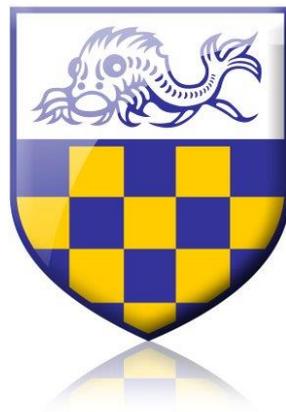


**Longhill High School
Rottingdean
Brighton**



Information Pack 2022

Shared Deputy Head of English

(TLR2b £4,784 0.40 FTE £1,914)

Full Time



LONGHILL

HIGH SCHOOL

Falmer Road
Rottingdean
Brighton
East Sussex
BN2 7FR
Phone 01273 304086
Fax 01273 303547

January 2022

Dear Applicant

Thank you for your application to join the community at Longhill High School. I hope you will find the contents of this pack both interesting and informative.

We would encourage you to find out all you can about the school to ensure that you are making your application from a fully-informed basis. You can visit our website at www.Longhill.org.uk

Ofsted said in September 2018 that 'Teachers have renewed enthusiasm for teaching and a group of staff actively research new ways to inspire pupils. Consequently, teachers are motivated and form part of the ambitious learning culture permeating throughout the school.'

Your commitment and enthusiasm towards the Longhill High School ethos, as well as the skills that you are able to bring to the school, will be key in our decision making process.

Shortlisting for interview will be based solely on the information you provide on the application form and covering letter. Please include evidence of how you meet the criteria set out in the person specification, providing examples where possible.

An application form can be found on the school website www.Longhill.org.uk . Please return your application by e-mail to: personnel@longhill.org.uk or by post for the attention of the, Heads PA, Longhill High School, Falmer Road, Rottingdean, Brighton BN2 7FR.

We take the issue of safeguarding children very seriously and all applications are processed accordingly. Please note that any appointments are made subject to enhanced DBS clearance, identity checks, continuous employment/employment gaps checks and satisfactory written references which we will apply for prior to the interview.

Thank you for your interest and we look forward to hearing from you.

Yours sincerely

Miss K Williams
Headteacher

Headteacher: Kate Williams
Email: admin@longhill.org.uk
Website: www.longhill.org.uk

LONGHILL HIGH SCHOOL

JOB DESCRIPTION

CLASSROOM TEACHER

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 post will be aligned to the TDA Professional Standards and the school's performance management system, relative to the skills and experience of the member of staff. The post holder will be held accountable through the performance and line management systems to carry out the professional duties as listed.

This job description may be amended at any time following discussion between the Headteacher 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 Headteacher.

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will need to demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in students and colleagues
- Engage and motivate students
- Improve the quality of students' learning
- Contribute to school improvement, development planning and promote the learning priorities of the school
- Implement school policies
- Use the performance management process to advance student learning and enhance professional practice in line with the school's aspirations and priorities
- Promote the ethos of the school

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

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

- identifying clear learning objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able students and ensuring differentiation for their needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- effectively using homework and other extra-curricular learning opportunities;
- 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, behavior, standards of work and homework;
- using a variety of teaching methods to:

- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to students, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, ICT and other sources;
- ensuring students 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

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' 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;
- use assessment to inform planning and teaching;

Curriculum Development

- have a significant responsibility for an aspect of the department's (or school's) work and develop plans which identify clear targets and success criteria for its development and/or maintenance;
- contribute to the whole department and whole school's planning activities

Pastoral Duties

- be a mentor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Mentor Group as a whole;
- liaise with the Head of Year 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 of 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

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 everyday school life;
- co-operate with other staff to ensure a sharing and affective 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, 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.

PROGRESSION TO UPPER PAY SPINE

The above is the basic job description for all classroom teachers. Teachers will be expected to continue to develop throughout their careers. Progression to the Upper Pay Spine (threshold) is a reward for a range of good practice including performance in the classroom, and in order to continue to move onto UPS2 and UPS3, this high level of performance must be sustained. In the early years of a teaching career a classroom teacher will need to develop beyond these basic requirements in order to pass through the threshold. Below are some of the skills, attributes and attitudes that will need to be developed to move onto the Upper Pay Spine.

Core Requirements

- To contribute to the development of departmental and school policies
- To take lead responsibility for an aspect of the department or the school's work (this could even be leadership of a small subject), and develop plans and identify clear targets and success criteria for its development and/or maintenance

Planning, Teaching and Classroom Management

- Develop the capacity to reflect upon current practice and thus be able to understand clearly, and therefore apply, very effective classroom management, employ a wide range of teaching strategies and be able to target and support individual learning needs effectively
- Consistently maintain high levels of behaviour and discipline
- Demonstrate the ability to bring appropriate and consistent progress from most of the students taught across the age and ability range, and from a full spectrum of backgrounds
- To be able to manage effectively support staff and other adults in the classroom
- To show the ability to mentor trainee teachers.

Monitoring, Assessment, Recording and Reporting

- To be able to understand and manipulate performance data in order to evaluate students' progress and thereby set appropriate targets for improvement.

Other Professional Requirements

- To be knowledgeable of, and take account of, wider curriculum developments
- Incorporate, as appropriate, national strategies in all teaching
- To take responsibility for continued professional learning, undertaking personal development to enhance the teaching and learning of students, and then applying it successfully in the classroom, and subsequently sharing that with colleagues.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed as necessary as part of the appraisal process and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Because of the nature of this job, if you are successful in your application you will be subject to a criminal record check from the Disclosure & Barring Service before the appointment can be confirmed. This will be done by means of applying for an 'Enhanced Disclosure'. Disclosures include details of cautions, reprimands or final warnings as well as convictions, spent or unspent.

Every member of staff has a responsibility to safeguard and promote the welfare of children.



Longhill High School Person Specification Main Scale: Class Teacher

<i>Qualifications / Development</i>	<i>Essential</i>	<i>Desirable</i>
QTS	✓	
Graduate	✓	
Further Professional Qualifications		✓
Evidence of appropriate Professional Development		✓
Evidence of relevant training		✓

<i>Knowledge / Skills</i>	<i>Essential</i>	<i>Desirable</i>
An understanding of outstanding classroom practitioner	✓	
Use and impact of data on learning	✓	
An understanding of how to raise achievement within a classroom	✓	
Ability to manage student behavior positively	✓	
Your own CPD	✓	
Ability to inspire both adults and young people	✓	
Excellent communicator	✓	
Confident user of ICT	✓	

<i>Personal Qualities</i>	<i>Essential</i>	<i>Desirable</i>
To have a love of and infectious enthusiasm for teaching	✓	
Meet deadlines	✓	
Honesty and integrity	✓	
Work actively and productively as part of a team	✓	
Outstanding interpersonal skills and the ability to relate well to a wide range of people	✓	
Perseverance and resilience	✓	
Highly organised	✓	
High personal standards	✓	
Analytical approach	✓	

<i>Equalities and Safer Recruitment</i>	<i>Essential</i>	<i>Desirable</i>
Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.	✓	
Ability to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people.	✓	
Ability to demonstrate emotional resilience in working with challenging behaviours	✓	

SUMMARY STATEMENT ON USE OF DISCLOSURE INFORMATION IN RECRUITMENT & SELECTION

Introduction

Thank you for applying for a position within Brighton & Hove City Council. You have applied for a post or voluntary work that falls under the definition of 'regulated position' under exemptions to the Rehabilitation of Offenders Act 1974. This means that a criminal conviction check (or disclosure) will be undertaken on any individual who is offered the post. Where appropriate (where the post involves working with children or vulnerable adults) details will also be checked against the Department of Health and Department for Education & Skills lists. These checks are undertaken by the Disclosure & Barring Service (DBS) only when a conditional offer of employment has been made but you will be asked during the recruitment process to declare any relevant information.

It is the intention of Brighton & Hove City Council not to discriminate unfairly against individuals on the basis of their previous offending history. Possession of a criminal record is not an automatic bar to obtaining employment or voluntary work.

The purpose of this Statement is to provide assurance to applicants that the information released in Enhanced Disclosures is used fairly and that sensitive personal information is handled and stored appropriately and kept for only as long as necessary.

Handling of Disclosure Information

Recipients of Disclosure Information at Brighton & Hove City Council will only disclose this information to the recruiting manager and Human Resources Manager. Unauthorised disclosure of any information provided by the DBS is an offence under Section 124 of the Police Act 1997.

Disclosure Information will be securely stored and will be retained for a maximum period of six months unless, in exceptional circumstances, formal written agreement of the DBS is obtained to retain them for a longer period. Brighton & Hove City Council as a Registered Body must comply with the DBS Code of Practice. All matters relating to the use of Disclosure Information will be undertaken in accordance with the DBS Code of Practice and Brighton & Hove City Council's Code of Practice on the Use of Disclosure Information.

Further Information

If you are successful in obtaining a conditional offer of employment (or have been accepted as a volunteer), you will be sent further information on the Disclosure process including guidance on completion of the Disclosure Application Form. Disclosures for employment will be funded by the Council and Disclosures for Volunteers are free of charge.

Further information on the DBS and the Disclosure process including the DBS Code of Practice can be obtained by visiting the web site: www.homeoffice.gov.uk/dbs or by calling 0870 90 90 844.

Further information on the Council's Policy on the Recruitment of Ex-Offenders and the Code of Practice on the Use of Disclosure Information can be obtained by contacting Human Resources on (01273) 292313.