



Recruitment Pack

English Teacher
St James School

Closing Date: 9am - Monday 5th June 2023

Interview Date: w/c 5th June 2023

Ted
Wragg TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?



St James School Teacher

We are looking to appoint a terrific teacher to join our team. It is an exciting role and a great opportunity for anyone who loves teaching and learning and is passionate about improving the life chances of young people.

At St James, we have an **ambitious curriculum, disruption-free classrooms** and **great learning**. From the moment they join us, we ask our students to **work hard** and **be kind**. These two behaviours epitomise what we think is important for both students and staff.

Our school **empowers our students** to use their education to **become their best selves**, to **thrive in fulfilling careers** and to **lead great lives**. We do this by enacting our four foundational pillars:

1. Having uncompromising high standards
2. Being outward facing
3. Keeping arts at the heart of the school
4. Being kind

Our **uncompromising high standards** mean that we have a very academic curriculum, with more than 70% of our students completing the English Baccalaureate, and many of our students being invited to join elite post-16 programs, such as the Exeter Maths School and the Reach Academy.

It also means that our children behave beautifully. We have clear lesson expectations, supported by centralised systems so that teachers can get on and teach and students can get on and learn. We are uncompromising in ensuring our expectations are met because we believe that if we let our students off, we let them down. These high standards have helped us to become a Lead School for the DfE's Behaviour Hubs program, meaning that we support schools regionally to improve their behaviour.

One of the reasons we work with the DfE is because we believe in being **outward facing** to help raise standards locally and nationally. That means we engage in educational research, and listen to its findings, even when it challenges our thinking, in fact, especially when it challenges our thinking. You won't find silly marking and data entry practices at St James – we focus on the things that really improve progress and reduce workload, such as incremental coaching for teachers and common resources.

We also ensure that our students are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. They understand and celebrate difference and diversity and proactively contribute to our community. They raise money for charities, learn a language until at least the end of year 9, and they volunteer locally because they know that to feel part of your community, you've got to first be part of your community.

The community feel of St James is supported by our curriculum, which keeps **the arts at the heart of our school**. Our academic curriculum teaches a knowledge of the world which is vital, but the arts engender a knowledge of the self, which children need in order to fully explore the world. At St James, we ask children not just *what* they want to be when they grow up but *who* they want to be and we believe that keeping the arts as the beating heart of our school helps our children to answer that question.

And we are clear about one thing that all of our children and staff must be – and that is kind. **Kindness** is the most important pillar at St James. We want to help our children grow into kind teenagers and then kind adults, so we teach them to do the right thing, because it is the right thing, because that benefits them and their community – and because it feels good to just be a good human being.

So, if you like to work hard and be kind, and you like students who do the same, St James School is the place for you and we would welcome your application.

The successful candidate will:

- work hard;
- be kind;
- be outward facing;
- be a terrific teacher;
- be a passionate and innovative advocate for teaching and learning;
- have great curriculum knowledge;
- be totally committed to improving the life chances of young people; and
- be a good human being.

Does this sound like you? If so, then we would welcome your application. Application forms and further information are available from our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

We would welcome visits to the school prior to applications. To arrange one, please contact Emily Harper, Head of School, by email on EJH@stjamesexeter.co.uk.

The English Department at St James is a hard-working department with improving GCSE results. The team, both ECTs and those with significant experience, are eager to engage in new strategies and work collegiately with each other and the trust to improve outcomes.

The team works with the Trust Leader for English and academy Heads of English to deliver a common curriculum to our students. Our curriculum is fully planned and resourced, meaning staff have time to spend on lesson preparation, focusing on refining the enactment of the curriculum, rather than seeking to reinvent the wheel. This common curriculum strives to develop classrooms where students are exposed to rich knowledge and domain specific skills so that they develop the confidence to read and write accurately whilst learning to love the crafting of language.

Our English department delivers the AQA English language and literature specifications and staggers the entry so that students complete their English literature GCSE at the end of year ten and the English language in year 11.

Our classrooms are disruption-free which allows teachers to focus on delivering great lessons with clear instruction, modelling, practice and revisiting.

The St James coaching program supports teachers in refining their pedagogy. This means that every teacher will be coached at least fortnightly and will work with the coach to agree incremental targets that will support their development, following our teaching model: *Great Teaching at St James*. We invest in coaching because we believe that every teacher needs to improve, not because they're not good enough but because they can be even better. We have an open-door policy as we believe that the best way to move forward is to work collaboratively and learn from each other.

The department has a lead practitioner who coaches the team and who also leads on literacy lessons, literacy across the school, including our phonics and Lexia programs. They also lead our literary canon, a collection of texts which hold significant value both in the style of writing and in their message. Students read these books with their tutors at least three times per week, using our common reading approaches, informed by *Reading Reconsidered*. Our canon books explore culture, provide the opportunity to understand our heritage, expose the aspects of society that we should challenge and allow students to explore other cultures, celebrate diversity and gain an insight into the wider world.

Our English team is eager to continue to improve and so engages in a range of educational research. We are currently part of the EEF's research project that evaluates the impact of Ark's English curriculum and we are also working with Exeter and Plymouth University to deliver writing intervention to disadvantaged students.



CYCLE 2

Exploring and Writing non-Fiction Texts

19th Century texts
Synthesising details across 2 texts
Writing effective arguments:
Letters
Speeches
Articles
Essays

CYCLE 3

Revision and GCSE exams

Future careers in English

journalist; advertising; journalism; publicity; public relations; writer; editor; academic; librarian; marketing; copywriting; teacher; politician

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JUNIOR

CYCLE 1

Exploring and writing fiction texts

Reading for speed and comprehension
Descriptive
Narrative

Year

11

CYCLE 3

Interleaved revision
Writing to Argue
Spoken Language NEA
Common Assessment

CYCLE 2:

Unseen Poetry
Mastering Academic Writing
Revision of core texts
Mastering Academic writing
Retrieval of powerful knowledge and quotations
Mastering conceptual responses

CYCLE 2

Priestley on Capitalism, poverty and Privilege: An Inspector Calls

Morality play
Characterisation
Modern plays
Britain in 1912 and 45

CYCLE 3

Poetry of Power and Conflict

Analysing poetry
Poetry through the ages
Romanticism
War Poetry

Year

10

CYCLE 1

Shakespeare
Fate vs Free Will
Conflicts of the Era
Audience responses over time

CYCLE 1

Dickens on poverty and inequality: A Christmas Carol

Political texts
19th Century England
Conceptualised academic

Year

9

CYCLE 3

Shakespeare
Tragic form
Elizabethan/Jacobean context
Audience response

CYCLE 2

Exploring diverse voices: language as power
Discursive texts
Perspectives
Diversity
Social Justice: Gender/ racism/ discrimination/ climate change/ protest

CYCLE 2

Powerful Language

Powerful Orators
Art of Rhetoric
Powerful language
Speeches
Articles
Letters

CYCLE 3

Analysing The writer's craft

Whole text study:
Power/conflict/social justice
Writers' intention

Year

8

CYCLE 1

Literature as political Criticism: Animal Farm

Academic writing
Discursive essays
Power and conflict

CYCLE 1

Narrative conflict

Storytelling through the ages
Man vs Nature
Fate vs Free Will
Youth vs Age

Year

7

Enrichment opportunities

Debating Competitions
Theatre Trips
Lectures
Creative Writing Competitions

Key Details

Job Title: English Teacher

Location: Exeter, Devon

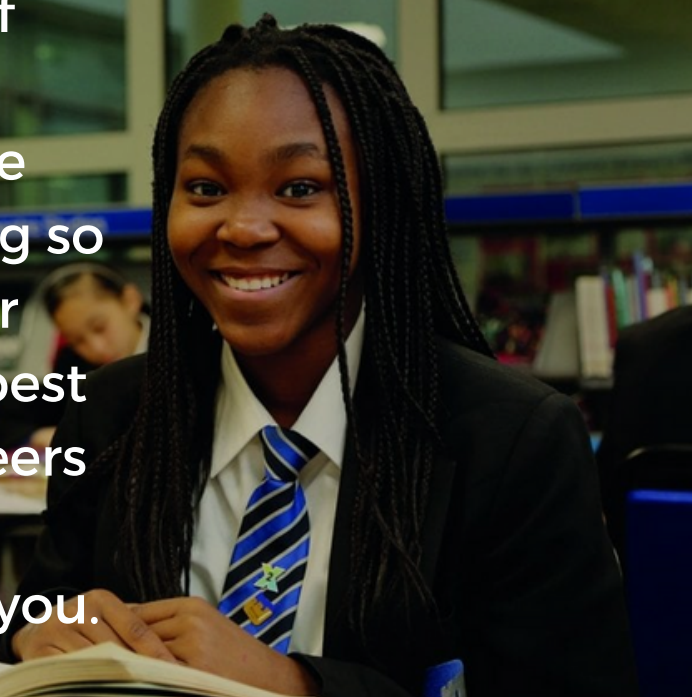
Salary: MPS-UPS

Closing Date: 9am - Monday 5th June 2023

Interviews: w/c 5th June May

Required From: September 2023

If you share our mission of providing an ambitious curriculum, disruption-free classrooms and great learning so that children can use their education to become their best selves, thrive in fulfilling careers and lead great lives, then we would love to hear from you.



How to apply

Application forms and further information are available from our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

We would welcome visits to the school prior to applications. To arrange one, please contact Lindsay Skinner, Headteacher, by email on lx@stjamesexeter.co.uk.



Job Description

Key responsibilities

1. Complete lesson preparation in line with our model for *Great Teaching at St James*.
2. Deliver lessons in line with your lesson preparation and our model for *Great Teaching at St James*.
3. Regularly assess your students to improve progress.
4. Ensure that your enactment of the curriculum enables all students to achieve excellent outcomes, especially children with SEND and those entitled to the pupil premium.
5. Contribute to shared planning.
6. Engage with our CPD and coaching program so that you incrementally improve your teaching practice.
7. Consistently use our lesson expectations so that your classroom is disruption-free.
8. Support your tutor group to be well prepared for learning.
9. Contribute to our wider curriculum offer.
10. Proactively safeguard all children and adults.
11. Collaborate and network with other trust teachers to raise standards at St James and across the Trust.

1. Complete lesson preparation in line with our model for *Great Teaching at St James*.

- a. Utilise the classroom strategies in our *Great Teaching at St James* model to prepare lessons, focussing on resources, reading, explanations, misconceptions, individual needs and checking understanding.
- b. Complete lesson preparation with members of your department/trust colleagues.
- c. Reflect on lesson preparation after lessons to improve practice.
- d. Work with your coach to refine your lesson preparation.

2. Deliver lessons in line with your lesson preparation and our model for *Great Teaching at St James*.

- a. Model great teaching in your classroom using the strategies in our *Great Teaching at St James* model.
- b. Articulate and promote our *Great Teaching at St James* model so that all students thrive through its implementation.
- c. Engage with deliberate practice of our *Great Teaching at St James* model.

3. Regularly assess your students to improve progress.

- a. Prepare for assessment in the checking for understanding section of your lesson preparation.
- b. Utilise a range of formative assessment methods in class and practise these using the *Walk Thrus*.
- c. Engage with our cycle structure, ensuring all assessments are completed in line with the long-term plan and marked against the agreed mark scheme.
- d. Ensure all assessment marking and data entry is completed on time.
- e. Identify areas for development for all children and create personalised plans for KS4 students.

4. Ensure that your enactment of the curriculum enables all students to achieve excellent outcomes, especially children with SEND and those entitled to the Pupil Premium.

- a. Identify and remove (or overcome) the classroom barriers facing children with SEND and those entitled to the pupil premium.
- b. Have consistently high ambitions and aspirations for all children, especially those facing of adversity.
- c. Engage with the quality assurance of teaching and learning.
- d. Know your areas for development that will take your teaching to the next stage.
- e. Use *Walk Thrus* to deliberately practise your classroom strategies.

5. Contribute to shared planning.

- a. Collaborate with colleagues to evaluate resources and feedback incremental improvements.
- b. Plan sequences with colleagues as required.
- c. Attend trust network meetings, collaborating positively.

6. Engage with our CPD and coaching program so that you incrementally improve your teaching practice.

- a. Seek feedback from your coach and other colleagues.
- b. Engage with and complete your appraisal.
- c. Attend training sessions for staff that focus on effectively using the strategies in our *Great Teaching at St James* model.
- d. Identify your training needs and engage with a training and development program that meets these needs.
- e. Work with the Trust and with other organisations to partake external training opportunities to staff.
- f. Use your network to facilitate visits to other schools to identify best practice.
- g. Meet all Teacher Standards.

7. Consistently use our Lesson Expectations so that your classroom is disruption-free.

- a. Care personally for and challenge directly the students in your classroom.
- b. Consistently use the school's merits system.
- c. Consistently use the school's behaviour point system.
- d. Engage in restorative conversations when things go wrong.
- e. Maintain contact with families to praise and address behaviours.

8. Support your tutor group to be well prepared for learning.

- a. Care personally for and challenge directly the students in your tutor group.
- b. Monitor attendance and liaise with parents to keep attendance high.
- c. Read the canon texts with your group, using our whole-school reading strategies.
- d. Check uniform and log issues.
- e. Check equipment and resolve any issues.
- f. Check homework completion and quality.
- g. Celebrate students' successes, including by contacting home.



9. Contribute to our wider curriculum offer.

- a. Plan and deliver an Elective that is either creative, active or a service/skill.
- b. Promote careers during your lessons.
- c. Work with colleagues to create opportunities for students beyond the curriculum (including trips, visits, visitors and clubs)

10. Proactively safeguard all children and adults.

- a. Follow safeguarding procedures, including logging.
- b. Create trusting relationships with students where they feel confident to disclose concerns.
- c. Be an anti-racist.
- d. Be an ally to minority groups.
- e. Report any staff concerns to the headteacher.

11. Collaborate and network with other trust teachers to raise standards at St James and across the trust.

- a. Narrate the successes of our children and our staff.
- b. Be ambitious, kind and curious in your work with trust colleagues.
- c. Be generous in sharing great practice and humble in receiving the same from colleagues.
- d. Attend trust network meetings, collaborating positively.
- e. Carry out any other tasks deemed reasonable by the headteacher.

Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
Lesson preparation: Understanding the content 	We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge. We use lesson preparation before we teach and plan for reading. In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples. We prepare live modelling by writing model answers that solve the most difficult problems our students face. We prepare for giving an explanation, which might involve using analogies. We decide when and how we will check for understanding of the whole class and individuals. Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.
Disruption-free classrooms: Maximising opportunities to learn 	We maximise time by getting lessons started promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity. We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points. We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>. To allow all students to concentrate, silence is golden. We have positive relationships with students which is reinforced by a <i>warm-strict</i> manner. We use positive framing to <i>narrate the room</i> to acknowledge where expectations are being met. There is an organised routine for ending lessons.
Great Learning: Activating hard thinking 	Lessons begin with spaced retrieval practice through the <i>Do Now</i>. We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students. We present new content through chunking and giving an explanation, considering cognitive load and link new content to prior knowledge. Our explanations include examples & non-examples as well as worked examples. We check for understanding by asking lots of questions, using techniques such as think, pair, share, show-me boards and cold calling. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to say it again better. We use live modelling, often using a visualiser. We get the learning to stick using the modelling handover: I do, We do, You do. We support students to move from guided practice to independent practice and we circulate with live marking and show call.
Adaptive teaching: Creating a supportive environment 	Using whole-class feedback, we adapt our teaching. We provide scaffolding and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>. We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>. We circulate to spot and correct misconceptions. We work with teaching assistants in tandem to support some students' learning. Our planning is informed by a wide range of assessment data and SEND information, enabling us to aim high, plan support and teach to the top.

Person Specification

Qualifications and Training	Essential/Desirable
Good honours degree	E
Qualified Teacher Status	E
Regular CPD, including evidence or recent leadership and management development	E
Evidence of further professional study, e.g. MA, MSc or NPQML/SL	D
Knowledge and Experience	
Experience as a terrific teacher	E
Experience of being coached	E
Knowledge of curriculum design and enactment, including the National Curriculum and Ofsted Curriculum Research Reviews	E
Knowledge of curriculum enactment	E
Thorough understanding of Teach Like a Champion by Doug Lemov and its effective implementation	E
Understanding of the statutory responsibilities for children with SEND	E
Up-to-date knowledge of the most effective strategies to support children with SEND and those entitled to pupil premium	E
Experience of being a great team player and leader	E
A track record of great outcomes	D
Experience of presenting CPD	D
Experience of teaching and/or leadership at more than one school	D
Experience of working in a Trust	D
Personal and Interpersonal Qualities	
Be a good human being	E
Work hard and be kind	E
Live the ethos of our four pillars	E
Have an enthusiasm, drive and love for the job but recognise that it is a job and you also need a life	E
Have a commitment to education as a tool for improving the life-chances of children	E
Have a high level of emotional intelligence and self-awareness	E
Be a passionate and innovate advocate for teaching and learning	E
Be an inspiring teacher with the energy and creativity to motivate a class	E
Be a significant presence	E
Have excellent communication skills, both in writing and in person	E
Have an ability to form and maintain positive relationships	E
Be a good motivator	E
Have an ability to prioritise between what is urgent and what is important	E
Be able to think and plan strategically	E
Be organised	E
Be committed to the ethos and values of the trust	E
Have a good sense of humour	D

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.



Dixons Academies Trust – A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation – A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham – Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.



Recruitment Pack

Thank you for your interest!

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