



## **EASTBURY COMMUNITY SCHOOL**

### **Appointment of English KS4 Co-ordinator (Maternity Cover)**

#### **Secondary Phase**

**October/January 2020 start**

**Date of advert:**

**Closing Date: 25<sup>th</sup> September 2020**

**Shortlisting: 28<sup>th</sup> September 2020**

**Interviews: 1<sup>st</sup>/2<sup>nd</sup> October 2020**

## Advert

EASTBURY COMMUNITY SCHOOL  
Hulse Avenue  
Barking  
Essex IG11 9UW

English KS4 Co-ordinator (TLR2B) – Maternity Cover  
Required – ASAP  
MPS incorporating Inner London Allowance + TLR2B (£4,609)  
Roll 1800 (Oversubscribed)

Excellent opportunity for an inspirational teacher, in a successful, well ordered, and inclusive 3-19 all through school. We are at the heart of an ethnically diverse community in London East, an area undergoing significant regeneration and building affordable homes. We have just celebrated excellent examination results in 2019 with many pupils achieving top grades at both GCSE and A level.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand new purpose built accommodation.

The school is located less than 10 minutes' walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of young people. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school. The ability or desire to teach in our primary phase would be an advantage but is not essential.

We have the highest expectations of everyone and can offer:

- Highly aspirational pupils who are eager to learn
- A highly supportive school in which teaching and learning is the key priority, and staff are provided with the time and coaching needed to be successful.
- The opportunity to teach in our outstanding and oversubscribed sixth form
- Career development (Leadership training for exceptional candidates after 2 years in post)

For full details of the post and an application form please visit the school website [www.eastbury.bardaglea.org.uk](http://www.eastbury.bardaglea.org.uk) and return the application form to the Headteacher's PA, Karen Dunnell [kdunnell@eastbury.bardaglea.org.uk](mailto:kdunnell@eastbury.bardaglea.org.uk). The closing date for applications is 25<sup>th</sup>

September 2020. Shortlisting will take place on 28<sup>th</sup> September and interviews will be held on 1<sup>st</sup>/2<sup>nd</sup> October 2020.

**Eastbury School is 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 enhanced DBS checks. We value the diversity of our community and wider society and are committed to promoting and upholding equalities at our school. CVs are not acceptable and will not be considered.**

# APPOINTMENT OF ENGLISH TEACHER

## SECONDARY PHASE

### October/January 2020 start

Dear Colleague and Prospective Applicant

#### APPOINTMENT OF ENGLISH KS4 CO-ORDINATOR (TLR2B) (Secondary Phase)

English teacher needed to teach across all key stages (3-5)

**\*\*There may be opportunity for one term Head of Department cover for candidates with relevant experience.\*\***

Thank you for requesting details about teaching in our school. I am delighted that you are interested in developing your career at Eastbury, at such an exciting time in the school's development. We pride ourselves in creating a positive, calm and purposeful ethos, where teachers can teach and pupils can learn, in a caring and supportive environment.

The post is ideal for someone with drive who is keen to develop their professional skills and expertise in preparation for further promotions. We are seeking a talented, inspirational and adaptable teacher who wants to start, or further their career, in a forward thinking school. The self-motivation and resilience to ensure the highest standards of care, achievement and attainment for our young people is essential.

Successful teachers at Eastbury are:

- Ambitious and dynamic classroom practitioners who are passionate about their subject and raising achievement, attainment and aspirations of pupils
- Committed to ensuring all pupils achieve academic success and are well cared for
- Team players who are highly organised, yet flexible, with excellent interpersonal and communication skills who remains calm under pressure
- Active learners, who constantly strive to improve, with the desire to progress as an excellent teacher, or leader in education
- Able to teach across the 11-19 age and ability range up to and including A-level
- Committed to working in an all through school and willing to collaborate with primary colleagues in our own school and across the borough.

We believe that for our ambitious goals to be realised for our pupils it has to start with the adults and so we are committed to ensuring that our staff have access to a wide range of continuing professional development opportunities. We are all learners at Eastbury. Staff and pupil wellbeing is of the utmost importance to us and we are constantly seeking ways to reduce

workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

ECS is currently undergoing significant change, which is creating many career opportunities. In September 2015 we became a 3-19 all-through school and in September 2016 our primary pupils moved into their own self-contained purpose built accommodation. Our new secondary building opened in January 2017 providing 36 'state of the art' classrooms and 14 English laboratories. Our new buildings have been extremely well received by pupils, staff and the community. In September 2018 our extensive campus was completed and now provides a valuable resource for the community.

ECS is an exciting, challenging and rewarding place to work. We are growing in both number (two-form entry in our primary phase and ten-form entry in the secondary phase) and reputation. We are situated in the heart of Barking, less than ten minutes from the Tube and Rail station, in the London Borough of Barking and Dagenham. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

Barking and Dagenham is an excellent borough to work for, committed to raising attainment and developing its staff. Full Inner London Weighting is paid and we encourage all staff to develop their careers by providing excellent Continuing Professional Development opportunities. In addition the borough can offer support in providing quality affordable housing for rent (<https://www.affordablelettings.london/>).

The school is a large, well-ordered and diverse community, which enjoys an excellent reputation. The school strives to be at the forefront of educational improvement and we were recently featured in the Independent on Sunday [www.independent.co.uk](http://www.independent.co.uk). Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

ECS is a caring and kind school that gets the very best for and from its children. It is a friendly, supportive, diverse and welcoming school that nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the creativity and leadership potential of our children which are both actively encouraged.

Our record-breaking number of higher grades in 2019, with a strong Progress 8 figure in 2018 and 2019, and current pupil progress data, demonstrates clearly that the school is improving the life chances of our pupils and provides the evidence that we will become outstanding in the near future. Eastbury Community School is part of a successful 6th form partnership arrangement with four other local secondary schools. This potentially will cater for the educational needs of over 1000 pupils studying a diverse range of academic and vocational courses. In 2019, we celebrated another record breaking year of A-level results with a 100% pass rate and increasing numbers of pupils achieving top grades in our Sixth Form. Over half of all grades achieved at A-Level were at A\* to B and 1 in 4 were A\*/A grades. Consequently, a record number of Sixth Form

pupils progressed to Russell group universities, including Cambridge, and many secured Modern Apprenticeships. Eastbury Sixth Form is 1<sup>st</sup> in the borough for its results, placing it at the top of the league table, and was rated outstanding by OFSTED.

Barking and Dagenham is an excellent Borough to work for, committed to raising attainment and developing its staff. Full Inner London Weighting is paid and we encourage all staff to develop their careers by providing excellent Continuing Professional Development opportunities. In addition the Borough can offer support in providing quality affordable housing for rent (<https://www.affordablelettings.london/>).

Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

Many parents choose Eastbury because they feel that each child in our care is offered a broad and balanced curriculum and can be assured of support and encouragement to attain their full potential. We see our school as a family: caring, supportive and well-ordered, with a commitment to everyone achieving their best. We challenge our pupils to achieve ambitious goals and to never settle for second best. If you feel you could contribute to this ethos and enhance it further, please apply.

We invite you to visit our school website ([www.eastbury.bardaglea.org.uk](http://www.eastbury.bardaglea.org.uk)) to find out more detailed information about our school.

### **Department Information**

#### *ENGLISH & DRAMA FACULTY*

*The English & Drama Faculty at Eastbury is a dedicated and successful team consisting of the following people:*

<i>Louise Eustace</i>	<i>Head of Faculty/Assistant Head</i>
<i>Anita Ark</i>	<i>Lead Practitioner</i>
<i>James Cummins</i>	<i>English Key Stage 5 Co-ordinator</i>
<i>Jolaine Foxe</i>	<i>English Key Stage 4 Co-ordinator</i>
<i>Suv Kar</i>	<i>English Key Stage 3 Co-ordinator</i>
<i>Kerry Hallahan</i>	<i>Lead Teacher for Teaching and Learning</i>
<i>Aneesa Moghul</i>	<i>English Teacher</i>
<i>Jane Ebdon</i>	<i>English Teacher</i>
<i>Adam Dray</i>	<i>English Teacher</i>
<i>Mariya Patel</i>	<i>English Teacher</i>
<i>Tanni Hussain</i>	<i>English Teacher</i>
<i>Tasnim Khan</i>	<i>English Teacher</i>
<i>Henna Riaz</i>	<i>English Teacher</i>
<i>Whitney Uche-Ndubuisi</i>	<i>Drama Teacher</i>
<i>Megan Ratcliff</i>	<i>Drama Teacher</i>

*We deliver a dynamic, innovative and inclusive curriculum that offers students diverse and engaging experiences of literature and drama. We understand that both literacy and the arts can have transformative effects on the lives of young people. The core skills of reading, writing, oracy and performance are central to both the curriculum and our extensive work beyond the classroom. As a faculty, we bring together expertise in English and Drama teaching to ensure that students receive high-quality first teaching in both subject areas, and that language, creativity and performance are established features of school life at Eastbury. Our creative work with outside agencies further enriches the curriculum and offers both students and staff the time and space to really enjoy and appreciate literature and drama texts*

*Teaching is planned collaboratively at each Key Stage and gives the Faculty an opportunity to explore creative schemes of learning and exciting ways of teaching. Our pedagogic approaches are researched-informed, and we collaborate frequently in education research both within and beyond the school. We are members of the Let's Think in English cognitive-acceleration programme, which utilises dialogic approaches to learning and offers students an engaging selection of diverse literature texts to study. Time is dedicated to honing students' creative writing and storytelling skills throughout KS3 and offers opportunities for publication, an element of the embedded careers education that ensures students are equipped for life beyond the school gates.*

*As a Royal Shakespeare Company (RSC) Lead Associate School, we work closely with the RSC to provide our staff and students with exciting opportunities to engage with Shakespeare's work and deliver 'Rehearsal Room' CPD to local schools via our Schools Cluster Network. Through this work, we have enjoyed many on-site productions and have had students perform at the Barbican as well as local theatres. We regularly offer students the opportunity to see live theatre performances both in-house and at the theatre and have also built strong relationships with the National Theatre and Old Vic Theatre Company to expand this. We work closely with the School Library to ensure that whole-school literacy resources further support our students.*

*Providing exceptional teaching is at the heart of what we do and we meet regularly to discuss Teaching and Learning and to share resources and good practice. We are always looking to update and develop our teaching, and to devise lessons together that fully cater for the diverse needs of our students. We look forward to receiving applications from candidates who believe they will be a good match for our collaborative and creative team.*

If you would like to discuss any aspect of the post or application process please contact Kerry Ward, Deputy Headteacher (kwa@eastbury.bardaglea.org.uk) to arrange a telephone appointment or to visit the school. All applications will be seriously considered irrespective of a pre-application visit. Please note that all shortlisted candidates will have the opportunity to visit and tour the school as part of the application process.

We look forward to receiving your application.

Yours sincerely

*David Wilson*

*R. Roberts*

Job Description  
**Key Stage 4 Co-Ordinator – English**

Core Purpose:	To provide professional leadership of students' progress in English in order to secure high quality educational experiences and high attainment.
Reporting to:	Curriculum Leader (HOD)
Responsible for:	KS4

In addition to the professional duties outlined in teacher standards the holder will have responsibility for the following areas.

<b>(i)</b>	<p><b>The strategic direction and development of the subject</b></p> <p>The Key Stage 4 Coordinator will:</p> <ul style="list-style-type: none"> <li>• In conjunction with the Curriculum Leader, create and implement curriculum policies and procedures, which reflect the School's commitment to good progress through effective learning and teaching</li> <li>• Be responsible for producing, reviewing and developing Schemes of Work (SoW) and assessments within their area of responsibility</li> <li>• Contribute to the development of overall improvement policies and school/department self evaluation</li> <li>• Monitor progress and evaluate standards within their area of responsibility</li> <li>• Collaborate closely with colleagues to promote and model the highest standards of teaching</li> </ul>
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<b>(ii)</b>	<p><b>Teaching and learning</b></p> <p>The Key Stage 4 Coordinator will:</p> <ul style="list-style-type: none"> <li>• Secure, sustain and promote effective teaching and learning within their area of responsibility appropriate to the needs of all students – sharing good practice where appropriate and intervening where not</li> <li>• Evaluate the quality of teaching and its impact on student progress and use the findings to inform planning and classroom practice</li> <li>• Evaluate the standards of student achievement within their area of responsibility using evidence and set clear targets for improvement</li> <li>• Work collaboratively with Year Curriculum Coordinators and other colleagues to promote highest standards of learning and behaviour</li> <li>• Analyse student progress using appropriate data and set clear targets for improvement</li> <li>• Have an extensive, well informed and critical understanding of current initiatives in teaching and learning and implement as appropriate</li> </ul>
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<b>(iii)</b>	<p><b>Leading and managing staff</b></p> <p>The Key Stage 4 Coordinator will:</p> <ul style="list-style-type: none"> <li>• Have a clear vision for the development of their area of responsibility, and implement this in consultation with the Curriculum Leader</li> </ul>
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	<ul style="list-style-type: none"> <li>• Lead staff through example, model the highest standards of teaching and provide clear feedback, good support and sound advice to others</li> <li>• Take the lead in motivating, supporting and mentoring colleagues in the adoption of good practice</li> <li>• Be responsible for colleagues' Appraisal, under the supervision/direction of the Curriculum Leader</li> </ul>
<b>(iv)</b>	<p><b>Efficient and effective deployment of staff and resources</b></p> <p>The Key Stage 4 Coordinator will:</p> <ul style="list-style-type: none"> <li>• Identify and employ appropriate resources for the subject(s) and ensuring their effective use</li> <li>• Ensure a safe, secure and stimulating environment for the learning and teaching of the subject</li> </ul>

## **PERSON SPECIFICATION**

### **KS4 CO-ORDINATOR ENGLISH TLR2B**

An effective KS4 Co-ordinator at Eastbury needs;

- Well qualified teacher (QTS)
- To provide effective support to the head of department of English
- To demonstrate a clear vision of education and its purpose in a multi-cultural inner city context
- Sound knowledge of current educational issues (11-19), especially changes in GCSE specifications
- Clarity of thought, ability to think through problems and produce solutions
- To handle data analysis, its interpretation and lead colleagues through planning, implementing and delivering appropriate responses
- Knowledge and understanding of effective teaching for learning strategies
- Evidence of raising pupil achievement and progress
- Evidence of producing development plans (or significant contribution to) which have been implemented to raise pupil achievement and progress
- Evidence of writing schemes of work
- To promote high expectations of pupils' learning across the ability range within the department
- To have high expectations of pupils' behaviour and support colleagues to establish high standards of behaviour for learning
- To establish how well learning objectives are being achieved and use assessment to promote effective teaching and learning
- Good interpersonal and communication skills
- Ability to work in a team and lead a team
- To be an excellent classroom practitioner
- Act as a positive role model for pupils and staff
- High standards and expectations of self and others
- Proactive approach to own professional development with evidence of recent relevant personal professional development appropriate to the post
- Good record of health, attendance and punctuality
- A sense of humour