



# Pewsey Vale School

## English Teacher CANDIDATE PACK





**Dear candidate,**

Welcome to Pewsey Vale School. I am delighted that you are requesting information for the post of Teacher of English and I look forward to reading your application.

I am very privileged to lead Pewsey Vale School and am proud at what we can offer our students. Over the past five years we have worked tirelessly to become an innovative and successful learning environment providing fantastic opportunity and support for our community.

Due to our success we have grown over 30% and this expansion provides the opportunity for you to join our ever-growing school.



Pewsey Vale provides a supportive and challenging learning environment where all students are empowered to succeed. We are passionate about ensuring our students have access to the best opportunities which will help them achieve and prepare them for their future.

Our school community works together to ensure that all students reach their full potential in their academic and personal development.

I believe that teaching needs to engage students and be challenging in a way that encourages them to take risks and endeavour to break through their perceived barriers. Our teachers have high expectations and students are supported in reaching these. We want our students to be resilient, creative and successful individuals.

I strongly believe in a holistic approach to education where personalised learning is at the forefront of a school's vision. As a small school, we can facilitate this where every student is an individual. Our staff know each young person and their families very well; they encourage everyone to develop and flourish in all areas of school life and beyond.

Attracting the best staff is the most effective way of growing and if you have the passion to contribute to our school then we look forward to receiving your application.

Neil Pritchard  
Head Teacher



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## Pewsey Vale School

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As a single academy trust it is important for us to maintain our individuality and as a small rural school we pride ourselves on offering our students personalised learning experiences. Therefore it is vital that we embrace collaboration and build outwardly facing strategic partners. Through these partnerships we are able to build capacity that offers a myriad of opportunity for our school community to engage in, which will be of benefit to their schooling and life long learning.

These partners currently include:

- Compass for Life
- Marlborough College
- Bitterne Park Teaching Alliance
- Education Strategy Partnership
- Thriving through Venture
- ParticipationPeople



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## Ethos of Pewsey Vale School

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### Curriculum Statement

At Pewsey Vale School we offer a broad curriculum to all learners. This aims to stretch and challenge students whilst providing opportunities for a range of subjects to be studied.

We wholeheartedly believe that all children should be given the opportunity to study all subjects in Key Stage 3, giving them the time to experience and develop the skills necessary to take on the challenge of GCSE courses when they join Year 10.

### Core Values

Our curriculum is underpinned by our core values of:

**Respect**

**Diligence**

**Integrity**

**Fearless**

**Trust**

**Driven**

These values will shape our students into becoming:

- Exceptional
- Resilient
- Innovative
- Aspirational
- Yourself
- Successful



Our Ethos at Pewsey Vale School is to provide a supportive and challenging learning environment where all students are empowered to succeed. We are passionate about ensuring that every child has access to the best opportunities which will help them achieve and prepare them for their future. Our school community works together to ensure that all students reach their full potential in their academic and personal development.

We believe that teaching needs to engage students and be challenging in a way that encourages them to take risks and endeavour to break through their perceived barriers. Our teachers have high expectations and students are supported in reaching these. We want our students to be resilient, creative and successful individuals. We strongly believe in a holistic approach to education where personalised learning is at the forefront of our school's vision. As a small school, we can facilitate this where every student is an individual. Our staff know each young person and their families very well; they encourage everyone to develop and flourish in all areas of school life and beyond.

Through bespoke collaboration with a range of partners and other organisations we endeavour to raise our students' aspirations and significantly increase the opportunities available to them throughout their schooling and beyond. We endeavour to:

#### Secure development and achievements

- Provide opportunities for students' personal development
- Allow students to achieve their personal best

#### Prepare students for "life beyond Pewsey Vale"

- Challenge, motivate, inspire and lead to a lifelong interest in learning
- Prepare students for further education whether academic or vocational and for the world of work

#### Promote active community involvement

- Ensure students are prepared for life in modern Britain
- Offer a wide range of quality extra-curricular opportunities for personal development
- Involve working with the community to promote local, national, and global awareness



## Expectations

At Pewsey Vale School we expect our Teachers to:

- Be an enthusiastic and qualified teacher with a passion for your subject
- Have a commitment to achieving excellence
- Contribute to raising standards of student attainment
- Offer enrichment and extra-curricular experiences related to your subject
- Contribute to the overall development of the school

In return we offer:

- A happy and supportive working environment with high expectations and standards
- The opportunity to develop an innovative curriculum for your subject
- The potential for further management opportunities
- Competitive salary, based on skills and experience





<b>Job Title</b>	<b>Teacher of English</b>
<b>Report to</b>	<b>Head of Department</b>
<b>Hours</b>	<b>0.6</b>
<b>Salary</b>	<b>Dependent on skills and experience we adopt Wiltshire Council Teacher scales</b>

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## English at Pewsey Vale School

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### Curriculum Intent - English

In the English department, our intent is to improve the reading, writing, speaking and listening of all our students. We aim to foster an appreciation of literature and life-long learning in the students, developing their literacy skills. We encourage all our students to take an active part in their learning journey.

The curriculum is built to give all learners the very best opportunity to succeed academically and to build the skills of communication, analysis and understanding. Students are given the opportunity to explore a range of texts (from the 19th, 20th and 21st centuries). The curriculum is structured around key movements from literature as well as the chance to explore a range of voices from through the ages and around the world. They are given support to read texts critically. It is the intent of the curriculum to build the students' confidence and reading ability.

The curriculum has numerous opportunities for extended writing. Students are taught to write accurately for a range of audiences and purposes. The students must write effectively and coherently using Standard English appropriately, in order for their ideas to be understood. Spelling, grammar and punctuation are taught both implicit and explicitly throughout the Key Stages. The curriculum is designed so that the student can use their reading skills to feed into their writing skills. Their acquisition of a wide vocabulary (which can only be gained by reading) is an important component in writing well. It is the intent of the curriculum to encourage writing for pleasure and with clarity and accuracy.

The aim of the literature curriculum builds-on and adds-to the skills of reading and writing, with the added attractions of high-quality and challenging literature (including classical mythology, the romantic movement and gothic writing). The texts are challenging but accessible for all students and offer a wide range of opportunities for exploration and opinion. We consciously select writers, texts and literary examples that exemplify the protected characteristics to ensure that all members of our school community are represented through the English curriculum.

In the reading of these literary texts, students develop the four key skills for a life-long appreciation of literature- critical reading, inferential comprehension, evaluation of a writer's choice of vocabulary, grammatical and structural features, and drawing comparisons between texts. These skills are embedded in the literature curriculum.

In writing, the students must be accurate in spelling, grammar and punctuation but the curriculum is also designed to encourage writing effectively about literature for a range of purposes. This includes the skills of selecting and emphasising key points and quotations from the text and describing, summarising and arguing. It is the intent of the curriculum to teach these skills both implicitly and explicitly.

It is the intent of both the language and literature curriculums, that speaking and listening plays an active part in the development of the student's skills. Speaking English is vital in the curriculum. The students are given opportunities to express sophisticated ideas information or feelings; both curriculums give them occasions to do that.

Listening is pivotal before the student responds; the curriculum has opportunities for the teacher to use listening activities to allow the students to respond perceptively and elaborate with further ideas and information.



## Secure developments and achievements

- Using challenging pieces of literature to take the student's out of their comfort zone
- A 'fundamentals' year prior to GCSE that embeds key skills and practices in English
- Giving opportunities for reading for pleasure, as well as demanding texts in the classroom
- Extended writing tasks in all the assessments
- By insisting on high standards of literacy
- Giving students occasions to learn from their mistakes

## Prepare students for "life beyond Pewsey Vale"

- By giving them the skills in literacy to compete in the real world
- By making them discerning in their choice of reading material
- By giving them knowledge and insight into key literature
- By writing in a range of forms (from reports to academic essay writing) with purpose and audience, students are prepared- whatever their future

## Promote active community involvement

- High levels of literacy are a requirement for life in the community
- Encouraging, via national competitions and real website analysis, reading in the 'real world'
- Using literature that promotes fairness, the rule of law and British Values

## Curriculum Implementation

### Through Transition

Our transition unit from KS2 to KS3 is centred on 'Beowulf' - one of the most important and famous pieces of Old English literature. The work should be challenging but achievable, it serves as a springboard into creative tasks and discussions about how the language has changed.

The KS3 into KS4 transition has a much more 'trickle down' approach. The 'fundamentals' year includes all of the key skills required for GCSE writing and reading and texts that offer a similar challenge to those faced at GCSE. It is a bridging year, which builds on skills from years seven and eight and allows them to be suitably challenged for GCSE.

### Through Nurture Provision (Individual Needs)

Students in English are grouped according to their ability. We take the students prior ability data from primary school and use this alongside their current attainment in school to place them in the correct ability group. All lessons however have a range of abilities, so scaffolding and support for individual needs are catered for through careful differentiation.

There are some additional Literacy support intervention sessions run through the SEND team in school. This work aims to support the learning in English lessons by overlearning key concepts or texts or going over basic skills such as phonics, spelling and more simple comprehension. Reading is supported through this team, and also through Guided Literacy lessons in the library.

The department offers revision and intervention sessions after school, designed to improve the understanding and progress of learners as they work towards final exams. There is targeted support for those learners in Key Stage four with individual needs. The aim here is to aid organisation for the specific papers as well as clear teaching to support learning and confidence as we work towards terminal exams.



### Through enrichment

At Key Stage Four, there are theatre visits (if available) to see the texts that are being studied, the 'Poetry Live' trip occurs biennially.

At Key Stage Three, there have been trips to 'Harry Potter World', visits from authors (including Stewart Ross) and visits to the Marlborough literature festival (the reading group saw David Walliams and the year eights, Sarah Singleton). There are opportunities for the students to be involved with all things reading and writing across this Key Stage.

### Through teaching, learning and assessment

The broad and balanced English curriculum at Key Stage Three is essential in driving up achievement. The English curriculum builds on skills from Key Stage Two and develops into high-level skills at Key Stage Four. Year nine is the 'fundamentals' year which acts as a bridge between the two. The teaching of the assessment objectives is explicit at GCSE.

The students learn through a series of units that 'mirror' the GCSE areas of study (i.e. Shakespeare, a piece of nineteenth-century fiction and poetry from the canon). This way the students are familiar but not too familiar with the areas of study. The assessments are linked to the units studied.

### Through promoting literacy

Promoting Literacy is a key factor of learning in English. Alongside English lessons, we have a dedicated Guided Literacy lesson where students are encouraged to read for pleasure. This year, we have added spelling tests for Key Stage Three students with the aim of improving the number of accurately spelt words with our lower school students. These words are often 'Tier 2' language, so targets narrowing the word gap for disadvantaged learners.

In English lessons, we use Key Words, literacy mats and of course promote accurate use of language, devices and structure for target audience in all forms. Marking of spelling and grammar mistakes are a priority

Each subject has a copy of the school's literacy strategy both in the front of the student's books and also as a learning mat on desks. This is given to support the accurate use of subject-specific spelling and correct use of grammar and punctuation. The subject-specific word listed on each document are 'Tier 3' language. The aim of this document is to provide learners with a format that is familiar but developed for the lesson they are in at the time. Spellings of keywords are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts.

### Through homework

Homework is attached to each unit at Key Stage three and is monitored. Each unit has a range of homework tasks, which aims to enhance the learning. Each piece is linked to the topic overviews, and is used to develop and practice reading and writing skills. It is also to encourage independent thought and learning.

In the GCSE years, the homework is also attached to each unit and is designed not only to reinforce the skills, but to stretch and challenge the student's learning. It links very closely to what has been taught in class and is used to recall, retrieve and enhance topics from the lessons. It also encourages independent thought but the emphasis is on the texts and their related skills.

### Curriculum Impact

The impact of the school's curriculum is measured through several means:

- Outcomes for students at GCSE in Y11
- Progress and attainment data for current year groups
- Engagement in enrichment activities
- Student voice





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## Main Duties

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### The Teacher of English will:

- Plan, develop and implement whole-school and department priorities, including aspects of the school development plan and departmental action plan
- Plan and develop department action plans, audits, curriculum overviews and policies
- Collaborate with other departments to develop literacy and numeracy across the curriculum
- Support and mentor teachers in training as requires
- Ensure that the regulations and procedures relating to Health & Safety are followed, taking responsibility for the safety, welfare and discipline of students within the learning environment
- Support and uphold the schools Core Values
- Create a happy, secure and stimulating learning environment
- Have a sympathetic understanding of every child's needs
- Have clear aims and objectives for every lesson and communicate them to students
- Have well planned, imaginatively introduced which caters for all students needs
- Engage in continuous formative and summative assessment, tracking progress of pupils in line with the school's systems and provide guidance to pupils on next steps in their learning
- Maintain student records and report progress to parents, guardians and carers
- Ensure high standards of behaviour in line with the school's behaviour policy
- Share talents, skills, ideas and enthusiasm for the benefit of the whole school and be ready to accept responsibilities that extend beyond the classroom
- Complete the requirements of the school's performance management process
- Attend to personal professional development to keep abreast of national, local and school initiative and best practice

### Wider Responsibilities

All teachers at Pewsey Vale School will:

- Deliver extra-curricular activities
- Partake in activities aimed at promoting the school, including, but not limited to, open evenings, community events
- Carry out other tasks commensurate with their position, as directed by the Senior Leadership Team

### Review of duties

- The specific duties attached to any individual member of staff are subject to annual review and may, after discussion with the employee, be changed.

### Salary

Pewsey Vale school adopt Wiltshire Council pay scales.

The Salary for this role will be within the Main scale and UPS pay range – currently £25,714 (M1) to £41,604 (UPS 3)





## Person Specification

	Essential	Desirable
Qualifications & Training	Education to degree level GCSE Maths & English (Grade A*-C) or equivalent Qualified Teacher Status (QTS)	Evidence of relevant recent continuing professional development (CPD) Qualifications/interest relevant to extra- curricular activities
Knowledge & Experience	<ul style="list-style-type: none"> <li>• Outstanding subject knowledge</li> <li>• Knowledge and application of Assessment for Learning (AFL)</li> <li>• Thorough knowledge of current subject requirements related to the National Curriculum and examination requirements (GCSE's)</li> <li>• Knowledge of the emerging trends and developments related to your subject</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience of successful teaching, leading to high achievement for pupils of all abilities</li> </ul>
Skills & Abilities	<ul style="list-style-type: none"> <li>• Ability to motivate, inspire and support all pupils to achieve and succeed</li> <li>• Ability to reflect and develop your practice for the benefits of all learners</li> <li>• Ability to work collaboratively</li> <li>• Able to communicate effectively with a wide range of audiences</li> <li>• Commitment to Pewsey Vale Schools' core Values</li> <li>• Confident use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• A desire to develop the use of technology in the classroom</li> </ul>
Other qualities	<ul style="list-style-type: none"> <li>• Passion and commitment for the education of all students</li> <li>• A desire to succeed in all aspects of the job</li> <li>• A commitment to the promotion of health, safety and safeguarding of children</li> <li>• A desire to engage with the wider school community</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to teach other subjects</li> </ul>

### How to apply

Please complete the TES on line application form, along with the PVS Monitoring & Diversity form.

In compliance with Safer Recruitment Guidelines, CV's will not be accepted

Potential candidates may contact Pewsey Vale School with any questions on 01672 565000 or email [was@pewsey-vale.wilt.sch.uk](mailto:was@pewsey-vale.wilt.sch.uk)



Pewsey Vale School is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. In accordance with our Safer Recruitment Policy we are unable to process applications without a fully completed application form. The successful applicant must obtain DBS clearance at enhanced level. The school will also carry out a prohibition from teaching check. Non-disclosure may lead to termination of your employment.