



Lady Margaret School

Applicant Pack

Head Of English



Letter from Headteacher



Dear Candidate,

Thank you for showing interest in the post of Head of English at Lady Margaret School.

Founded in 1917, the School has a proud and successful heritage in educating girls. We wish to appoint a Head of English to build on the great strengths of the school, maintaining the highest academic and behavioural standards, whilst adapting to the fast-changing educational landscape.

Lady Margaret School is a high performing school, as testified by its most recent 'Outstanding' Ofsted and SIAMS ratings. Our SIAMS Inspection in October 2023 noted the 'transformational' impact the school has and the School was graded 'Outstanding' in our Ofsted Inspection in November 2023. LMS was awarded 'London Comprehensive School of the Year' by The Sunday Times 'Parent Power' poll in 2023. Recent results at GCSE and A Level results are excellent and show extremely high levels of attainment and achievement for all students. We continue to offer a rich curriculum for all our students.

This post offers the chance to work with a committed and experienced staff as part of a talented learning community, supporting each other to develop an innovative and exciting curriculum. This is a unique opportunity to work in a school with a strong and proud heritage.

Thank you again for your interest in joining us.

Yours faithfully

A handwritten signature in black ink, which appears to read 'Elisabeth Stevenson'. The signature is written in a cursive style and is placed on a light grey rectangular background.

Elisabeth Stevenson

Headteacher



Head of English

September 2024 start — Permanent and Full-time Position

Inner London Teachers' Scale & TLR 1B (£11,406)

We are delighted that you have taken an interest in our teaching vacancy: This is an exciting opportunity to join a successful school with a friendly and supportive staff.

About Lady Margaret School

Lady Margaret School is a Church of England academy for girls aged 11-18 situated on Parsons Green in West London. Established in September 1917, there are currently 763 girls on roll, of whom 166 are in the Sixth Form. It is an outstandingly successful school in welcoming girls of all academic abilities and ensuring that they achieve their full potential. Its success is based on a culture of high expectations and aspirations, excellent standards of teaching and a strong commitment to its Christian ethos. However, it remains an inclusive school and girls from other faiths or those who have no religious beliefs at all are welcomed.

Our exam results reflect the hard work of our students and staff. In 2023, 92% of our girls attained GCSE English and Mathematics at grades 9-4. At A Level, our results are consistently outstanding, with high numbers of girls progressing to a wide range of Higher Education courses. In 2023 80% of grades were A*-B. Students at LMS have an excellent record of securing places at top universities.

About the Role

We are looking for talented and enthusiastic professional to lead our English Department from September 2024. The successful candidate will be a well-qualified and experienced Teacher of English (including at KS5) who is ready to take on a key leadership role, or an existing Head of Department who is seeking a new challenge.

What you can expect from us

- A supportive school that has staff well-being at its core
- Enthusiastic and engaged students and a culture of high aspirations
- Excellent career progression opportunities in addition to the high quality CPD which is part of our established systems for staff support and development
- A comprehensive benefits package including pension, employee assistance programme and Cyclescheme
- A convenient location served by excellent transport links, close to local amenities and green spaces.

Closing date for applications: Monday 26th February 2024 at 9.00am

Interviews will be held on: Thursday 29th February

Early applications are encouraged. Suitable candidates may be interviewed before the closing date and Lady Margaret School reserves the right to withdraw the position if an early appointment is made.

How to apply: Please click on the 'Quick Apply' button on our TES listing to fill out an online application form. Alternatively, visit our website to complete our own application form: <https://ladymargaret.lbhf.sch.uk/our-school/vacancies>

Lady Margaret School English Department

The English Department at Lady Margaret School is a dynamic, innovative and creative team. We have a passion for teaching our subject: we wish to foster in the girls an enthusiasm for reading and love of literature while ensuring that we equip them for the rigorous demands of external examinations and the challenges of life beyond school.

The Department has high academic standards. We promote the articulate use of both spoken and written English. Our schemes of work are designed to give students the cultural capital needed to succeed in later life, whatever their background. We believe in the power of language to promote social mobility and develop individual thinking. With this aim in mind, our KS3 curriculum has a focus on drama, poetry and prose from the classical canon which will equip students with the vocabulary and confidence to tackle the GCSEs and further academic study. We encourage students to engage in debate and discussion and have designed schemes of work on language that target argumentative as well as creative skills. Drama is taught as a separate subject at KS3 and 4 but English and Drama work closely together in promoting articulacy and creativity in spoken language.

At GCSE we follow the AQA course in Language and Literature. At A Level we follow AQA English Literature A. Both courses are well established in the Department and well-resourced for each unit of study. However, we always welcome new ideas and approaches: we are not complacent and aim to be self-reflective practitioners who strive to improve our teaching and provision for the students. Our results are consistently excellent at both GCSE and A Level: In 2023, 92% of our GCSE students achieved 9-5 in English Language, with 47% of students achieving grades 9-7; 94% achieved grade 9-5 in English Literature with 69% of students achieving grade 9-7. At A Level, in 2023 92% of our students of English Literature achieved a grade A*-B, with 64% of students achieving A*-A. English Literature is popular at A level, and we have a strong record of students going onto university to study English, including at least one student receiving a place at Oxford or Cambridge every year for the last six years.

The Department wishes to foster the creativity and individuality of teachers yet aims to give each girl at LMS the same consistently high standard of English education. As such, all girls will study the same unit of work at the same time within their year group and are taught in mixed ability classes. This practice allows effective co-planning and sharing of resources within the Department. We have two formal Departmental meetings per half term but also meet up informally outside of these times to share teaching ideas and strategies. There is a culture of sharing and conversation within the English office.

The Department emphasises the value of extra-curricular activities and aims to maintain a high profile in school life. Our regular clubs include Debating Club for KS3 and KS4-5, Literary Society for sixth form students and a KS3 Book Club. There is an Oxbridge preparation programme for year 12/13 students. We have reading schemes in Year 7 and 8 and work to raise the profile of reading and literacy in the school through special events like World Book Day and National Poetry Day.

The English Department is currently comprised of 7 teachers. We are a supportive Department who aim to retain a good sense of humour while having a serious sense of purpose to provide an outstanding education for the girls that we teach.

Job Description

Head of English

Job Title: Head of English

Reports to: Deputy Headteacher

Overall Responsibility: Delivering the highest quality learning experiences to students learning English

Start date: September 2024

Salary: Main Scale—Upper Scale, dependent on experience & TLR 1B £11,406 (Inner London)

Disclosure level: Enhanced

Roles included: Head of Department, Form Tutor

Safeguarding

- Lady Margaret School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
- Appointment to this post is subject to an enhanced criminal record and background check

Aim and Main Purpose of the Job:

To actively support the school's ethos and vision and to:-

- Ensure that standards of student attainment and achievement in English are sustained and developed so that all students make expected or more than expected progress.
- Be accountable for student progress and development within English and hold staff to account for this.
- Develop the teaching practice of staff within the department.
- Ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for all students studying English
- Be accountable for the leadership, management and development of English across Key Stages.
- Effectively manage and deploy teaching and support staff, financial and physical resources within the English Department to support the curriculum.
- To minimise the performance gap for vulnerable students, e. g those in receipt of Pupil Premium.
- To be responsible for working with the RS and PE departments in creating mixed ability groups for GCSE

Main Duties and Accountabilities:

Strategic Planning:

1. To meet with SLT to establish how the work of the English Department will support the development of the school.
2. To devise an annual Departmental Development Plan (DDP) and implement strategies within the Department in support of the School Development Plan (SDP).
3. To implement strategies to ensure the efficient running of the Department, in support of school policies and procedures.
4. To liaise with SLT and other Heads of Department to maximise the English department's contribution to positive progress and performance.

Quality Assurance:

1. Establish a process of setting targets with staff within the department and work towards their achievement.
2. Establish consistent standards of practice within the department
3. Contribute to lesson observations and give developmental feedback to teachers.
4. Implement school procedures on quality assurance and ensure these are followed by members of the department.
5. Monitor and evaluate standards and progress in teaching and learning within the department, in order to sustain high standards of achievement and provide job satisfaction for colleagues.
6. Monitor and evaluate the quality of marking and feedback in the department.
7. Support and challenge colleagues who are performing below expectations.
8. Ensure that the department's internal monitoring procedures are in line with the school's Self-Evaluation Form (SEF) and School Development Plan (SDP).

Information Management:

1. Evaluate performance data provided.
2. Complete the Department Self-Evaluation Form to set targets based on data.
3. Produce reports on examination performance—including value added data.
4. Plan how to address, monitor and evaluate identified areas for development.

Pastoral System:

1. Monitor and support the overall progress of students within the department.
2. Ensure the School's behaviour policy is implemented to support excellent learning and outcomes.

Curriculum Provision and Development:

1. Liaise with SLT to ensure delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the SDP.
2. Organise department meetings so that professional dialogues can be achieved, information disseminated and good practice shared.
3. Monitor and respond to curriculum development and initiatives at national and local level.
4. Organise departmental CPD so that all colleagues can be engaged in relevant and meaningful activities in support of their own teaching, the development of schemes of work and the implementation of key school learning strategies.
5. Maintain department teaching resources.

Staffing:

1. To support the professional development of department staff, providing feedback for them in such a way that supports their progress against performance management objectives.
2. Ensure staff development needs are identified and that appropriate programmes are designed to meet their needs.
3. Have responsibility for appropriate and effective deployment of teaching staff.
4. Make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff to arrange adequate cover.
5. Participate in interview processes when required and ensure effective induction of new staff in line with school procedures.
6. To ensure appropriate support, guidance and advice is provided for ECTs and student teachers within the department.

Notes

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers' Pay and Conditions Act 1987.
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the school's published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.
3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Staff are required to wear business dress and to be professionally presented.
5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos. (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.

Person Specification

Head of English

| | Essential | Desirable |
|-----------------------|---|--|
| Qualifications | <ul style="list-style-type: none"> • Qualified to at least degree level • Qualified to teach in the UK • Qualified to work in the UK • QTS or equivalent • Experience of teaching A Level English Literature | <ul style="list-style-type: none"> • Further professional qualifications |
| Experience | <ul style="list-style-type: none"> • Ability to deliver consistently outstanding lessons in this subject to students of all ages and abilities. • Proven record of significantly raising achievement with all groups of students across the age and ability range and of helping them achieve impressive examination outcomes. • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. • Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work. | <ul style="list-style-type: none"> • Successful experience of working particularly with high ability and SEND students. |
| Knowledge | <ul style="list-style-type: none"> • Thorough knowledge of the requirements of the subject. • An understanding of the ways children learn and how individual needs may be assessed and met. • Good knowledge of current educational developments and initiatives relating to the subject and their implications. | <ul style="list-style-type: none"> • Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels. |
| Skills | <ul style="list-style-type: none"> • Excellent interpersonal and listening skills, a high degree of emotional intelligence and an effective oral and written communicator with children, staff and parents. • An ability to use data confidently to inform planning. • The ability to lead and develop a departmental team. • The ability to develop positive relationships with all young people. • Well-developed planning & organising skills including time management, prioritisation, delegation and administration. • Ability to plan, monitor, evaluate, review and lead by example. • Sound judgement and problem solving skills. | <ul style="list-style-type: none"> • Competent user of ICT. |
| Motivation | <ul style="list-style-type: none"> • Willing to support LMS school ethos as a Church of England school. • Willing to be fully engaged in the whole life of the school including extra-curricular activities. • Willing to be a form tutor. • Committed to working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all students. | <ul style="list-style-type: none"> • Experience of leading successful extra-curricular activities which inspire and motivate learners. |

Additional Information for Applicants

Safeguarding

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

- Successful candidates are required to undertake an enhanced Disclosure and Barring Service check.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore **shortlisted candidates** will be required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' (ie filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (Amendment) (England and Wales) Order 2020. Having a criminal record will not necessarily prevent you from taking up appointment; it will depend on the nature of the offences and their relevance to the post you are applying for. However, should a shortlisted candidate NOT declare an offence that is subsequently revealed, e.g. through the DBS check, this may place their appointment in jeopardy.
- It is a criminal offence for barred individuals to seek or undertake work with children.
- In compliance with Safer Recruitment guidelines, CVs cannot be accepted.

Referees

Two references will be sought for candidates invited to interview. It is our policy to obtain references prior to interview, therefore if you have any concerns regarding this please contact us.

- The first reference must be from your present or most recent employer.
- If any of your references relate to your employment at a school or college, your referee **must** be the Headteacher or Principal.
- If you are currently working with children, your present employer will be asked about any disciplinary offences relating to children, current and/or time expired, and whether you have been the subject of any child protection concerns and if so, the outcome of these investigations. If you are not currently working with children, but have done so previously these issues will be raised with your former employer.
- If you are not currently working with children but have done so previously the second reference must be from that employer.
- We are unable to accept references from anyone acting solely in the capacity of a friend or relative.
- Other previous employers may also be approached for information, before interview, to verify details on your application form such as particular experience or qualifications.
- If you have worked with any of the referees you have provided for less than 24 months, please provide an additional referee.

Thank you for your application. Applications may not always be acknowledged, however we aim to advise non-shortlisted applicants of the outcome within a reasonable period after the closing date. Where a large number of applications is received this may not be possible, and if you have not been contacted within 3 weeks of the closing date, please assume that you have been unsuccessful.



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