

Merstham Park School

Taynton Drive, Merstham, Redhill, Surrey RH1 3PU



Teacher of English 80/100ths Main Pay Range/Upper Pay Range

Start Date: 1 September 2025

Application Deadline: Monday 19 May 2025

Interview Date: TBC

Please note that we reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a good level of response. Therefore, we recommend you submit your application as early as possible



About Merstham Park School

At **Merstham Park**, our **ethos** is simple - **igniting a passion** for learning. We are **proud** to be a **values driven** school which encourages its students to **embrace** these **values** in all that they do. This approach provides all students with the **opportunity to exceed** beyond their potential. We have a team of **passionate** staff who are **committed** to providing all of our students with the very best educational **experience**. We **recognise** the importance of academic **success** whilst **embracing** our wider role in **preparing** our students for their adult life beyond the formal examined curriculum.

Learning is central in our ability to succeed and prepare students effectively for tomorrow's world. We encourage our students to strive to achieve beyond their potential, allowing their academic achievements to open doors for them, while gaining a secure understanding of the skills required to be responsible citizens in our modern world.

We offer a broad and balanced curriculum that is tailored to meet the needs of our students. As a school we encourage each student's particular abilities to ensure that no child slips through the net. We provide our students with outstanding resources and support in every aspect of school life from small class sizes, to well planned responsive lessons, to staffing and subject specific expertise. In September 2022 we opened our brand new state of the art building that encompasses facilities that benefit both our students and the community as a whole. Our new build is tailored to enable our students to develop unique skill sets in a truly first class educational setting through the creation of inviting, interactive and inspirational learning environments.

Our school is committed to the safeguarding of children, so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy to always request references prior to an interview.

Thank you for your interest in working at Merstham Park School and I look forward to welcoming your application.

Cullum Mitchell
Head of School



A Values Driven School

Our vision here at Merstham Park is simple:

*We are proud to be a **values driven** school that works closely with our **community**. We broaden students' **aspirations** by providing a **culturally rich** learning environment where all students are **valued, safe and successful**.*



At Merstham Park School we pride ourselves on being a values driven school. This means we not only have a list of values on our website but we encourage our students and indeed staff to embody them in all that they do. The five values that we model at Merstham Park are:

Our School Values



INCLUSION

- We strive to meet each child's needs through a personalised, bespoke curriculum
- We respect each other for our unique characteristics and embrace equality for all
- We actively strive to support those members of our community who need our support

COLLABORATION

- We promote leadership skills in our students through involving them in all aspects of school life
- We promote teamwork and recognising the power of working together
- We encourage our students to be independently minded whilst respectful of others within the community

RESILIENCE

- We inspire a 'can do' attitude in our students to support them to overcome challenges
- We prepare and equip our students for their future, encouraging them to grow, learn and flourish
- We promote courage and resilience in all members of our community

RESPECT

- We promote an understanding of others views and show consideration towards them
- We value our learning opportunities and approach them positively
- We demonstrate respect to all members of our community

SUCCESS

- We encourage all our students to achieve their aspirational goals
- We have high expectations of our learning community
- We promote the celebration of shared successes

Igniting a passion for learning

English at Merstham Park

English Curriculum Intent

At MPS, the English curriculum:

Presents all students with a broad range of engaging and challenging materials. This empowers them to access materials as they develop a range of perspectives and have a wider understanding of intertextual links and cultural literacy. Students gain exposure to a full complement of richly academic reading, writing and oracy.

Utilises incidental learning and a community-based approach to English by encouraging students to work with one another and their teachers to share knowledge and viewpoints. Using others' ideas, students shape and refine responses through opportunities for 'thinking talking' and redrafting.

Encourages the refining of ideas through a process of upskilling and improvement. It promotes a trial and error-based approach to their use of English in all its forms. We foster a safe and coaching environment that can take inspiration from the successes of others. The development of a voice tailored to an audience and purpose continues to empower students to communicate their attitudes or viewpoints with clarity.

Engages and develops a students' empathy for topics relevant to themselves and the wider human condition. The topics and texts allow an understanding of humans over time to be developed and how we have changed or how we have stayed the same. We incorporate texts written many years ago to ones from the modern day. Students are encouraged to understand other points of view through analysis of the writers' methods and language choices. Linking their own ideas to context allows them to unlock both literary and social meaning in a thoughtful and respectful manner.

Fosters a culture of rich academic talk where students develop their ability to justify ideas; ask questions to develop understanding; negotiate; evaluate and build on the ideas of others. There is a conscious effort to build vocabulary to ensure communication is successful. A life-long appreciation and application of English is developed that will ultimately enrich their lives as they progress through school and beyond.



INCLUSION

COLLABORATION

RESILIENCE

RESPECT

SUCCESS

To see our curriculum sequencing documents for English, click [here](#).



KS4 English

ENGLISH LANGUAGE

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QUALIFICATION
AQA GCSE English Language

ASSESSMENT FORMAT

External examination:
Paper 1: Explorations in Creative Reading and Writing (1 hour)
Paper 2: Writers' Viewpoints and Perspectives (1 hour 45 minutes)
Non-examination Assessment: Spoken Language & Separate endorsement.

The examinations are not tiered, so everyone sits the same paper.

POSSIBLE CAREERS AND FURTHER INFORMATION

The study of English Language leads to many different post-16 paths. Students may decide to progress to the English Language A-Level at College. Furthermore, they may indeed decide to take this as a degree subject as this is offered at many Universities. A good pass in English Language is ultimately a requirement for all academic routes post-16. Students will need to repeat this qualification at College if they fail to gain a standard pass, grade 4, in either English Literature or English Language at school.

KEY CHARACTERISTICS:

- **Paper 1:** Explorations in Creative Reading and Writing. Looks at how writers use narrative and descriptive techniques to engage the interest of readers.
- **Paper 2:** Writers' Viewpoints and Perspectives. Looks at how different writers present a similar topic over time.
- Developing creative writing and non-fiction writing skills.
- Enhancing spelling, punctuation and grammar skills.

YOU WILL DEVELOP CONFIDENCE IN:

- Reading a range of challenging texts
- Making inferences and giving informed comments on language in use
- Analysing language and structure
- Explaining your own opinions
- Discussing the writers' perspectives
- Comparing meanings of texts
- Writing for purpose and audience
- Writing with control and accuracy

STAFF CONTACT
Mrs A Dees: options@merstthamparkschool.org



ENGLISH LITERATURE

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QUALIFICATION
AQA GCSE English
Literature

ASSESSMENT FORMAT

External examination: 100%

The course has two final examinations.

Paper 1: Shakespeare and the 19th-century novel (1 hour 45 minutes)

Paper 2: Modern texts and poetry (2 hours 15 minutes)

The examinations are not tiered, so everyone sits the same paper.

POSSIBLE CAREERS AND FURTHER INFORMATION

The study of English Literature leads to many different post-16 paths. Students may decide to progress to the English Literature A-Level at College. Furthermore, they may decide to take this as a degree subject as this is offered at many universities. The skills developed in this course will support most academic routes post-16. It also supports communication skills and development of emotional intelligence to enable all students to thrive in both academic and non academic courses.

KEY CHARACTERISTICS:

- Shakespeare: students will answer one question on *Romeo & Juliet**. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- The 19th-century novel: students will answer one question on *Jekyll & Hyde**. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.
- Modern texts: students will answer one essay on 'An Inspector Calls'
- Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

* Current choice for texts, although these are not confirmed.

YOU WILL DEVELOP CONFIDENCE IN:

- Reading a range of challenging texts
- Analysing language and literary structure
- Explaining your own opinions
- Discussing the writers' perspectives
- Comparing meanings of texts
- Develop critical thinking across the English literary heritage.

STAFF CONTACT

Mrs A Davis: options@merstthamparkschool.org

Staff Welfare

The welfare of our staff is of the utmost importance. The list below details some examples of how we support the wellbeing of all of our colleagues.

Culture and Values

- A core focus on Learning and Teaching: it is the most important thing we do
- A culture of distributed leadership
- Trust: a leadership team that trusts you and is not 'Ofsted focused'
- Transparency: autonomy is given to teachers - no random 'check-ups'
- A school that values everyone and firmly believes that a culture of positive relationships should be the bedrock of an organisation; we want you to love teaching and our students to love learning
- A history and culture of staff development within a caring multi academy trust, including opportunities to collaborate and progress within GLF - taking on a wider role across the Trust
- Expectation of 7am-7pm communication etiquette with no replies expected outside of these hours
- All meetings calendared to one day of the week so you are not meeting every day after school

Learning and Teaching

- No written reports; we want you planning great lessons not doing paperwork
- No formal lesson plan formats or rules about submitting them
- Well planned meetings which focus solely on key school topics
- Designated PPA time: your time is precious and we want to protect it
- Low Stakes observations that focus on development and enhancing teaching practice
- Chromebooks supplied for every teacher with full access to Google Drive and Apps
- Fully research based Learning and Teaching strategy - not just the latest 'gimmicks'
- A sensible marking policy in which the entire book does not need to be marked
- Number of data drops carefully considered and calendared appropriately to support staff

Training and Development

- Comprehensive CPD: we invest in your professional learning
- Senior and Middle Leader programmes to develop teachers into future school leaders
- Regular career development opportunities, both pastorally and academically, in a growing, forward thinking school
- An appraisal system focused on professional learning and developing high quality teaching; all within an embedded culture of collaboration and sharing best practice
- A comprehensive development programme for trainee teachers and ECTs
- Frequent external CPD and training through our MAT programmes
- Career development meetings with the Head regularly offered
- A culture of coaching - staff collaborate, support and develop one another

Staff Benefits

- A designated Staff Well-Being Association to ensure staff feel valued and supported, also allowing opportunities to give critical feedback
- Access to an external counselling and support service for mental health and well being
- Staff offers and discounts through the 'Wider Wallet' scheme
- Vehicle collection and drop off offered by a local garage if you choose to MOT your car with them
- One fully paid emergency family day per year if needed
- Staff social events and a variety of whole staff celebration evenings throughout the year

Teacher Tapp Staff Survey



- Do your school leaders listen and respond to staff concerns?
 - 87% all or most of the time (MPS)
 - 49% all or most of the time (similar schools)
- I feel I am supported by my senior leadership team:
 - 94% agree (MPS)
 - 82% agree (similar schools)
- I have confidence in the decisions made by the leadership team at my school:
 - 97% agree (MPS)
 - 76% agree (similar schools)
- My school treats all employees fairly:
 - 94% agree (MPS)
 - 71% all or most of the time (similar schools)



State of the Art New Build



Merstham Park School is a new 6FE (900 pupil) Secondary Free School (aged 11-16) and is part of the GLF family of schools. In September 2018, the school opened in temporary accommodation on the site with one year group and then moved to its state of the art new build facilities in September 2022.

The school's motto is 'igniting a passion for learning' and the school aims to encourage every single student to succeed. This is achieved through the delivery of a broad and balanced curriculum with clearly considered curriculum intents. The curriculum supports the needs of the community and provides opportunities for the development of both locally and globally focused enterprises.

For further information on our facilities, please explore our website:

[Welcome to Merstham Park School](#)

Job Profile

Job Title	Subject Teacher	Job Reference	
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Location	Merstham Park	Travel Required	No
<i>Core purpose</i>			
<ul style="list-style-type: none"> The primary responsibility of a subject teacher is to ensure that all students receive a high-quality education and make progress to their full potential. The objectives are to maintain consistently high standards of learning, support continuous student development, and foster a positive attitude towards both their own education and the school as a whole. 			
<i>Key accountabilities</i>			
<i>Main duties</i>			
<ul style="list-style-type: none"> Teach students in years 7 – 11. To deliver lessons which enrich and engage all students taught. Teach other subjects as required. Plan lessons carefully, having regard to the schemes of work and faculty practice. Cover for absent colleagues within the 'rarely cover' parameters within which we work. Work as a full member of the designated faculty team, working with others to promote good practice in the faculty, to create teaching resources and to develop consistent approaches. Assess student work to monitor and evaluate progress, set targets and consider student needs when planning lessons. To drive attainment and progress for all students taught, setting targets, tracking progress and intervening where appropriate. 			
<i>Planning and classroom management</i>			
<ul style="list-style-type: none"> Teach allocated students by planning lessons that support their progression in learning. Identifying clear teaching objectives and specifying how they will be taught and assessed. Setting tasks which challenge students and ensure high levels of interest. Setting appropriate and demanding expectations. Setting clear targets, building on prior attainment. Identifying SEND or very able students. Provide clear structures for lessons maintaining pace, motivation and challenge. Make effective use of assessment and ensure coverage of programmes of study. Ensure effective teaching and best use of available time. Monitor and intervene to ensure sound learning and behaviour management. Use effective questioning, listen carefully to students and give attention to errors and misconceptions. Select appropriate learning resources and develop students' study skills. Ensure students acquire and consolidate knowledge, skills and understanding appropriately. Evaluate your own teaching critically to improve effectiveness. Ensure your approach aligns with the content, structure information effectively, present key ideas clearly, and use appropriate vocabulary. 			
<i>Monitoring, assessment, reporting and recording</i>			
<ul style="list-style-type: none"> Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching. To meet and discuss as required, students' performance progress and attainment with parents or carers. Mark and monitor students' work and set targets for progress. 			

<ul style="list-style-type: none"> Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving.
Other professional requirements
<ul style="list-style-type: none"> Have a working knowledge of teachers' professional duties and legal liabilities. To be aware of national developments in education and curriculum areas. To abide by the teacher's professional standards and carry out duties as required by STPCD. Operate at all times within the stated policies and practices of GLF Schools. Establish effective working relationships and act as an exemplar role model. Endeavour to give every child the opportunity to reach their potential and meet high expectations. Contribute to the school through effective participation in meetings and management systems. Take responsibility for your own professional learning and duties in relation to school policies and practices. Liaise effectively with parents, governors and external professionals. Take on any additional responsibilities which might from time to time be determined. Participating in INSET in order to keep abreast of development. To plan and deliver enrichment activities relating to your teaching role.
Main responsibilities as a Learning Mentor
<ul style="list-style-type: none"> Being aware of the strengths and needs of each student. Undertaking regular learning mentor reviews to monitor and provide appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance. Promoting high standards of student behaviour and attitudes to work. Communicating effectively with staff and parents. Completing administrative tasks as required. Attending year / house meetings.
Accountable to
<ul style="list-style-type: none"> Head of English Faculty; Head of Year for learning mentor duties. GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.
Safeguarding
<ul style="list-style-type: none"> GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Person Specification

Position: Subject Teacher		
	Essential	Desirable

Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional learning	✓	
Evidence of further study		✓
Experience		
Teaching of subject to students at KS3 and KS4	✓	
Developing and maintaining good relationships with colleagues and students	✓	
Involvement in extracurricular activities	✓	
Commitment to raising the achievement of all students of all abilities	✓	
Experience of preparing students for GCSE	✓	
Using ICT to support learning and teaching	✓	
Supporting improvements in learning and teaching	✓	
Using data to inform planning and future developments	✓	
Monitoring, evaluation and review to support outcomes	✓	
A successful track record of improving performance outcomes		✓
Personal attributes		
Values aligned with the school's vision and values and GLF Schools core values	✓	
Positive, enthusiastic outlook, embracing risk and innovation	✓	
Self-motivated and well organised	✓	
Encourages ideas, initiative and innovation in others	✓	
Reflective and keen to develop yourself and others	✓	
Ability to communicate effectively	✓	
The ability to maintain and form appropriate relationships and personal boundaries with children and young people in line with the GLF Safeguarding and Child Protection Policy and the GLF Staff Code of Conduct	✓	