



The John of Gaunt School

A Community Academy

English Teacher



Who we are

The John of Gaunt School is a unique, vibrant and highly successful school. The school has a strong reputation for both academic and pastoral excellence. Whilst we are first and foremost a place of learning, we strive to ensure that students are academically nurtured and cared for in a safe environment in which they can be happy, grow, gain in confidence and be challenged to achieve in all aspects of school life.

From 1st April 2023 we will be joining Equa Multi Academy Trust. For more information please visit: <https://equa.org.uk/>

Our Mission

- Excellence
- Respect
- Responsibility
- Resilience
- Ambition



Our Values

Our Mission is to make sure that all our students, discover their personal best and thrive academically, individually and socially regardless of their circumstances.

We are relentless in driving high expectations and make no apology for ensuring high standards across the school.

Ethos & Culture



We are a highly inclusive school that blends nurturing individual care with high standards and expectations.

Our ethos is underpinned by strong relationships between students, parents, carers, staff and governors, who all work tirelessly together to ensure students develop their individual characteristics to be successful at school and beyond.

Our School & Community

The John of Gaunt School is a fully comprehensive single Academy for students from the ages of 11 – 18, with approximately 1270 students on roll. We are a school for our community and strongly believe in collaboration. We actively promote this with our local secondary and primary schools through Collaborative Schools Ltd - a social enterprise incorporating all Trowbridge schools. Our strong partnerships with local primaries mean that most students join us already knowing the school and key staff.

Dear Applicant,

English Teacher – Full time, Permanent

I am delighted that you have shown an interest in this post at The John of Gaunt School which will start in September 2023. The successful applicant will join a committed and talented staff team with a supportive Governing Body who share high ambitions and the desire of excellence for our students. This is a truly exciting time to join our growing, forward thinking school. We have high expectations of Teaching & Learning and to facilitate this, a framework of high quality practice has been created. These JOG essentials can be found on our website ([here](#)).

You will find much information about the school and the faculty both on our website and in the candidate pack, which I hope encourages you to make an application. To apply please complete the application form available on the school's website ([link](#)). Please note that in line with safer recruitment practices, CVs will not be accepted. In Section 5 you should provide details of how your skills and experience match the qualities referred to in the person specification. Please return your completed application to Elaine Baldwin, HR Co-ordinator via email to vacancies@jogschool.org.

The closing date for applications is 17th April 2023 at 10am. Interviews will be held during the week of 24th April. If you have not heard from us by 25th April please assume that your application has been unsuccessful on this occasion.

The John of Gaunt School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. In line with Keeping Children Safe in Education, references will be called prior to interview and an online profile search conducted on all shortlisted candidates. The successful candidate will be expected to complete an enhanced DBS disclosure.

Thank you, once again, for your interest in this post. We very much hope that you will pursue your interest in this position and I look forward to reading your application and possibly meeting you at interview.

Yours faithfully,

Matthew Woodville
Headteacher

The English Faculty

The English Faculty occupies a central place in the work of the school and, we are happy to say, was recently shortlisted for English Team of the Year with the Times Educational Supplement. The faculty has 16 specialist teachers of English and media, 5 of whom are part-time, and some of whom have additional areas of expertise and responsibility around the school – including strong links with our individual learning department. The Faculty is managed by the Director of Learning; she is assisted by a Director of KS4, Director of KS3, Lead Practitioner, and a full-time HLTA who undertakes intervention work focused on pupil premium students. The hallmarks of the English Faculty's work are the extremely high quality of classroom teaching and a sharp focus on assessment and monitoring. The English Faculty team pride themselves on being innovative and forward-looking, enthusiastic and caring.

All full-time English specialists currently have their own classrooms; most of these are situated in the same area of the school. All are equipped with data projectors, speakers and document cameras; all members of staff have their own laptop computers and access to the internet. The English Faculty has its own small computer room which is particularly useful for teaching smaller classes of lower ability students, sixth form classes or intervention groups. In addition, media teaching takes place in a computer suite, with access to equipment such as cameras, lighting and sound recorders. We also have a technician who regularly works in the faculty to support media lessons. A particular strength of the faculty is our resource-base, which includes a wide selection of literature and course books, as well as fully-resourced schemes of work across the key stages, written by our team. We participate in the 'Talk for Writing' secondary programme, with the aim of improving student literacy in all subjects. We participate fully in the school's CPD programme to ensure that our resources, skills and professional practice are of the highest order, with members of our team regularly delivering CPD for other colleagues in the school.

KS3

In Year 7, 8 and 9, English is taught in mixed-ability groups. Year 7 students have 8 English lessons per fortnight, one of which is a reading lesson that takes place in our school library. Year 8 students have 6 lessons a fortnight and year 9 have eight lessons a fortnight. The Key Stage 3 English curriculum has been designed to allow each student in a year group to be studying the same module at the same time. These modules have fully-resourced schemes of work available, which creates consistency of teaching and learning across a year group.

GCSE

In Years 10 and 11, students currently follow GCSE courses in both English Language and English Literature with the AQA exam board, studying the play *An Inspector Calls* alongside classics such as Shakespeare's *Macbeth* and *Jekyll and Hyde*. Joint-planning is at the heart of our GCSE teaching, with team members regularly pairing up to plan a KS4 unit of work. The Faculty has also developed a range of effective intervention techniques which have enabled successive Year 11 cohorts to feel that they are being strongly supported in the lead up to their exams and, in turn, to respond by being purposeful and focused in their work. Our English Language 9-4 rate for 2019 was 69% and the combined 'English' (taking into account the best of both Language and Literature GCSEs) was 75%.

In addition to English, we also teach a popular GCSE course in Media Studies, with the AQA exam board, as one of students' options choices.

The English Faculty

A Level

The English Faculty offers newcomers exceptional opportunities in A level teaching; we currently offer A levels in English Language and Literature, English Literature and Media. We teach the courses offered by the AQA exam board (the 'B' specification for English Literature) and these have proven to be exceptionally popular, with the numbers of students opting for English at this level being high. In recent years, many students have gone on to study English or English-related subjects at university. It would be an advantage for candidates to have the background or willingness to teach any or all of these subjects.

Enrichment

A range of enrichment activities are offered in English to complement work in the classroom. Each year we put forward teams from Years 8, 10 and 12 to compete in the 'Young Voice of Trowbridge', a public speaking competition against teams from other local secondary schools. Other recent enrichment activities include creative writing competitions, and theatre trips to Bath and Bristol. All English colleagues are encouraged to offer an extra-curricular activity. Last summer, we successfully piloted our first literature festival in school, with visiting authors and poets and lots more school events.

The English Faculty is at the forefront of change and innovation within the school. We are an ambitious team, with many of our members quickly advancing to take on additional responsibilities within the faculty and across the school. We welcome new colleagues who have fresh ideas and can contribute to improving our professional performance and raising student achievement.



English Teacher Job Description

Accountability:

- Under the daily leadership of Director of Learning: English

Safeguarding:

- The John of Gaunt School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility for doing so.
- The postholder must hold enhanced DBS clearance with Children's Barred List Checks

Teaching & Learning

- To manage student learning through effective teaching in accordance with subject schemes of work and policies.
- To embrace whole school initiatives.
- To teach across the full age and ability range, as required.
- To deliver small group intervention sessions, as required.
- To plan differentiated lessons, which meet the needs of all abilities, including those with SEN and most able students.
- To set homework regularly in accordance with the school's policy.
- To encourage independent learning.
- To promote learner self-esteem and a positive academic self-concept.
- To work effectively as a member of the subject team to improve the quality of teaching and learning.
- To deepen learner knowledge and understanding and to maximise their achievement.
- To use positive behaviour management techniques based on mutual respect and recognising that every child matters.

Monitoring, Assessment, Recording, Reporting and Accountability

- To ensure all students receive regular, effective feedback on their work which promotes learning.
- To be immediately responsible for learner tracking, recording and reporting.
- To work with the Individual Learning Department (SEN) where necessary eg to effectively use IEPs to match curriculum materials and approaches to meeting learner needs.
- To assess learners' work and use findings to inform future planning, teaching and subject development.
- To produce informative, helpful and accurate reports to parents.
- To plan lessons and keep an accurate record of learner progress

Knowledge and Understanding

- To have a thorough and up-to-date knowledge of the Key Stage 3 national curriculum and the GCSE examination courses.
- To keep up-to-date with research and development in pedagogy both within the subject and as a teacher/learner.



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Professional Standards and Development

- You are expected to be a role model to learners through personal presentation and professional conduct.
- To be punctual to lessons and meetings.
- To support school policies.
- To strive for personal and professional development.
- To be involved in extra-curricular activities.
- To liaise effectively with parents and other stakeholders involved with education and welfare.
- To undertake any reasonable task requested by the Head of Subject or Director of Learning.
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

Pastoral Duties

- Every subject teacher will be expected to be a tutor.

ECTs only

- To aim to pass the standards at the end of the induction period to maintain QTS.
- To take full advantage of the school's induction programme.
- To seek advice and guidance.
- To engage in reflective self-analysis of professional practice.
- To play an active part in the everyday life of the school.

All staff:

- The postholder may be required to perform duties other than those given in the job description. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibilities entailed. Such variations are common occurrences and would not of themselves justify the regrading of the post.



English Teacher Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• DfES recognised Qualified Teacher Status• Graduate in a relevant subject	<ul style="list-style-type: none">• Further relevant qualifications• Strong professional development record relevant to the post
Experience	<ul style="list-style-type: none">• Successful teaching experience at secondary level• Contribution to effective curriculum planning• Teaching English at GCSE in a secondary school	<ul style="list-style-type: none">• Teaching English at A level in a secondary school• Successful and innovative curriculum planning• Fostering extra-curricular activities• Teaching an additional subject
Knowledge and Understanding	<ul style="list-style-type: none">• Knowledge and understanding of the National Curriculum requirements• The ability to recognise outstanding classroom practice• Competence in using student data to monitor and improve performance• Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students including SEN, EAL and high achievers• Understanding of how to differentiate learning activities• Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement• Confidence in using ICT to support teaching• Aware of current trends in teaching English• Knowledge of the role of, and understanding the importance of, being a form tutor	<ul style="list-style-type: none">• Removing barriers to learning



	Essential	Desirable
Professional Skills	<ul style="list-style-type: none">• An excellent classroom practitioner• Evidence of delivering effective lessons which lead to at least 'good' progress• Good level of ICT skills• The ability to inspire, develop and motivate students and raise their aspirations through a range of strategies eg assessment for learning• Clear and effective communication in both writing and speaking• Ability to manage young people effectively• Excellent organisation and management of resources• Ability to set targets for students in order to raise achievement• Ability to form and maintain appropriate relationships and personal boundaries with young people• Ability to engage effectively with parents to support learning• Ability to converse at ease in accurate spoken English	<ul style="list-style-type: none">• Effective strategies for self-evaluation and strategic planning
Requirements	<ul style="list-style-type: none">• A positive role model for students• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels• Energy and drive• Commitment to contributing to school life as a whole and willingness to be involved with clubs and community projects• Ability to work as part of a team and to develop and maintain positive relationships with teaching and support staff• Willingness to seek further professional development• Share high expectations of achievement, teaching and behaviour• The ability to establish and maintain personal credibility amongst staff, students, parents and governors• A commitment to continual improvement and excellence• Ability to work effectively as part of a team• Solution focussed• Commitment to safeguarding and promoting the welfare of children• Commitment to anti-discriminatory practice• Follow confidentiality protocol• Enhanced DBS clearance with Children's Barred List	<ul style="list-style-type: none">• A healthy sense of perspective• Ambitious to further career

Our commitment to safeguarding

At The John of Gaunt School we are committed to safeguarding and promoting the welfare of students and expect all staff to share this commitment. A copy of the school's Safeguarding Children in Our School Policy and our Policy and Code of Conduct for Safe Practice are included in this pack for your reference. Further related policies will be included in the induction process. The interview will seek clarification on information you provide on your application form, assess your suitability for the post and assess your suitability to work in an environment where you will have contact with students. It will include questions relating to safeguarding and promoting the welfare of children.

If you are shortlisted references will be sought from your current or most recent employer and any issues arising from a reference will be discussed at interview. If you have worked with children in the past, but do not do so at the moment, a reference will be sought from this employer as well. If you have been self-employed, please provide statements or evidence from your clients/accountant or solicitor. References will be required which cover the past 5 years.

The application form asks you to give the contact details of a 'personal referee'; this should not be a relative or friend. Please give names and email contacts for all referees. The post will only be offered once two satisfactory references have been received.

In line with Keeping Children Safe in Education requirements an on line profile search will be undertaken for all shortlisted candidates.

Due to the nature of this post, you will be required to apply for an enhanced disclosure with barred list from the DBS (Disclosure and Barring Service) if you are offered the post. Disclosure will contain details of formal cautions, reprimands and final warnings, as well as convictions. The school will apply on your behalf and will pay the necessary fee. This post is exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 Exceptions Order 1975, 2013 and 2020.

Having a criminal conviction will not automatically exclude you from employment, this will depend on the nature of the position and the circumstances and background of the offences committed. However, an offer of employment will be conditional until DBS and medical clearance have been received.



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Our Town

The historic woollen town of Trowbridge is the County town of Wiltshire, and situated close to the edge of Salisbury Plain. Trowbridge is a socially diverse and rapidly growing town and offers a range of High Street and independent shops, supermarkets, cafés, pubs and restaurants, as well as a weekly street market featuring local stalls and traders and is only 10 miles by road from Bath. The school is a 5 minute walk from the train station, which provides good rail links to Bath, Bristol and nationally.

Trowbridge provides a great base from which to explore the region, including the world famous landmarks such as Stonehenge and Avebury as well as numerous National Trust and English Heritage sites.



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www.johnofgauntschool.org



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