



Wade Deacon Trust

CEO: Mr G Kelly

Innovation Enterprise Centre, Birchfield Road,
Widnes, WA8 7TD

www.wadedeacontrust.com

Company No: 08278808



Wade Deacon High School

Birchfield Road, Widnes, WA8 7TD

Telephone: 0151 423 2721

Principal: Mr S Corner

Lead Practitioner in English

Application Information

Salary: L1 – L5

To start: 1st January 2019

Permanent

We seek to appoint a well-qualified, enthusiastic and dynamic Lead Practitioner in English who can deliver outstanding lessons and lead the development of innovative, creative and outstanding teaching across the school.

Applicants will be expected to demonstrate a proven track record of exceptional outcomes, high quality teaching and purposeful learning in their current role, and the ability to inspire people successfully. Applications are invited from motivated and inspirational teachers who are ready for leadership.

Application form and further details are available via the school website www.wadedeacon.co.uk

Closing Date: Friday 5th October 2018



Job Description

Line Management:

The post holder will be accountable to the Vice Principal: for all initiatives related to this post.

Job Purpose:

To lead on improving and developing the quality of learning and teaching across the school, and to be responsible for supporting the school in its aim to become a World class school in teaching, learning and training.

Job Accountabilities:

As a classroom teacher, the Lead Practitioner is responsible for:

- The learning and teaching of every individual student in his/her care, across all year groups
- Working collaboratively with subject colleagues to improve the quality of lesson planning and resources and making direct contributions to the Departmental Self-Evaluation Form (DSEF) as part of his/her professional development and the Professional Standards for Teachers
- The thorough preparation and planning of all lessons in line with a whole school framework designed to promote student learning
- Making effective use of ICT to provide interactive learning opportunities for students
- Using the whole school Assessment for Learning framework to monitor the progress of individual students and personalise the learning; this includes planning and delivering objective led lessons with clear, differentiated outcomes; the use of mini-plenaries and using the whole school marking policy
- Using student progress and attainment data available to monitor and evaluate the progress and attainment of all student groups e.g. students in receipt of disadvantaged funds; ethnic minorities; SEND; girls; boys; high attainers
- Monitoring and evaluating the progress of all students through data against their agreed Minimum Expected Grades (MEGs) and targets and using department agreed intervention strategies to help those students in need of additional support
- Ensuring that all Classroom/Teaching Assistants receive clear direction re: classroom intervention and that all planning and preparation is shared in advance of the lesson
- Adopting the whole school behaviour for learning policy to enable all students and staff to work productively
- Providing opportunities for students to work in a variety of learning styles
- Following all agreed recording and reporting arrangements to parents according to school policies, calendar dates and deadlines
- Maintaining an orderly, graffiti and litter free classroom and providing a safe, secure learning environment which inspires students to want to learn
- Taking an active and positive role in all pastoral, SMSC, Citizenship & Enterprise and extra-curricular activities, including the leadership of and accountability for the personal and economic well-being, care, guidance and support of a specific group of students



- Participating in arrangements for the appraisal of his/her performance and that of other teachers, where appropriate.
- Participating in arrangements for further training and professional development as a teacher, including undertaking training and professional development that aims to meet needs identified in appraisal objectives or in appraisal statements;
- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Participating in arrangements for preparing students for external examinations, assessing students for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for students' presentation for, and conducting, such examinations.

In addition to their normal classroom duties the specific expectations of the Lead Practitioner are:

- To be accountable for the quality of learning and teaching in the department.
- To identify, through drop-ins and lesson observations, key pedagogical areas for improvement across the school and work with all members of staff to develop these areas through work directly in the classroom and CPT sessions.
- To identify excellent practice and celebrate this with others in the team(s) and school.
- Induction of newly qualified teachers and support of Schools Direct and RQTs.
- Professional mentoring of other teachers at all stages and phases.
- To help other teachers of all phases to evaluate the impact of their teaching on students and understand how improvements can be made to raise the achievement of students across the school.
- To help teachers of all phases to improve their teaching practice including those on capability procedures.
- To help teachers of all phases to develop their expertise in planning, preparation and assessment.
- Lead a structured programme to provide clear feedback, good support and sound advice to other teachers to improve their performance.
- To ensure that all members of staff have an understanding what an outstanding lesson is and as part of their training, do shared observations to ensure consistency of judgements.
- Sharing good practice through demonstration lessons.
- To lead coaching and support in line with the Better Together Policy/Appraisal.
- To motivate and support his/her colleagues to improve their effectiveness, address their developmental needs and other issues arising out of the performance management process.
- Undertaking classroom observations to assist and support the performance management process.
- To be an excellent classroom practitioner with an established track record of sustained high quality teaching, whose students show consistent improvement in relation to prior and expected attainment.
- To take an active part in the planning, development and delivery of the school's CPD



Wade Deacon Trust

CEO: Mr G Kelly

Innovation Enterprise Centre, Birchfield Road,
Widnes, WA8 7TD

www.wadedeacontrust.com

Company No: 08278808

- programme and Training School programme.
- Any other duty deemed by the Principal or Vice Principal to be appropriate to this post.



Person Specification

Personal Competencies:

The post holder will evidence that s/he:

- Satisfies and continues to satisfy the Teachers' standards.
- Satisfies and continues to satisfy all the Post-Threshold Standards if and when the post holder has crossed the Threshold.
- Is an outstanding teacher who delivers enhanced lessons consistently every day and who is always looking for ways in which to improve.
- Has successfully raised attainment, achievement and standards in their present school, with students achieving good value added.
- Has a strong, inspirational and dynamic leader who can evidence some successful experiences of leading a team of people.
- Has a fair, consistent, creative and reflective leader who is prepared to take risks.
- Has a sense of humour.

Once in post, the Lead Practitioner will:

- Continue to maintain and demonstrate high standards.
- Demonstrate a commitment to develop themselves professionally.

In addition, the post holder should have the ability to:

- Vocalise the school's vision and aspiration to be a World class school.
- Be flexible to adapt to change.
- Have excellent attendance.
- Be a role model and act as an ambassador for Wade Deacon High School in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in a suit or smart skirt / dress / trousers and jacket.

Wade Deacon High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS disclosure and satisfactory medical clearance.



Selection Criteria	Demonstrated	Essential	Desirable
Committed to safeguarding the welfare of young people	A I	●	
Satisfactory enhanced DBS disclosure	post offer	●	
Satisfies and continues to satisfy the Teachers' standards	A I R	●	
Training, Experience and Qualifications			
Graduate with Qualified Teacher Status	A	●	
Experience of successful teaching as evidenced by adding value to student achievements	A I R	●	
Experience of successful teaching as evidenced by adding value to student achievement at KS4	A I R		●
Evidence of appropriate professional development	A I R		●
Knowledge and Skills			
Have a thorough working knowledge of the curriculum as it relates to this subject	A I R	●	
Knowledge of examination syllabus requirements in specialist subject(s) at KS4	A I R		●
Understand how ICT can be used to enhance students' learning	A I R		●
Professional Skills and Abilities			
Demonstrate excellent classroom practice	A I R	●	
Relate to and motivate students	A I R	●	
Have commitment to raising standards and achievement of all students	A I R	●	
Possess good behaviour management strategies	A I R	●	
Personal and Professional Qualities			
Demonstrate effectiveness in: <ul style="list-style-type: none"> • Verbal and written communication • Interpersonal skills • Use of ICT • Resilience • Integrity • Confidentiality 	A I R	●	
Demonstrate effectiveness in: <ul style="list-style-type: none"> • Time management • Team working 	A I R		●

Key: A = Application I = Interview R = Reference



Context

Wade Deacon Trust

Wade Deacon High School is the lead school in a growing multi-academy trust; The Wade Deacon Trust. The Trust is an approved DfE Academy sponsor. It is focused upon improving life chances for students and communities providing sustainable school improvement; schools joining the Trust do so with the prime aim of improving each other so that they can all become outstanding schools.

Wade Deacon High School

The school is an 11-16 fully comprehensive and heavily oversubscribed school with over 1500 students. In 2011 the school was judged “Outstanding” in all categories by Ofsted.

The school’s ethos of ‘A Commitment to Excellence’ permeates through every aspect of school life. A disciplined, supportive and purposeful working environment enables students to excel across the whole curriculum, reflected in the success that students attain year on year at both Key Stages 3 & 4.

Attainment

Wade Deacon’s external examination results are consistently well above the national average and the best in the local area.

2018 Examination Results Summary:

72% of students achieved Levels 9 - 4 in Mathematics and English

81% of students achieved Levels 9 - 4 in English

77% of students achieved Levels 9 - 4 in Mathematics

122 students achieved the English Baccalaureate

23% of students achieved the highest possible Levels of 9 - 7 across the curriculum

68% of students achieved 2 Science GCSEs Levels 9-4

The school is proud of its academic achievements; however there are strategies in place to reduce elements of in school variation across subjects.

The school has had some success in closing the attainment gap for students registered under the Pupil Premium criteria and continues to implement strategies to reduce this further.

History

The school is proud of its rich history. Wade Deacon High School traces its heritage back to 1507 when the original grammar school was founded by Bishop William Smyth. The main building was opened in 1931 as Wade Deacon Grammar School, named after Sir Henry Wade Deacon. He was a prominent local industrialist and, for many years, chairman of the Local Education Committee. This remains the permanent home for the lead school site.



Wade Deacon Trust

CEO: Mr G Kelly

Innovation Enterprise Centre, Birchfield Road,
Widnes, WA8 7TD

www.wadedeacontrust.com

Company No: 08278808

School Site

In April 2013 following an extensive £26 million BSF building programme (Design and Build), the school moved into its brand new state of the art facilities. The school was heavily involved in both the internal design and provision of high quality external facilities. The school provides a 21st century and exceptionally high quality learning environment which enhances the teaching and learning of our students.

Community

The majority of the school intake is from Widnes and is across the full range of abilities and socio-economic backgrounds. However, applications are received from the surrounding towns and villages. There is a strong community spirit linked to the school and we work with a number of community partners to strengthen the school's commitment in this area

Widnes

Widnes forms one of two main towns making up the unitary authority of Halton.

The town of Widnes, with its excellent transport links, makes the major cities of Manchester, Liverpool and Chester easily accessible. The Wirral and North Wales are also within a reasonable travelling distance.

The population of Widnes is approximately 58,000. Its heritage is in heavy industrial and chemical manufacture while, in recent years, the development of hi-tech, service and logistical enterprises has taken a lead. Wade Deacon is the largest of three high schools within the town.

Further Information

Further information is available on the school and trust websites;

www.wadedeacon.co.uk

www.wadedeacontrust.com



How to Apply

Application Forms

Any interested candidate should apply by completing the Application Form, Supplementary Information Form, and attaching an accompanying letter of support addressed to the Principal Mr Simon Corner, maximum two sides of A4 font 12, addressing the following points:

- Why you are interested in this post and how you have prepared yourself so far.
- What contributions you feel you can make to students' development within our school.
- Any particular areas of strength and expertise you feel you may have.

The application form and supplementary information form can be downloaded from the Recruitment page on the school website;

www.wadedeacon.co.uk/jobs

If you have any difficulty downloading the application form, please contact Mrs C Rogers at the school to request a hard copy by post. Our telephone number is 0151 423 2721.

Application Deadline

Applications should arrive in school by Friday 5th October 2018 at 9.00am.

Address

Ideally you should email your application to jobs@wadedeacon.co.uk with 'Lead Practitioner in English' in the subject line.

Alternatively you may post your application to the address below with the envelope clearly marked 'Lead Practitioner in English'

Human Resources
Wade Deacon High School
Birchfield Road
Widnes
WA8 7TD

Feedback

If you have not heard from us within three weeks of the above closing date, then please assume that on this occasion your application has been unsuccessful. **As we receive a large number of applications for each post advertised, unfortunately we cannot provide feedback to individual candidates as to why they were not short-listed for interview.**