



Kings Langley Secondary School

Application Pack: Administrator

www.kls.herts.sch.uk

Dear Candidate,

A warm welcome and thank you for taking the time to express your interest in the role of teacher of Administrator at Kings Langley School.

We are proud to be an inclusive, mixed comprehensive school of some 1100 students, successfully operating as a stand-alone academy whilst valuing collaborative relationships both locally and wider afield. We are seeking to appoint a highly motivated, enthusiastic and innovative teacher of Science to join a successful, determined and supportive learning area within the school. We wish to appoint a colleague who shares our values and vision and who will demonstrate inspirational teaching and learning founded on a platform of highly developed professional skills as we strive to be outstanding in all that we do.

The school is determinedly committed to the development of “strong character” in order to provide students with the skills and moral fortitude to “make the right choices”. The extract below is written by Dr Tom Harrison from the University of Birmingham and forms part of his evaluation which awarded the school (the first in the UK) the award of National Character Kitemark Plus in June 2018. We are justifiably proud of our unique ethos and culture which attracts both national and international recognition.

“It was clear it is the core mission of the school to do its part to develop values in its pupils that will help them flourish – and teachers and pupils were both able to link the development of character to moral development and wider societal flourishing.”

–Dr Tom Harrison

The professional and personal development of all staff is a key focus for the senior leadership team as we strive to build a school which aspires to the highest possible standards but not at the expense of personal well-being or happiness. We want a culture where colleagues are confident to take risks and learn from their mistakes, safe in the knowledge that they will be supported through a careful programme of induction and personalised professional development.

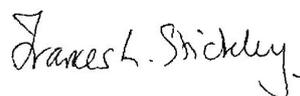
The governors are determined to ensure that our focus on the development of the whole child and strong character is matched with the highest possible academic standards as we look forward with excitement to further success and growth.

We look forward to hearing from you.

Kind regards



David Fisher
Headteacher



Frances Stickley
Chair of Governors



School of
CHARACTER



Artsmark
Platinum Award
Awarded by Arts
Council England

The Kings Langley School: Job Description

Title of Post	Administrator
Grade (including allowance)	H3-H4
Reporting to:	Administration Manager/Headteacher PA – Shurle Woodhouse
Date	May 2021
Time/Hours (& Full Time equivalent FTE)	37 hours per week— 40 weeks— Mon-Thurs 8.30am – 4.30pm. Fri 8.30am – 4pm

Kings Langley School is a national lead school in the development of Character Education. The formation of strong character is at the heart of our curriculum and is a central foundation of our defined school culture and ethos. Consequently, all colleagues are expected to contribute positively to character formation, understanding that behaviours are both taught and modelled.

The duties outlined in this role description are in accordance with the Schemes of Conditions of Service as determined by the National Joint Council for Local Government Employees.

This role description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and role title and improvement and expansion plans of the School.

The role description will be reviewed every 3 years or sooner if required.

Personal and Professional Standards

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Support the aims and ethos of the school as defined in the school prospectus.
- To set a good example in terms of professional dress and appearance, punctuality and attendance.
- As a consequence of the performance review cycle for support staff, take responsibility for personal development making full use of the school's professional development opportunities and training.
- To attend team and staff meetings as appropriate, contributing actively whenever possible.
- To provide courteous, prompt and polite service to all members of the school's community including parents, students, all staff and visitors.
- To actively contribute to the school's mission statement by forming positive relationships within the school community and working collaboratively and in good humour with other colleagues as appropriate or when directed.
- Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety, bullying and behaviour and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher.

Duties Specific to the Post Holder;

- Undertaking reception duties, answering routine telephone and face to face enquiries and signing in visitors, dealing with deliveries, sort and distribute mail.
- Providing general clerical support e.g. photocopying, filing, emailing and word processing, completing routine forms, and responding to routine correspondence, taking notes at meetings as and when required.
- Provide student first aid/welfare duties, assessing student needs, looking after sick students, liaising with parents/staff, keeping medical records up to date including student medical list, logging and managing medication taken by students, medical reporting procedure and maintaining the defibrillator log and regular checks etc.
- Assisting with arrangements for visits by the vaccinations team, photographer etc.
- Maintaining and administering the school postal system including the franking machine, postage, special deliveries etc.
- Providing organisational and administrative support for the member of SLT responsible for teaching and learning e.g. collation of option forms, administrative support for the schools' registration programme, ordering and maintaining resources, promotion of fundraising events, extra-curricular programme etc.
- Operate relevant equipment/ICT packages (e.g. word excel, spread sheets, Internet).
- To carry out supervision duties of students at break/lunchtime as required.
- To carry out such other duties as required, and as are commensurate with the grade of the post.

Knowledge, Skills and Personal Attributes

- Effective use of ICT e.g. word processing, databases etc.
- Have an excellent telephone manner, being able to adapt responses according to the humour and situation of the caller.
- Have good numeracy and literacy skills.
- Ability to relate well to children and adults.
- Show initiative and imagination in solving problems.
- Work constructively as part of a team, understanding school roles and responsibilities and your own position within these.
- Exhibit high moral standards in dealing with confidential and sensitive situations.



What is it like to work at Kings Langley School?

Kings Langley School provides a well resourced, exciting environment for staff. We have well established, detailed schemes of work and a wide range of teaching resources for all courses. All teaching staff are issued with a Laptop and we use Microsoft throughout the school. Our systems provide flexible working and a truly collaborative culture. Our staff testimonials below give a flavour of what it is like to work at a truly inclusive school:

Naomi –

Working at Kings Langley School for the past two years has been incredible. I have been so well supported and encouraged by countless members of staff, both during my NQT year and beyond that. The character and feel of a school are something I think you can pick up on in a first visit; and at Kings Langley School you can instantly feel the warmth, happiness and kindness of the staff and students.

As a science teacher, I am always looking for ways to improve upon or enhance aspects of both my teaching and the science curriculum, and Kings Langley allows me to do just that through a supportive and well-established system as well as a commitment to continuous improvement, for staff and students alike.

I have been very fortunate that I have been given several opportunities to improve both my teaching and learning and my pastoral relationship with students, all of which I feel have shaped me into becoming a better teacher.

James –

When you work in a profession such as teaching, where you really have passion for what you do, choosing a school that you matches your principles and ethos is paramount to being able to make an impact on young people's lives. After 11 years of teaching in south Essex, I joined King Langley School after a long search for the 'perfect' school, a school that had morals and values parallel to my own.

I believe that teaching is not just about academia, it is about how the students, staff and wider communities experiences of a school; it is about the language that staff use towards students, parents and each other; it is about the curriculum, the resources and how these reflect the interests and needs of each and every student. In every classroom a student and their achievements should be celebrated. You should see who they are, where they come from and where you can take them. A learning environment should empower all students to succeed and for students to be leaders in their own right.

Since joining the school I been developed professionally; being given outstanding opportunities to progress through my career and work directly with the country's leading education academics and professionals. Whilst I take a proactive approach to reading contemporary research in education, being able to work face-to-face with leading specialists in areas such as SEND, curriculum design, and character education, is invaluable to being able to shape the education and experiences that all children and young adults deserve.

I am immensely proud to be a member of the King Langley School community, to work for a Headteacher and senior leadership team who have passion and integrity, to belong to a staff body who put students at the forefront of everything they do and to be among students who have character, who are respectful, and who have confidence.

Further staff perspectives can be found <https://www.kls.herts.sch.uk/about-us/staff-perspective/>

What is it like to be a student at Kings Langley School?

At Kings Langley School, we believe that all students have tremendous potential to make a positive difference, not only to benefit themselves, but also their school and wider communities. The opinions of students are essential to the school's development, and regular focus groups of students take place to gather their views on a range of issues including teaching and learning, transition, behaviour, home-learning and safeguarding, as well as school improvement planning. Our student testimonials below give a flavour of what it is like to learn and develop at our school:

Ellen - I have attended Kings Langley for just over 4 years now and I can confirm that I have thoroughly enjoyed my school years so far. All students have an opportunity to become the best version of themselves at Kings Langley and for an abundance of reasons; in lesson time and extra-curricular time too. In class, teachers are evidently passionate about their subject which is utterly refreshing, encouraging students to want to gain knowledge and do the best that they can. I enjoy lessons as I always feel confident to ask for help and have built strong teacher-student relationships over the years. Outside of the classroom, I have always felt encouraged to get involved. There is an array of opportunity at school and I have enjoyed partaking in hobbies I love and trying new things as well. There are so many sports teams you can become a part of and even if you don't feel completely confident, teachers and students have always been so welcoming and aid you into enhancing your skills which lead you to represent the school. Personally, I love the arts and there have been a variety of opportunities in my time at school. Last year, I played a role in the school's production of Wizard of Oz and absolutely adored it! I worked closely with students of all different years, definitely making friends for life whilst being led by experienced teachers that always encourage students. It is those moments that will remain most memorable for me and have built my character hugely. The school's aim of character development; building self-regulation, empathy and perseverance have always been at the forefront and without doubt, will allow every single student to unlock potential for life.

Bailey - I have been a pupil at Kings Langley School since Year 7 and I am happy to say I have enjoyed every moment of my time here, so much so that I decided to stay an extra 2 years for Sixth Form! The array of opportunities that Kings Langley has to offer has enabled me to educate myself not only academically but outside of the classroom too. A few examples include me being lucky enough to travel across Europe on music tours to perform in cities like Barcelona and Salzburg, to represent KLS in competitive sports across the country and even visit Parliament and compete in a debate competition as part of the KLS debating society. The extra-curricular clubs have something for everyone. Each year at Kings Langley has brought new opportunities and new challenges that has enabled me gain the confidence to try new things, before last year I could barely stand in front of a crowd let alone say anything but thanks to the Music Department, I was given the opportunity to perform in the end of year concerts in front of a hall of people which is something I thought I would never be able to do. Without all these opportunities I definitely would not be the same person I am now.

I am also lucky enough to have had amazing subject and form teachers who, whether I enjoyed the subject or not, always pushed me to do my best and who believed in me. Without their support I would have never discovered my love for history (which I then took for both GCSE and A Level), my enjoyment of class discussions and debates, my ambition to achieve my goals both in school and outside of it too and most of all believe in myself to achieve what I want out of life. The support the school has given both pastorally and academically has always been above and beyond. Throughout my time at Kings Langley, the school's core

Working at Kings Langley School

Well Being and Reasons to Work Here

Curriculum

- Teaching load for main scale teachers of 83% compared to the National suggested rate of 85%
- A culture of typicality is reinforced by non-lesson grading
- More straight forward planning as we teach to the top, with scaffolding required for some students
- All lessons begin with a quick start, with students knowing the protocols. This allows us all to start lessons in a prompt and orderly manner
- Subject area teams are given blocks of time in the summer to re-evaluate and amend their curriculum.



Registration

- A clear planned and resourced registration programme which supports character, numeracy and literacy across the curriculum. This means no planning for tutors and impact is seen in all subjects
- Equipment checks built into registration which enables all staff to run lesson properly as students are fully equipped for learning.

Behaviour

- A very clear behaviour system which is consistently applied enabling teachers to focus on students who want to learn.

Assessment

- A marking policy which includes live marking and green pen self-assessment with no carrying sets of books home unless the teacher chooses to.
- Assessments are encouraged to track progress but are most often marked by the students
- Two co-ordinated examination weeks per year group where students are given information and strategies on how to revise, so are encouraged to revise across all subjects independently
- The number of data entries has been reduced to 2 per year group and there is no longer a requirement to write subject comments on reports.

Working at Kings Langley School

Staff Development

Currently there are 69(66.8 FTE) teaching staff and 51 (35.0 FTE) support staff working at the school. Particular attention is paid to staff development and staff participation. There is a comprehensive in-house training programme for all staff and we also support colleagues in attending numerous external events including Herts for Learning's comprehensive programme of training courses. These include induction conferences for NQTs, to help deal with the challenges of the first years; training for leaders on how to prepare for the new curriculum; and everything in between, including subject-specific training.

Each year all staff have an opportunity to review their work and set objectives at an appraisal meeting. There is a robust system of pay progression in place for teaching and support staff.

Support for newly qualified teachers includes a reduced timetable, planned induction programme starting in July and mentor support. The school has a strong partnership with the University of Hertfordshire. We participate in its ITT programme and as a lead school have appointed teachers through School direct (salaried and non-salaried) routes. The school frequently hosts work experience visits for those interested in a career in teaching.



Facilities

Kings Langley School was re-developed under the Priority School Building Programme and we took delivery of a totally brand new school building in September 2016. The school has excellent teaching facilities with each learning area having its own suite of rooms with state of the art technology to support students' learning and enrichment activities.

