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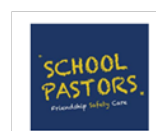
# Meadowhead School Academy Trust

A Member of  
The Meadowhead Community Learning Trust



## Faculty Information English

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# English

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## Introduction

English is a lead faculty in the school and results have been strong over a number of years. All our students take both GCSE English Language and Literature and, in 2023 the percentages of students achieving levels 9-4 in Language and Literature were 68% and 70% respectively. A level provision is well established and both A level English Language and A level English Literature are popular and successful courses.

## The Teaching Staff

The Faculty comprises nineteen members of staff. Teaching and learning is a strength and all teachers are striving towards enabling pupils to become effective communicators who have an interest in and enthusiasm for both language and literature.

There are regular formal meetings as timetabled in the school calendar. Staff also meet more informally to share ideas and develop resources.

## Accommodation and Resources

The English Faculty is based on one wing with twelve specialist rooms, each with their own storage and computer. All classrooms have an IWB and a visualiser. The Faculty make use of the Learning Resource Centre which functions as a library, classroom and ICT facility.

## The Curriculum

We are proud of our diverse and ambitious curriculum. Our English Curriculum is designed to ensure that Meadowhead students:

- Know and understand a rich and diverse range of challenging literature
- Know and understand the patterns, history and diversity of English
- Develop independent and critical responses to texts
- Create engaging, interesting and accurate texts
- Articulate their views and engage in meaningful discussion and debate

## Key Stage Three (Year Seven, Eight and Nine)

Students study three hours of English in Y7 and Y8 and four hours of English in Y9. In Y7, the curriculum includes a particular emphasis on oracy and discussion through the programme “Let’s Think in English” from King’s College, London. Throughout the three years, students who need extra support with literacy currently have an extra hour with an English specialist. As well as in-class assessment, students complete two major assessments each year in exam-style conditions which is used to measure student progress and provide feedback to parents.

## Key Stage Four (GCSE – Year Ten and Eleven)

In Y10 and 11, students have four English lessons per week, following the AQA GCSE Literature and Language courses. During GCSE, the English Faculty organises an extensive programme of after-school, holiday and study time revision sessions to complement the support provided by a student's teacher. During KS4, students transition from in class assessments to trial papers which take place in the school hall three times during the course.

## Key Stage Five – A Level English Literature and A Level English Language

Both of our courses at A Level are popular and successful. For example, the English Language course has achieved results in the last three years that place it in the top 25% of schools in the country. Our alumni study at some of the most competitive universities. The curriculum in Years Seven to Eleven is designed to prepare high achieving students for success at A Level. **Extra-curricular activities.** Faculty staff are regularly involved in extra-curricular activities. Over the last few years, our trips have included visits to see *'Blood Brothers'*, *'Othello'*, *'King Lear'*, *'Lord of The Flies'*, *'A Streetcar Named Desire'*, *'A Doll's House'*, *'Standing at the Sky's Edge'*, *'Romeo and Juliet'* and *'A Monster Calls'*. We also welcome travelling theatre groups into school and have recently hosted productions of *'A Christmas Carol'* and *'Macbeth'*. Our multi-school creative writing project 'Everyone a Writer' allows all students to submit work for publication in an annual anthology.

## The Future

The Faculty continue to focus on the development of central resources and on encouraging the use of a wide range of teaching and learning styles. The Faculty is constantly reviewing performance and is always striving to ensure that students fulfil their potential in all aspects of English. We are looking for enthusiastic, innovative teachers who are committed to a collaborative approach both within the Faculty and the classroom.

## Faculty of English Mission Statement

To support students to become creative, critical and successful learners in reading, in writing and in speech.

### We value:

**Literacy:** We help students develop a good level of functional literacy that is so vital in the future and in other subjects. We are keen that students move beyond functional skills towards deeper critical literacy.

**Success:** We will help students to succeed and develop in English and we support each and every student to fulfil their potential.

**Literature:** The importance of literature is a guiding principle of our curriculum. Students develop emotionally and morally, alongside acquiring language skills, through reading and experiencing a rich range of texts from throughout history.

**Reading for Pleasure:** We offer plenty of opportunities for students to read and discover books they love. We share the books we like too.

**Language power:** We help students recognise the immense power and depth of the English language. An understanding of the evolution and development of English enables students to become more effective and influential communicators

**Creativity:** We give students scope to be creative, adapting existing texts and creating new ones.

**International and cross-cultural:** We value diversity and difference. As such, students will meet texts from a variety

of backgrounds, cultures and countries.

**Empathy and Teamwork:** We encourage students as they develop their ability to understand and respect the views of others. We create supportive classroom environments and we value working together.

**Independent Learning:** We want students to be able to learn independently. We aim to equip students with the confidence, knowledge and critical understanding to approach texts and tasks independently.

## Completing your Application

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Every individual has potential and is, therefore, capable of achievement. It is the school's task to present the fullest possible range of opportunities so that each individual may discover just where their talents lie. It is inevitable, therefore, that the school opens those opportunities to all and makes no assumptions based on gender, nationality, race, ability, disability or creed.

### Meadowhead Equal Opportunities Statement

Interviews for main scale posts will usually be conducted by:

- the Head
- a member of the senior leadership team
- the person to whom the successful applicant will be directly responsible.

For posts of additional responsibility and certainly those at TLR 1b or higher, there will be at least one representative from the Governors' appointments panel.

Applicants who are not called for interview are thanked for the time, thought and effort that they have put into their application. Due to high costs involved the school is unable to acknowledge this via individual replies.