



# HEAD OF ENGLISH

FROM JANUARY 2020 or APRIL 2020

## CANDIDATE INFORMATION PACK



**Closing Date for Applications:**

**9.00 am, Wednesday 25 September 2019**

**Interview Day:**

**Friday 4 October 2019**

Applications are invited from colleagues teaching in both the state maintained and independent sectors for the post of Head of English at Hampton Pre-Prep & Prep School, with effect from 1 January 2020 or 1 April 2020. The successful post holder will report directly to the Hampton Pre-Prep & Prep Deputy Head (Academic) and will work in close collaboration with all colleagues teaching English at our School. Hampton Pre-Prep & Prep School is a selective, independent day school for approximately 230 pupils across two sites. The Pre-Prep is accommodated in its own attractive Edwardian buildings in Wensleydale Road and the Prep site, on Gloucester Road, has recently been completely rebuilt.

Hampton Pre-Prep & Prep is one of the two Schools that constitute The Hampton School Trust, Hampton School being the other. Terms and Conditions for all Trust employees, Prep teaching staff included, are excellent. Expectations, both internal and external, are high. Teachers here are required to work hard and to go the extra mile to ensure that the potential of all the boys in their care is completely fulfilled.

This important post at our School carries considerable scope for working autonomously and the successful candidate will be expected to embrace this and be willing to demonstrate initiative and a talented, insightful approach to the development of teaching English across the Early Years, KS1 and KS2. In addition to the teaching of English, it is hoped that the successful post holder may wish to contribute to our afternoon Games programme and may also wish to become a Form teacher in the Prep.

As an independent school we are not obliged to teach the National Curriculum, however much of what we do is heavily based upon it. We have the privileged freedom to enhance our curriculum offer as we see fit. As a school reflective of its practice, we work hard to ensure we are always making the most of this gift and how this affects the teaching of English is included in this. Above all, we want our pupils to have a tremendously enjoyable day at school, certain of the progress however large or small they know they have made in all lessons - English included - by the end of it.

***The specific duties of the successful candidate will depend on his/her strengths and aptitudes, but are expected to include the following:***

#### ***Academic***

- Leading the teaching of English at our School, with the ultimate aim of preparing our pupils for their successful transfer to Senior School at 11+.
- An awareness of the demands of teaching inquisitive, bright pupils and a commitment to fostering high academic achievement for every one of them.
- Consulting with colleagues across the Hampton Trust to ensure our English Curriculum Documentation always remains fit for purpose.
- Collaborating with Pre-Prep & Prep colleagues to oversee the planning of sequences of excellent English lessons, in advance of each half term and submitting them to the relevant senior member(s) of staff.
- Teach excellent English lessons, based on the School's published Schemes of Work, which are designed to ensure that our pupils always make identifiable, meaningful progress.
- Reflect upon pupils' progress and intervene in carefully considered, intelligent ways in order to address any shortfall as and when it emerges.
- Understand the critically important impact that formative assessment processes have upon pupils' progress and work in such a way as to embed them throughout the teaching and learning that takes place in English lessons on a daily basis.
- Understand the equally important impact that meaningful and relevant summative assessment has upon pupils' progress and adhere to the schedule of assessments planned throughout the academic year, whenever they pertain to English.
- Produce written reports of pupils' progress that identify what has already been achieved but also sets out the next steps each child needs to take, in line with published deadlines and guidelines.

### ***Safeguarding***

- Adhere to and ensure compliance with the School's Safeguarding Policy and Procedures at all times.
- Maintain particular responsibility for promoting and safeguarding the welfare of all our pupils by ensuring that the School's Anti-Bullying Policy is followed and any unkindness between pupils is resolved swiftly and securely.
- If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of pupils in the school s/he must report any concerns to the School's safeguarding designated person(s) or to the Headmaster immediately.

### ***Pastoral***

- Expect and embody kindness, in terms of initiating, developing and maintaining positive relationships with everyone in our School community; accept that 'children do not learn from people they do not like'.
- Be an identifiable, professional role model for the pupils, colleagues and parents connected to our School, both within and outside the classroom.
- Be an approachable point of contact for parents and recognise that the pastoral role of the teacher extends beyond the classroom.
- Be a wise, trusted listening ear for the pupils in our School, taking any concerns they may have seriously whilst accepting that as adults we have a view that enables us to maintain a sense of perspective when resolving disputes or solving problems.
- Communicate effectively and efficiently, with the appropriate, professional level of tact and sensitivity when required, any news or information about the pupils in their care to other colleagues, the Deputy Heads, the Headmaster and parents and maintain retrievable written records of all such communication.
- In addition to the duties undertaken to lead on the excellent teaching of English, recognise that effective pastoral education is likely to occur in every lesson during the course of every day by virtue of all our actions.

### ***General***

- Be prepared to run at least one afternoon Co-Curricular Activity (CCA) to our pupils once lessons end and if relevant, be willing to contribute to the School's afternoon Games programme.
- Arrive at school sufficiently in advance of the timetabled start of lessons or planning & preparation time in order to ensure arrangements for the day ahead are complete.
- Register, when required, the attendance of pupils and ensure they are well organised and well equipped to meet the demands of each lesson.
- Be prepared to cover for colleagues in good grace in their absence as would be reasonably expected.
- Be prepared to consider participating in, and indeed organising if required, residential trips for pupils in the Prep that will certainly involve a number of nights away from home at least once a year.
- Attend regular staff meetings and staff CPD sessions.
- Take a proactive approach to continuing professional development by maintaining a highly reflective view of their practice and participate in the School's Professional Development Review process.
- Contribute to and work towards fulfilling the aims of *The Higher Document*, our name for our School Improvement Plan.
- Read and follow all School policies relating to the fulfilment of the professional duties expected of a member of the teaching staff at Hampton Pre-Prep & Prep.
- Carry out any other duties as may be reasonably required by the Headmaster.

## PERSON SPECIFICATION

	<i>Essential</i>	<i>Desirable</i>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree or equivalent qualification</li> <li>• QTS</li> <li>• Evidence of continuing career development</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree</li> </ul>
<b>Experience, Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• The ability to lead on the development of excellent English lessons using a variety of pedagogical approaches, taking into account pupils' differing needs</li> <li>• A clear understanding of the range of assessment approaches and techniques that have a positive impact upon pupils' efforts, progress and outcomes</li> <li>• An understanding of how ICT and related emerging technologies can support and enhance learning</li> </ul>	<ul style="list-style-type: none"> <li>• An awareness of current best practice across the wider educational landscape, both nationally and internationally</li> <li>• A willingness and interest to take on, in time, a pastoral role as either Form teacher to pupils in Years 3 – 6 or as Head of House</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills, with a tangible passion for English in particular and education more generally</li> <li>• A great deal of patience</li> <li>• Capable, calm, organised</li> <li>• Compassion and empathy</li> <li>• Resilience, stamina and drive</li> <li>• Flexible and creative</li> <li>• Tactful and diplomatic with the ability and experience to handle sensitive situations effectively</li> <li>• A willingness to become involved in wider school life</li> <li>• An excellent sense of humour coupled with a cheerful and optimistic outlook on life!</li> </ul>	

Remuneration will be commensurate with the seniority of the role and the experience and qualifications of the successful candidate. Hampton Pre-Prep & Prep School is an Equal Opportunities Employer.

### HOW TO APPLY:

**Please note all appointments are subject to the Hampton School Trust Recruitment, Selection and Disclosure Policy and Procedure.**

- Please submit a typed letter of application no smaller than font size 11, addressed to the Hampton Pre-Prep & Prep Headmaster, on no more than two sides of A4 sized paper in addition to a completed Application Form.
- Applications to be sent to [recruitment@hamptonschool.org.uk](mailto:recruitment@hamptonschool.org.uk)
- Applications will only be accepted from candidates who complete the School's Application Form **in full**.