



*Achieving excellence together*

*Welcome to The Mirfield Free Grammar where we are currently looking to appoint a Second in Department for English. This is an exciting time to join The Mirfield Free Grammar Journey as we continue on our journey with Great Heights Academy Trust.*

*Great Heights Academy Trust strives to always provide an inspirational, positive, and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm, and mutual respect.*



## Second in Department for English

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CANDIDATE INFORMATION PACK

## ► Welcome

Dear Colleague,

I am delighted that you are considering the position of Second in Department for English at The Mirfield Free Grammar.

We are seeking to recruit a leader who has inspiration, drive, and motivation to make a difference to the lives of young people. It is a unique moment in time to join the leadership team as we continue on our exciting journey with Great Heights Academy Trust.

It gives me great pleasure to introduce myself as the Principal of The Mirfield Free Grammar. It is a privilege to lead such a fantastic school and a role I am extremely proud of.

We strongly believe The Mirfield Free Grammar has an inspirational, positive, caring, and welcoming environment, where all students can achieve their full academic, personal, spiritual, and social potential.

Everyone at The Mirfield Free Grammar strives to 'achieve excellence together' and this vision is embedded in 'THE MFG Character' across our school community.

We endeavour to create well-rounded, happy, and confident young people who are able to contribute positively within the community. I am a firm believer that THE MFG Character of Tenacity, Health & Happiness, Equity, Morality, Flourish, Generosity are the most appropriate foci to enable our students to achieve this.

We look forward to reading your application, best of luck to all.

Yours sincerely

Mrs Alexandra Fuller  
Principal



## Overview of the Position for The Mirfield Free Grammar

The Mirfield Free Grammar are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in secondary teaching and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

The posts would suit experienced teachers ready for the next stage in their leadership pathway. We want to hear from individuals who have the potential to drive improvements and make the most of this unique moment in time. The successful applicant should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring, and motivating students.

## About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Nields Academy and Marsden Junior School). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#).

*Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.*



### ▶ Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

### ▶ We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

### ▶ Our Vision and Values Statement

*The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.*

**Our mantra across our partnerships embraces the following themes:**

**G**

Great teaching and learning opportunities for all in the partnership

**R**

Real life opportunities to develop an understanding of the wider world

**E**

Enthuse a love of learning and mutual respect

**A**

Academic development to nurture potential for all

**T**

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.

### Current Trust Academies and Designations



**JOB DESCRIPTION: Second in English**

**Position:** Second in Department for English

**Department:** English

**Pay range:** MPS/UPS plus TLR 2B

**Responsible to:** Curriculum Leader for English

**Prime Objectives of the Post**

- To teach English and other subjects as appropriate throughout the Academy to students aged 11 to 16.
- To be responsible for the development and co-ordination of English across the school.
- To have pastoral oversight of a specific tutor group or similar responsibility.

**Statutory Requirements**

- This job description reflects the standards built upon the [Teaching Standards](#) which apply to all teachers.
- It is aligned to the [School Teacher's Pay and Conditions](#), set out in the statutory guidance.

**Membership of the Trust**

- To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture, and ethos within the trust.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.
- To ensure all trust systems, processes and procedures are adhered to as requested from the Trust post holders.

**The Second in Mathematics must demonstrate the ability to lead, manage and organise the work of the department as follows:**

**Development Planning**

- 1 To contribute to the Faculty Operational Plan defining short, medium and long term goals taking into account the Academy Development Plan, Self-Evaluation, national and local developments.
- 2 To participate in implementing, monitoring, and evaluating the Operational Plan and Academy Development Plan.
- 3 To prepare for inspections and any other audits.
- 4 To complete the Self-Evaluation Framework for the department alongside the Curriculum Leader.

**Curriculum**

- 1 To ensure that Schemes of Work are constructed for English which satisfy statutory requirements and are compatible with the Academy's aims, policies, and ethos.
- 2 To monitor and evaluate schemes of work and modify them in the light of new attitudes and approaches, altered Academy or national policies



- 3 In liaison with the SENCO and the Co-ordinator for More Able and Gifted and Talented, where appropriate, to ensure that Schemes of Work are differentiated to meet the needs of individual students and to ensure the grouping of students is achieved in line with the academy policy on banding and setting.
- 4 To ensure that Schemes of Work show continuity and progression in:
  - a) Curriculum objectives and content.
  - b) The development of cross curricular skills.
  - c) Teaching and learning strategies.
  - d) Assessment of, and for, Learning.
- 5 To ensure the smooth transition between Key Stages in order to build on skills, attitudes, knowledge and concepts developed in Key Stage 3.
- 6 To assist in the development of key skills and cross-curricular themes, skills and dimensions in consultation with relevant staff.
- 7 To promote teaching and learning strategies within English which stimulate student interest and involvement in learning, and which meet the needs of individual learners, drawing on good practice in other curriculum areas.
- 8 To develop opportunities to support English learning outside of the curriculum.
- 9 To evaluate educational resources and acquire a range of those which:
  - a) motivate and interest students
  - b) meet GCSE and National Curriculum requirements (where applicable)
  - c) support the academy policy statement on equal opportunities
  - d) are relevant to the needs of the students and society
  - e) assist in the development of a range of key and cross-curricular skills, themes and dimensions.
- 10 To maintain constant awareness of developments in English and bring these to the attention of the subject staff and the Principal through the line manager.
- 11 To evaluate the suitability of courses offered by different examination boards at KS4 and choose those which meet the needs and aspirations of students.
- 12 To ensure that ICT is integrated into all Schemes of Work, including liaison with the Curriculum Leader ICT over access to equipment and areas of expertise.

The Second in English must demonstrate the ability to lead, manage and organise the work of the English Faculty as follows:

### **Development Planning**

- 1 To contribute to the Faculty Operational Plan defining short, medium and long term goals taking into account the School Development Plan, Self-Evaluation, national and local developments.
- 2 To participate in implementing, monitoring and evaluating the Operational Plan and School Development Plan.

### **Curriculum**

- 1 To work with the Curriculum Leader ensuring that Schemes of Work are constructed which satisfy statutory requirements and are compatible with the school's aims, policies and ethos.
- 2 To ensure that Schemes of Work show continuity and progression in:
  - a) curriculum objectives and content
  - b) the development of cross curricular skills



- c) teaching & learning
  - d) assessment for and of learning
- 3 To ensure the smooth co-ordination of both literature and language at Key Stage 4.
  - 4 To promote teaching and learning strategies which stimulate student interest and involvement in learning and which meet the needs of individual learners, drawing on good practice in other Faculties and wider research.
  - 5 To assist the Curriculum Leader in the day to day running of the faculty and evaluate the suitability of courses offered by different examination boards at KS4 and choose those which meet the needs and aspirations of students.

### **Students**

- 1 To establish and maintain high levels of expectations in students.
- 2 To assist the Curriculum Leader to ensure that the school guidelines on behaviour, presentation of work and completion of homework are implemented.
- 3 To assist the Curriculum Leader to oversee the Behaviour for Learning system in the Faculty
- 4 To ensure liaison with the Achievement Co-ordinators and Support for Learning staff over individual student needs.
- 5 To identify students who would benefit from intervention programmes to improve their performance.

### **Leadership**

- 1 To support the Curriculum Leader and to deputise when and where appropriate.
- 2 To develop a coaching programme that supports all staff within the faculty which:
  - a) Supports NQTs
  - b) Supports and develop RQTs
  - c) Supports and develops all teachers to teach consistently good and outstanding lessons
  - d) are relevant to the needs of the students and society
- 3 To provide input to the Curriculum Leader to identify strengths and areas for development of the department staff.
- 4 To undertake lesson observations and Performance Reviews setting appropriate targets for staff as allocated by the Curriculum Leader.
- 5 To help to establish common standards of practice within the Faculty and develop the effectiveness of teaching and learning.
- 6 To help support staff through the provision of appropriate training as and when required.
- 7 To act as a model of good practice within the Faculty.

### **Resources and Accommodation**

- 1 To aid the Curriculum Leader to ensure that the learning environment is enhanced and that:



- a) classrooms are left tidy and clean
  - b) furniture and fittings are kept in good condition
  - c) student work is regularly displayed within and outside the classroom.
- 2 To assist the Curriculum Leader to organise the purchase and maintenance of the allocated resources.

### **Assessment Database**

- 1 To assist the Curriculum Leader to identify the appropriate content of the Faculty database to enable effective target setting, monitoring and reporting to take place.
- 2 To liaise with the school Data Analyst and Vice Principal Achievement to:
  - a) ensure that the Faculty database is compatible with the school's database
  - b) ensure effective use is made of software and data entry
- 3 To ensure the collection of appropriate assessment and reporting information for entry.
- 4 To enter data where appropriate into the database.

### **Target Setting, Monitoring and Reporting**

- 1 To use NFER and other performance indicators to guide staff to set appropriate student targets.
- 2 To ensure that staff monitor and report on student targets and progress in accordance with the school calendar.
- 3 To assist the Curriculum Leader with the analysis and reporting of assessment data.
- 4 To be informed of developments in assessment procedures as they relate to DT and update/train Faculty staff as necessary.

### **Examinations**

- 1 To assist the Curriculum Leader to ensure that students undertake appropriate courses of study leading to external accreditation.
- 2 To organise teacher assessments and standardisation of students' work.
- 3 To assist the Curriculum Leader to identify students who would benefit from intervention programmes to improve their performance.

### **The Community**

- 1 To ensure effective dialogue with parents in accordance with school policies.
- 2 To organise the Faculty contribution to the Year 6 Open Evening and other transition events/activities.



### Extra-Curricular Activities

- 1 To promote the provision of extra-curricular activities and events.

#### Whole Academy

- 1 To play a full part in the life of the Academy community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- 2 To undertake duties before Academy, at break and after Academy on a rota basis.
- 3 To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Outstanding 100, Christmas Concert and other liaison events.
- 4 To help implement and adhere to the Academy quality procedures and take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral function of the Academy.
- 5 To contribute to whole Academy planning and evaluation via the Faculty/Departmental operational plan and implementation.
- 6 To engage actively in the Performance Management Review process.
- 7 To participate in the Academy's staff development programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review, Faculty training plan and whole Academy training plan.
- 8 To ensure that you take care of your own Health and Safety and that of your colleagues in line with the Academy's policy.
- 9 To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- 10 To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- 11 To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society.

#### Safeguarding:

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people and vulnerable adults. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

#### Notes:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.





**Person Specification:** Second in Department

**Key to identification:** A = Application I = Interview R = Reference

<b>Qualifications/Training</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/I/R</b>
Qualified Teacher Status	✓		A/I
Relevant professional development undertaken within last 2 years	✓		A/I
Working towards a recognised leadership qualification		✓	A/I
An excellent record of recent, relevant professional development	✓		A/I
<b>Experience and leadership</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/I/R</b>
Recent experience and evidence of impact within a relevant leadership role.		✓	A/I/R
A proven track record as a successful classroom practitioner consistently demonstrating a positive impact on pupil outcomes based on high expectations of all.	✓		A/I/R
Taking accountability for the success of an initiative	✓		A/I/R
Experience of raising standards and performance of a significant cohort of young people.	✓		A/I/R
Experience of leading quality assurance processes to ensure consistently high standards within the classroom.	✓		A/I/R
Innovative use of resources	✓		A/I/R
Leads by example and is positive role model with excellent communication skills	✓		A/I/R
Works effectively both as a leader and as a member of a team	✓		A/I/R
Seeks advice and support when necessary	✓		A/I/R
Motivates all those involved in a team	✓		A/I/R
Deals sensitivity with people and resolves conflict	✓		A/I/R
<b>Knowledge and understanding</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/I/R</b>
Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	✓		A/I/R
Good knowledge of the local, national, and political landscape for the curriculum specifically and education generally.	✓		A/I/R
The principals and practice of strategic and operational planning and delivery	✓		A/I/R



Knowledge and understanding of the latest legislation, future impending changes, and current research in areas of curriculum areas	✓		A/I/R
Working knowledge of how to monitor the performance of staff, hold them to account and deal proficiently with underperformance achieving the best outcomes for all parties.	✓		A/I/R
A comprehensive understanding of recent or impending curriculum changes of curriculum areas	✓		A/I/R
<b>Skills and abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/I/R</b>
Creativity and innovation	✓		A/I/R
Implementing change	✓		A/I/R
Leading others	✓		A/I/R
Monitoring and evaluation	✓		A/I/R
Communicates the vision of the school	✓		A/I/R
Builds relationships with stake holders	✓		A/I/R
Makes decisions based on analysis, interpretation and understanding of relevant data and information	✓		A/I/R
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>A/I/R</b>
Ability to inspire confidence in staff, students, parents, and others	✓		A/I/R
Adaptability to changing circumstances/new ideas	✓		A/I/R
A commitment to professional development	✓		A/I/R
Vision, imagination, and creativity	✓		A/I/R
Evident enjoyment in working with young people and their families	✓		A/I/R

## ► Reasons to work at The Mirfield Free Grammar / Great Heights Academy



### A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



### Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



### Career Opportunities

Career opportunities across the MAT.



### Cycle to work scheme

Tax free cycle scheme.



### Holiday package

The Trust provides staff with a generous holiday entitlement.



### Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

