



## Collingwood College Recruitment Information

### Head of Film and Media Studies

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**Dear Applicant,**

Our vision for Collingwood is to be the College of first choice for all our parents and we are currently on a journey to move from Ofsted Good to Outstanding!

Collingwood College is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals.

Our students are the focus of everything we do. We have found that by listening to students' views and offering them the opportunity to work with each other, staff and governors, they are an integral part of our relentless drive for improvement.

Collingwood College offers all students an inclusive, flexible and stimulating educational experience. With a strong emphasis on personal development and a very wide range of leadership opportunities and extra-curricular activities, we are able to offer challenges that motivate and appeal to all individuals.

Our academic performance is consistently high and in recent years students have achieved excellent results at pre and post 16 level. In 2023, in the Sixth Form, 74% of A level qualifications were at A\*-C and our ALPS three year rolling average (progress) score for A level and BTEC qualifications was a 4 ('very good', top 40% nationally).

At GCSE, almost 80% of entries were graded at 9-4. 71% of our students also achieved 9-4 grades in both English and Maths. Our ALPS progress measure was 4 ('very good', top 40% nationally).

This continued level of success is down to the hard work of our students and their teachers.

We believe that our staff are the foundation upon which the success of the College depends and recognise that our employees are the most important asset of the college.

Collingwood welcomes and encourages applications from Early Careers Teacher (ECTs). We have an outstanding induction programme for ECTs and we were recently awarded 'exceeding expectations' for provision and support provided to ECTs by our Appropriate body, Hampshire County Council.

We empower our employees to utilise their talents and skills to make a positive and significant contribution to the quality of teaching, learning and personal development that the College provides for its students.

We look forward to receiving your application for this post.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Eden Tanner', with a long horizontal line extending from the end of the signature.

**Mr Eden Tanner**  
**Principal**



### Head of Film and Media Studies

#### The Role

To support the successful implementation and development of the school's academic and pastoral programme as a member of the Film and Media Department. We are looking for an enthusiastic and inspiring Media/Film specialist who will work to continue the success of the department. We also welcome applications from those returning to work after a career break.

#### The Department

Collingwood College has a flourishing Film and Media Department. The Department endeavours to ensure that students find both Film and Media stimulating, enjoyable and highly relevant subjects. The Department helps them to develop confidence in both Film and Media and ensure the ability to meet new challenges and succeed. The Department has high expectations of all students and is focused on helping them achieve their very best, in classwork, homework, school examinations and public examinations. The Department provides pupils with a rich variety of lessons and a broad range of opportunities to extend their learning. The Department continually explores new and interesting ways to teach the subject, in order to engage pupils at every level and ensure all reach their full potential.

We are a small, enthusiastic, and experienced department who enjoy the subjects we teach. We are a department that offers Media Studies and Film Studies at GCSE and A Level and BTEC Creative Media Production at Post-16. We have strong uptakes across each subject across each year group. We are able to offer our students access to equipment that allows them to explore their creativity

across a range of mediums for coursework modules and ensure they have access to programmes and software to allow students to reach their full potential.

The Department results are consistently strong each year. In Media Studies at GCSE 91% of our students achieved Grades 9-4 and 30 % Grades 7-9. At Media A level 89% of our students achieved an A\*-B grade. We were equally successful in Film Studies last year with 96% of our GCSE students achieving a Grade 9-4 and 27% achieving a 7-9 grade. At A level 70% of our students achieved a grade A\*-B. Each of these subjects have ensured that we have ensured that we continue to achieve ALPS scores in the Top 10% Nationally. The popularity of each subject is growing across the key stages with each subject filling up easily.

A particular strength of the department is the way we challenge our higher and middle ability students. We also work closely with our SEND Department and Pupil Premium Lead to support some of our students, including extra Media and Film intervention lessons.

There are currently 2 Full Time members of the Media and Film Department with 3 members from the English department teaching from KS4 to A Level, with a mix of full-time, part-time and staff with additional responsibilities within the school.

### **Application Process**

An application form can be obtained on our website [www.collingwoodcollege.com](http://www.collingwoodcollege.com) . Completed application forms should be returned to the HR Department [hr@collingwood.surrey.sch.uk](mailto:hr@collingwood.surrey.sch.uk)

Closing Date: 8 October 2023

Suitable candidates may be interviewed before the closing date and Collingwood College reserves the right to withdraw the position if an early appointment is made.

Collingwood College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

### **Interviews**

Interview will be held in person and will include a lesson observation, a tour of the school and if successful following this process be interviewed by the recruiting manager and the Principal.

### **Probationary Periods**

All posts are subject to a probationary period. For teachers this is 2 full terms, for support staff this is 6 months. Collingwood College's Probationary Policy is available upon request.

### **Remuneration and Benefits**

Collingwood College has its own generous pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed.

All new staff appointments are subject to verification of fitness to work, receipt of two satisfactory references, qualification verification, clearance from the Disclosure and Barring Service at Enhanced level as well as other checks relevant to the role.

Access to other benefits including:

- Outstanding facilities, including free on-site parking

- All Collingwood College teachers up to the age of 75 are eligible to belong to the Teacher's Pension Scheme and will automatically become members unless they opt out. Further information can be found at [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) Member of the Teachers' Pension Scheme
- 24/7 Employee Assistant programme for staff and their families
- Exclusive savings, discounts and offers through My Staff Shop including Cycle to Work Scheme
- Flexible leave of absence policy

### **Training and Development**

At Collingwood we are committed to providing a well-structured staff development programme to enhance personal and team development. All new staff received the following training:

- Collingwood College Company Induction
- Safeguarding and Prevent Training
- Mandatory and Compliance Training including Fire Awareness and Health and Safety at Work
- Training linked directly to the job role, which may be delivered by other colleagues or external trainers

In addition, staff can have:

- An opportunity to access other training as detailed in the termly training calendar
- An opportunity to access training outside the college linked directly to your role or career aspirations
- Other on-line training relevant to the role.

For New Qualified Teachers we have developed a specific training programme to support you through your induction year.

**Teaching and learning Responsibility (TLR2)**  
**Job Description & Person Specification**

<b>Job title:</b>	<b>Head of Film and Media Studies</b>
<b>Whole school area of accountability:</b>	Teaching and learning responsibility for Film and Media Studies
<b>Grade:</b>	In Line with College's pay
<b>Responsible to:</b>	The Principal, members of senior leadership team (SLT) and the governing body
<b>Supervisory responsibility:</b>	Teachers in their department

**Main purpose of the job:**

- Take specific responsibility and accountability for the day-to-day management and organisation of your TLR responsibility area.
- Be an excellent classroom practitioner.
- Have an impact on educational progress beyond your assigned pupils.
- Line manage and appraise identified staff.
- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Principal, Senior Vice Principal, Vice Principal, Senior Assistant Principals and Assistant Principals.

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**Duties and responsibilities**

In addition, carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR 2.3 for Head of Film and Media Studies.

**Leadership and management**

- Support and implement the vision and ethos of the school.
- Contribute to, implement, and evaluate the success of School Development Plan relevant to your TLR area.
- Ensure that the work of the team/whole school (as relevant) is inclusive, and issues are addressed in curriculum and/or pastoral management.
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments.
- Together with SLT, lead on the school self-evaluation process for your TLR area including lesson observations, monitoring of school standards, and bringing about improvement.
- As appropriate contribute to the writing of self-evaluation and policy documents.
- Effectively manage the transition of pupils to and from your phase and within it.
- Promote cross curricular approaches to teaching and learning.
- Be a proactive and effective member of the senior/middle leadership team.
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.



### *Teaching and learning responsibility*

- Lead a core subject/phase/school priority (insert as applicable) across the whole school.
- Have overall responsibility and accountability for your TLR area ensuring curriculum continuity, consistency, balance, match, and progression.
- Lead regular meetings relevant to your TLR area with appropriate colleagues.
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.

### **Monitoring and assessment**

- Together with the senior leadership team (SLT) of the school, contribute to, monitor, and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area.
- Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium-term planning.

### **Manage resources**

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility.
- Manage, monitor, and accurately account for any budget for your area.
- Evaluate, organise, and monitor the use of resources.

### **Staff development**

- Act as a reviewer with the arrangements for the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach.
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork.
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate.

### **Other**

- Always assist in the smooth running of the school, including being responsible with the other TLR holders for the school in the absence of the Principal, Senior Vice Principal, Vice Principal, Senior Assistant Principals and Assistant Principals.

### **Note**

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

**Signature of post holder**

**Date**     /     /

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**Signature of headteacher**

**Date**

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**Person Specification For \_\_\_\_\_**

	Essential	Desirable	Assessment Method
<b>Qualifications and Training</b>	QTS or Recognised equivalent	Good Honours Degree	Application Form Letter of Application
<b>Experience</b>	Teaching experience with the age range and/or subject(s) applying for		Application Form Interview and Lesson Observation
<b>Skills, Knowledge, and Aptitude</b>	<p>Create a stimulating and safe learning environment.</p> <p>Establish and maintain a purposeful working atmosphere.</p> <p>Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.</p> <p>Assess and record the progress of pupils' learning to inform next steps and monitor progress.</p> <p>Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.</p> <p>Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.</p>		Letter of Application Interview Lesson Observation



	<p>Encourage children in developing self-esteem and respect for others.</p> <p>Deploy a wide range of effective behaviour management strategies, successfully.</p> <p>Communicate to a range of audiences (verbal, written, using ICT as appropriate).</p> <p>Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.</p>		
Personal Attributes	<p>Demonstrate commitment to:</p> <ul style="list-style-type: none"> <li>• Equality and Diversity</li> <li>• promoting the school's vision, values and ethos</li> <li>• high quality, stimulating learning environments</li> <li>• relating positively to and showing respect for all members of the school and wider community</li> <li>• ongoing relevant professional self-development</li> <li>• safeguarding and child protection</li> </ul>		<p>Letter of Application</p> <p>Interview</p> <p>Lesson Observation</p> <p>Presentation (if requested)</p>

<b>Post title</b>	Class Teacher
<b>Subject or Specialism:</b>	Media and Film Studies
<b>Salary and grade:</b>	In line with the College's pay and conditions
<b>Line manager/s:</b>	HoD, The Principal, members of the senior leadership team (SLT), and the governing board
<b>Supervisory responsibility:</b>	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

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### **Main purpose of the job:**

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

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### **Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school.

### **Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

### Note

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**Signature of post holder:**

**Date:**     /     /

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**Signature of Principal**

**Date:**     /     /

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