



TANFIELD
SCHOOL

HARD WORK | TRUST | FAIRNESS

LEAD PRACTITIONER (ENGLISH)

LEAD PRACTITIONER SCALE
TO BE NEGOTIATED

APPLICATION PACK



WELCOME TO TANFIELD SCHOOL

Do you want to be part of a team that will help children to do the seemingly impossible?

We are looking for an exceptional Lead Practitioner of English for September 2024. The right candidate will be totally aligned to our values of hard work, trust and fairness and completely committed to our mission: the school will get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life.

You would be joining a very strong staff team who are determined to drive further improvements at Tanfield. Our School is a vibrant and exciting place to work. I feel privileged to be the Headteacher of Tanfield school. The day I started in July 2017 was the proudest day of my career so far. I'm lucky to lead such fantastic students and staff and I truly believe their potential is limitless.

You may have read our previous Ofsted report. Since then, we have had a significant change in our staffing. Students who had joined Tanfield from other schools, who caused significant behaviour issues, have graduated from the school. We are rapidly improving. In 2022, our progress 8 score was the 3rd best in County Durham at 0.4. We were the 8th most improved school in the country between 2019 and 2022.

Richard Crane Durham County Council's former Head of Education and Skills has recognised our improvements "I am delighted that the school has been successful in bringing about improvements in key aspects of leadership which are securing better outcomes for pupils."

So, what is leading to the rapid improvements?

As Peter Drucker says, "Culture eats strategy for breakfast." We believe that the main driver to success is creating an achievement-oriented culture. A culture where it is cool to be smart and where all students work hard to attend the best university or a real alternative. We do this by having a 'no excuses' approach. We believe this instils strong learning habits, which ultimately helps students to become better qualified, more successful and happier. We expect students to follow homework and equipment rules, wear uniform with pride and always be 'on task', fully engaged and ready to learn. We aim to provide high-quality education to all children, including those from disadvantaged backgrounds. It is widely recognised that pupils from deprived sectors of society are less likely to have had a knowledge-rich start to life and may already begin school at a disadvantage. Therefore, we have implemented a knowledge-based approach to address this and close any gaps in attainment.

We know that teaching is the most rewarding, exhilarating but exhausting profession. We are guided by a philosophy of simplicity that aims for maximum impact on pupil learning with minimal workload for staff. We reduce burnout by applying this effort-to-impact ratio to everything we do. For example, our slimmed-down marking, centralised homework and detentions minimise work. We use whole class feedback to reduce workload. We want staff to nurture a healthy, sustainable balance between their school and home lives.

As an individual, I am driven to be the best that I can be, and I expect the same from students and staff. Therefore, we are constantly looking to take the best ideas from academies, schools, the independent sector and abroad. We don't believe in off-the-shelf strategies or practices; there is no silver bullet. It is really about being values driven, having clear vision, focusing relentlessly on results, operating strict routines, doing the simple things well every day, and building strong relationships at all levels.

If you are wholly committed to our mission, have the persistence and humility to return to it every day; to sustain our routines and live our values over and over, we would love for you to apply for this vacancy.

Regards,
Steven Clough

WHO ARE WE LOOKING FOR?

You will be an excellent teacher of English with outstanding outcomes for the last 3 years.

You will be a successful leader with a proven track record of school improvement at middle leader level.

You will have significant experience of raising achievement, leading change and have excellent communication skills and the ability to motivate staff and students.

Whole School responsibilities may change over time to help provide you with further experiences and skill development to support your career development and promotion opportunities.

You will have the potential to move to Headship.

WHAT CAN WE OFFER YOU?

With great students who behave impeccably, an outstanding team of staff, Tanfield School offers an excellent opportunity for an ambitious, talented individual looking to develop their career..

You would be joining a very strong and supportive team who are determined to drive further improvements at Tanfield School.

Whole School responsibilities may change over time to help provide you with further experiences and skill development to support your career development and promotion opportunities.

Very effective staff training and support and outstanding CPD.

As a rapidly improving School, you would be joining us at a very exciting time and become part of a vibrant learning community that will offer you fantastic opportunities for CPD, career development, future promotions and for you to be able to make your mark.

Our tight, robust and no-nonsense behaviour systems ensure you can really teach.

VISION AND CULTURE

We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow. We teach a highly challenging academic curriculum for all students. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Tanfield is driven by this, so that our students can leave Tanfield with the best set of qualifications possible and as well rounded young people, thereby helping to maximise their life chances.

This vision is outlined in our Mission Statement, 3 values and 3 drivers:

At Tanfield School we have many minds but one mission: to get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life.

Our core values of hard work, trust and fairness permeate all that we do. From the moment a student arrives at Tanfield, we ask them to live these values:

Hard work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

Fairness

We play by the rules. We are respectful, polite, kind and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

We also focus on three key drivers: Mastery, which is the drive to get better at things that matter; Autonomy, or the drive to direct our own lives; and Purpose, which is the drive to connect to a cause larger than ourselves (Dan Pink, 'Drive').

We clearly communicate our mission, values and drivers throughout every day so that the whole school community knows the purpose of everything that we do.

Teaching and Learning

Our Teaching and Learning strategy is heavily influenced by Doug Lemov and his 'Teach Like A Champion' book and we believe passionately in relentlessly implementing any strategy that will eliminate disadvantaged student attainment gaps. We do not believe in learning styles. We believe in teaching to the top and scaffolding downwards for all students, with a highly challenging academic curriculum. Some examples of recent books that inspire us/are aligned to our vision: 'Battle Hymn of the Tiger Teachers: The Michaela Way' (Birbalsingh) 'Teach Like A Champion' (Lemov) 'Reading Reconsidered' (Lemov) 'Why Students Don't Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom' (Willingham) 'Seven Myths About Education' (Chrisodoulou) 'Drive' (Dan Pink).

We do not make exceptions. When we say we have high standards, we mean it. Our students walk in silence between lessons, with pencil cases (with full equipment), ready to immediately start working as soon as they enter a classroom in silence. This supports our teachers making very strong starts to lessons. We hold parents to account as well and insist that they support their children by supporting our rules. This creates a very orderly school where children are safe. It requires staff who will 'sweat the small stuff'.

Work life balance, not burnout

We know that teaching is the most rewarding, exhilarating but exhausting profession. So we are guided by a philosophy of simplicity that aims for maximum impact on student learning with minimal overload on workload for staff. We reduce burnout by applying this effort-to-impact ratio to everything we do. For example: Units of work and lessons have been fully prepared and resourced

already, meaning that you are not 're-inventing the wheel' every night planning lessons and resources from scratch. Lessons will be enhanced by individuals. Teachers do not produce end of year written reports – just termly data inputs. Homework is streamlined into note taking, drilling and self-quizzing, reducing marking workload and ensuring very high homework completion. Strict discipline and robust no-nonsense behaviour systems allow staff to teach without being ground down in low level disruption. All students have full equipment in their pencil cases all of the time – you will not have the hassle of having to hand out pens, pencils etc at the start of each lesson because students don't

have their equipment with them. Staff will never be blamed for poor student behaviour because their lessons are not engaging enough – you will always be fully backed and supported - behaviour is the collective

responsibility of the School, with the Headteacher ultimately accountable. Highly visible and supportive SLT visit classrooms to check that every student is meeting your expectations. We do not grade lessons/teachers with 'high stakes' lesson observations – we believe in a growth mindset approach, where teachers continually improve over time through continuous coaching/feedback loops.

Level 5 Leadership

As a team we also believe in aspiring to 'Level 5' leadership, as outlined by Jim Collins in 'Good to Great', the key traits of which are outlined below: Paradoxical mix of personal humility and professional will. They are ambitious first and foremost for the organisation, not themselves They set up their successors for even greater success whereas egocentric leaders often set up their successors for failure. They display a compelling modesty, are self-effacing and understated as opposed to comparison company leaders being egocentric which contributed to the demise or mediocrity of the company. Fanatically driven, infected with an incurable need to produce sustained results – they are resolved to do whatever it takes to make the organisation great, no matter how big or hard the decisions. Display a workmanlike diligence – more plough horse than show horse. They look out the window to attribute success to factors other than themselves – when things go poorly they blame themselves taking full responsibility.

OUR FUTURE AMBITIONS

We are all exceptionally proud of how far we have come since our last inspection. However, we want to, and know we can, achieve so much more, best summed up by the philosophy of Dave Brailsford, from Team Sky, who stated 'We are always striving for improvement, for those 1% gains, in absolutely every single thing we do'. We want to be the best school in County Durham in the next two years.

NEXT STEPS

Tanfield School offers an excellent opportunity for an ambitious, talented individual looking to develop their career. We would be delighted to show you around our School in order to fully appreciate our excellent learning environment.

Learn more:

www.tanfieldschool.co.uk

Or call the school on 01207 232881 and speak to Steven Clough, Headteacher, to discuss the role further.

An Application Pack (including Job Description and Person Specification) is available to download from www.tanfieldschool.co.uk.

CVs are not accepted.

Closing date for applications: **Friday 19th April 2024 9:00am**

Interviews will take place: **TBC**

Tanfield School is committed to safeguarding children and the appointment will be subject to receipt of an Enhanced DBS clearance, safer recruitment procedures, satisfactory references and completion of a six-month probationary period.

Eden Learning Trust is an Equal Opportunities Employer. We want to develop a more diverse workforce and we positively welcome applications from all sections of the community.

Applicants with disabilities will be invited for interview if the essential job criteria are met.

JOB DESCRIPTION

Post: Leader Practitioner of English**Salary: To be negotiated****Purpose**

To challenge educational and social disadvantage by working with the Head of Department to lead teacher development in order to achieve the highest possible standards and prepare all our students to lead successful lives.

Duties & Responsibilities

- In consultation with the Senior Leadership Team, provide support to plan, design and produce teaching materials and resources which are appropriate to age and ability and are in accordance with the School Improvement Plan.
- Support the Head of Department to act upon department priorities in collaboration with line management in order to build and lead a cohesive and highly effective team.
- Develop and implement a vision for improving standards of literacy across the school.
- Provide highly-tailored weekly coaching to team members.
- Team teach with colleagues, share best practice and lead collaborative planning.
- In accordance with schemes of work, plan, deliver and review lessons which are appropriate to the age and ability of the students so as to facilitate progression in students' learning.
- Ensure that teaching is broad, balanced, relevant and motivational in order to maximise the academic potential of all students.
- Facilitate the exceptional progress and well-being of any individual or group of students; target individual students' needs in lessons.
- Promote and maintain discipline in accordance with the rules and behaviour policy of the School.
- Ensure effective use of formative and summative assessment to drive planning and interventions.
- Provide feedback that moves learning forward.
- Manage the classroom and teaching equipment so as to create a positive learning environment which makes effective use of available resources.
- Ensure that homework is set, where appropriate, and monitored.
- Maintain an effective quality assurance process.
- Support students throughout the day by fulfilling pastoral responsibilities.
- Engage fully in the School appraisal process to fulfil personal potential and be able to participate effectively in the implementation of the School's goals and improvement plan.
- Attend meetings / training and carry out administrative tasks and duties as specified on the School calendar.
- Consistently implement all School policies.
- Contribute to decision-making and consultation procedures.
- Report any safeguarding concerns immediately to a Designated Safeguarding Lead.
- Carry out any other reasonable duties as requested by the Headteacher.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.


PERSON SPECIFICATION




Attributes	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Good honours degree 	<ul style="list-style-type: none"> • Evidence of relevant CPD 	<ul style="list-style-type: none"> • Application
Teaching & learning experience	<ul style="list-style-type: none"> • Values driven • Strong teaching ability backed up by good and outstanding outcomes • Data driven planning to target instruction • A proven track record of measurable impact as an individual teacher and leader • Varied, innovative teaching style that challenges and supports the learner • Confident user of formative assessment techniques 	<ul style="list-style-type: none"> • Experience of having responsibility within a school • Instructional coaching 	<ul style="list-style-type: none"> • Application • Interview
Knowledge and skills	<ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge students • Demonstrate excellent subject and curriculum knowledge • Intelligently sequenced planning • Ability to use data to identify strengths and address under-achievement • Manage behaviour effectively to ensure an effective and safe learning environment 	<ul style="list-style-type: none"> • Understanding of what makes Tanfield School different • Strong analytical and strategic thinking skills • Understanding of a knowledge rich curriculum 	<ul style="list-style-type: none"> • Application • Interview • References
Character	<ul style="list-style-type: none"> • A strong moral purpose and drive for improvement • Motivated, enthusiastic and flexible • Mission aligned • Good sense of humour • Strong attention to detail and clarity • Ability to receive and act on feedback • Excellent interpersonal skills • A desire to develop yourself • Ability to work under pressure • Commitment to the full life of the school • Excellent record of attendance 	<ul style="list-style-type: none"> • Willingness to offer extracurricular provision 	<ul style="list-style-type: none"> • Application • Interview • References



TANFIELD SCHOOL
HEADTEACHER **Steven Clough** BSc (Hons) NPQH
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