



JOB PROFILE

Post Title:	Teacher of English
Location:	Stephenson (MK) Trust, Bridge Academy
Accountable to:	Deputy Principal
Grade:	ECT/MPS/UPS

JOB PURPOSE

To have sound practical and theoretical knowledge of KS3 and KS4 English Curriculum, and the ability to adapt to various exam board criteria. To have experience of delivering to mixed experience student groups, aged 11-16.

We are looking for a passionate and highly skilled practitioner who is able to engage learners, and support students on their pathway to success, both in their subject, and holistically, making positive contributions to our community and society.

PRINCIPAL ACCOUNTABILITIES

- Prepare and deliver an appropriately broad, balanced, relevant, differentiated and modified curriculum to meet students' needs
- Teach consistently high quality lessons, incorporating a range of QFT strategies to meet students' needs
- Facilitate and encourage learning experiences which provide students with the opportunity to achieve their individual potential
- Facilitate and promote opportunities to build confidence and self-esteem around health and well-being and self-image, contributing to personal and academic growth
- To contribute to raising standards of achievement across the school, especially in literacy
- Manage student behaviour and apply appropriate and effective use of school policy and procedures, in line with the values and ethos of the Academy, so that effective learning can take place
- To comply with Keeping Children Safe in Education and associated safeguarding policy and practice of the Academy to ensure the safety and well-being of the students
- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow whole school monitoring and tracking systems relating to students attainment, progress and achievement
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
- Undertake pastoral duties, such as taking on the role of form tutor, and supporting students on an individual basis through academic or personal difficulties.

- Contribute to a coordinate information for Annual Reviews for tutees
- Organise and facilitate extracurricular activities, trips and enrichment activities related to your subject
- Communicate with parents and carers over students' progress and participate in departmental meetings, parents' evenings and whole school CPD and training events.
- Liaise with other professionals, internally such as learning mentors, inclusion mentors, SENCO and therapeutic staff and externally such as multi-agency professionals
- Prioritise and manage time effectively, ensuring continued professional development in line with the role.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in SEND, Quality First Teaching practice and methodology.
- To play a full part in the life of the school community, to support its mission, values and ethos and to encourage staff and students to follow this example
- To actively promote school policies, procedures and professionalism
- To undertake duties before the school day, at break, over the lunch period and after the school day on a rota basis
- A willingness to be deployed across the Stephenson Trust as and when required.
- Any other reasonable duty deemed necessary by the Head of School

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School & Executive Principal



Person Specification

JOB TITLE: Teacher of English

LOCATION: Coffee Hall, Milton Keynes

Please show, in no more than 2 sides of A4, how you believe you meet all the essential criteria listed under A [Application Form] and, where you are able, those listed under D [desirable]. We will use your completed Application Form and the information contained in the up to two-page enclosure to shortlist candidates. CVs will not be considered.

E= Essential / D = Desirable
Assessed: A= Application Form, I= Interview, T= Task

CRITERIA		E/D	ASSESSMENT
EXPERIENCE/ KNOWLEDGE	<ul style="list-style-type: none"> Accurate and up to date knowledge of issues in teaching and learning including learning styles, assessment for learning and examination specifications in English 	E	A/I I
	<ul style="list-style-type: none"> An excellent classroom practitioner 	E	A/T
	<ul style="list-style-type: none"> Successful experience of working with SEND students with social, emotional and mental health needs 	E	A/I/T
	<ul style="list-style-type: none"> ICT literate 	E	A
	<ul style="list-style-type: none"> An ability to use data to understand target setting and track student progress/apply appropriate intervention 	E	A/I
	<ul style="list-style-type: none"> Excellent communication skills 	E	T/I
	<ul style="list-style-type: none"> Ability to plan, prioritise, delegate, organise self and others; manage, monitor, evaluate and review one's own work and that of others 	E	I
	<ul style="list-style-type: none"> Ability to work on own initiative and in teams 	E	A/I
	<ul style="list-style-type: none"> Keen to develop 21st century learning platforms 	D	A/I
	<ul style="list-style-type: none"> Knowledge of literacy across the curriculum. 	E	
TECHNICAL JOB RELATED SKILLS	<ul style="list-style-type: none"> Knowledge and experience of strategies to support students with social, emotional and mental health challenges 	E	A/I
	<ul style="list-style-type: none"> Knowledge of SIMS management systems as used in schools 	D	A
	<ul style="list-style-type: none"> Understanding of and achievement in application and dissemination of good practice in curriculum provision 	E	A/I
PERSONAL JOB RELATED SKILLS	<ul style="list-style-type: none"> Excellent attendance and punctuality and professionalism 	E	A
	<ul style="list-style-type: none"> Enthusiasm, personal dynamism, determination and stamina 	E	A/I/T
	<ul style="list-style-type: none"> Integrity, tact, reliability, emotional resilience, self-confidence and personal presence 	E	T/I
	<ul style="list-style-type: none"> A commitment to professional standards, quality and continuous improvement 	E	A/I I

	<ul style="list-style-type: none"> Ability to manage the often conflicting demands of the post 		
EDUCATIONAL QUALIFICATIONS	<ul style="list-style-type: none"> Qualified to degree level QTS Evidence of relevant further professional development 	E E D	A A/I
OTHER REQUIREMENTS	<ul style="list-style-type: none"> Willingness to be flexible with duties to respond to the school's needs Ability to be creative and innovative in the setting up of procedures and policies The ability to adapt to an ever-changing educational environment 	E E E	A/I A/I A/I/T

Stephenson (MK) Trust is an Equal Opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.