b) Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

c) Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
- Contribute to the whole school's planning activities

d) Pastoral Duties

- be a form tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSHCE and citizenship and enterprise according to school policy

e) Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute positively and effectively to the Every Child Matters agenda;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Summary of the English Department

The Assistant Director of English has recently been appointed as Director of English. The Department currently has 14 staff, including the Director, Deputy and Assistant Director of English. From September, the leadership of the department will consist of a Director, Assistant Director and a Lead Practitioner. Two of the staff are part-time and, between them, run the Drama Department. One full time English teacher also has a responsibility as a Head of House.

The English Department has had a successful record of examination success, although there has been a dip in English/English Language over the past three years. It is well-resourced, being accommodated in nine classrooms, all of which contain inter-active whiteboards. The Department has a designated Resource room, where staff may work and which forms a central base for the English teachers. This room is also used for work with small groups of students. Students in Years 7, 8 and 9 have mini iPads, and wi-fi access is available in most English teaching rooms.

There is plenty of support available to new staff, both from colleagues and in the form of materials. A generous capitation allowance has permitted the acquisition of new texts and apps designed to stimulate and enhance students' experience of English across the board.

Currently, students are taught initially in mixed ability groups in Year 7, and are then set within two ability bands. Currently, there are two small groups in Years 7, 8 and 9 in which students who did not achieve Level 4 at Key Stage 2 undertake literacy progress work.

In Year 11 there are currently 12 classes: seven Set 1 groups and five Set 2 groups. In addition, there is one small group undertaking the Functional Skills qualification. The Department follows the OCR syllabus for English, English Language and English Literature but will be moving to AQA from this coming September with the current Year 9. All students will take both English Language and English Literature.

In Year 10 there are also 12 classes: seven Set 1 groups and five Set 2 groups. They, too, will follow the OCR GCSE English or English Language/Literature courses and will continue to do so.

Drama forms part of the English syllabus in the lower school, and in Years 10 and 11, the Department teaches GCSE Drama and Theatre Arts. This course is managed by the joint Heads of Drama, both of whom also teach English.

The English Department runs a number of extra-curricular activities: theatre and opera visits; a residential drama course for students in Year 8; and, on occasions, visits abroad. For the past three years, the English Department has run a visit to southern Italy as part of the school's Enrichment Week: the focus of this visit is on Classical Civilisation and Drama, with visits to Pompeii, Herculaneum, Vesuvius and Capri bringing to life those two subjects for students.

The Department is also presently engaged in teaching some Latin at Key Stage 3, Latin GCSE in Key Stage 4 and Classical Civilisation, with an emphasis on literature from the Ancient World, in Key Stage 4. These subjects will be taught by specialist teachers in September.

English nationally is undergoing a period of significant change; not all of those changes have as yet been published. However, Warden Park's English Department is fully committed to embracing those changes, whatsoever they may be, and adapting to them in the interests of ensuring that all students fulfill their potential in this crucially important subject.

In Conclusion

I have set out my vision for Warden Park. It is for the school to be “World Class”. The students deserve us to be more than outstanding in every aspect of school life. You will possess the energy, drive and passion to add significantly to this, our determined outcome for this special school.

Visits from prospective candidates are encouraged. We look forward to meeting you!

Jonathan Morris
Headteacher

Vision and profile



Warden Park (Secondary Academy)

Warden Park has over the last fifty years developed from a small local secondary school into an independent academy with a dynamic Board consisting of Parent, Staff and Community Directors. While Warden Park remains the 'local school' for Cuckfield, Haywards Heath and many Mid Sussex villages, students also travel from Burgess Hill, Horsham, Crawley and elsewhere.

With 1,500 students and over 200 staff, Warden Park provides a wide range of academic opportunities and unrivalled access to areas such as sport, music and the arts. Participation in the Duke of Edinburgh Award Scheme and Young Enterprise is very high. Students enjoy excellent facilities, extensive grounds and a wide variety of equipment to support learning. As a Leading Edge Academy, Warden Park is one of less than 200 secondary schools nationally with a special role in promoting the interests of gifted and talented students.

At Warden Park, our mission is summarised by our maxim "The Best from All". Students are encouraged and expected to exhibit the values of determination, team work, care and respect, curiosity and wisdom. Staff and Directors seek to:

- Promote excellence by working in close partnership with families to fulfil the potential of every learner to do their best as individuals and as members of teams
- Foster the habits that will enable our students to enjoy learning for life
- Encourage our students to respect themselves, other students, their families and their teachers within a safe, secure and caring environment
- With the critical support of families, develop healthy and hard-working young citizens with an international outlook who will play an active, responsible, creative and positive role in the academy and wider community

Beyond academic success – sport, music and the arts

Warden Park students are consistently successful in sport, with many achieving county and, in some cases, national honours. Students have many opportunities to participate in a wide range of sports and are widely recognised as one of the leading state schools in the country for rugby and cricket. Girls are particularly successful in netball, cricket and football and boys in rugby.

Active participation and performance in the arts and music is encouraged with annual dance, drama and musical productions and our commitment was recognised through the renewal of our ArtsMark in 2012.

Developing Warden Park Academy Trust

The founding principles of the Trust are community control, focus on teaching and learning, ensuring all staff working for the Trust share a commitment to the success of all learners across the Trust, mutual support to ensure all academies are good or outstanding, a shared back office to increase value for money and allow school leaders to focus on education and a climate of innovation based on educational research and best practice.

"Warden Park has proved itself to be one of the best schools in the country at securing superb GCSE outcomes for their students. These results are a testament to the commitment and hard work of students, teachers and leadership team at Warden Park and a vindication of their belief in high expectations, good teaching and ambition for every young person."

Sue Williamson, Specialist Schools and Academies Trust

Candidate information



Individual visits

We would be delighted to organise individual visits with any potential candidate who wishes to visit or find out more detail about a particular area of the Academy. Please contact Reception on 01444 457881 to arrange a tour.

Submitting your application

Applications should comprise of an Academy Trust application form (available on the Warden Park website) and a letter of application. These should be emailed to: jobs@wardenpark.co.uk

Short listing

The selection panel will undertake short listing wherever possible on the same day as the vacancy closing date. Short listed candidates will be notified by telephone and/or email of the outcome the same day.

Information for short listed candidates

Please bring with you your passport, driving licence (both parts) and a recent bill or statement less than 3 months old along with your degree/educational certificates.

Parking

There is ample onsite parking, please park in marked bays.

Local information

Location

The school is ideally situated in the lovely Sussex village of Cuckfield, in a rural location, yet within easy reach of excellent facilities and communications. There are a good range of local amenities, including restaurants, boutiques and pubs found in Cuckfield and the nearby town of Haywards Heath. Haywards Heath lies in the centre of the Mid Sussex District of West Sussex, surrounded on all sides by stunning countryside, which is less than a five-minute drive in any direction from the town centre.

The vibrant seaside city of Brighton (15 miles) offers first-rate shopping, restaurants and cultural facilities.

Transport

There are regular trains from Haywards Heath to London and the South East (London Bridge/Victoria from 42 minutes). Gatwick airport (14 miles) has a fast rail connection to London (Victoria 30 minutes).

www.southernrailway.com

There is very easy access to the A23/M23 and in turn the M25 and national motorway network.

Schools

There are a number of highly regarded schools and nurseries in the area:

www.wardenparkprimary.co.uk

www.harlandsprimaryschool.org

www.holytrinity-cuckfield.w-sussex.sch.uk

www.bolnorevillage.w-sussex.sch.uk

www.roundabouthouse.co.uk

www.robins-nest-nursery.co.uk

Leisure

The area is well served for sporting and recreational facilities including show jumping at Hickstead, racing at Goodwood as well as golf at Haywards Heath and West Sussex Golf Clubs. The Olympos leisure centre is situated in Haywards Heath and there are also excellent sporting facilities at The Olympos in Burgess Hill and the K2 centre in Crawley. There are local rugby, football cricket and athletics clubs for boys, girls and adults.

The theatres in Brighton, Crawley and Horsham attract a wide variety of performers from the worlds of music, comedy, dance and drama. Crawley and Brighton also boast large multi-screen cinema complexes.

Places of interest

There are numerous places of interest within a short distance of the town, including the famous Bluebell Railway, Wakehurst Place, Ardingly Reservoir, Devil's Dyke, the Royal Pavilion and the South of England Showground, where various and varied events take place throughout the year.

Estate Agents

www.mansellmctaggart.co.uk

www.savills.co.uk/estate-agents/savills-haywards-heath



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