



Recruitment Pack

Part Time English Tutor St James School

September 2024

Closing Date: 08/07/24

Interview Date: TBC

Ted
Wragg TRUST

Ted Wragg Trust



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



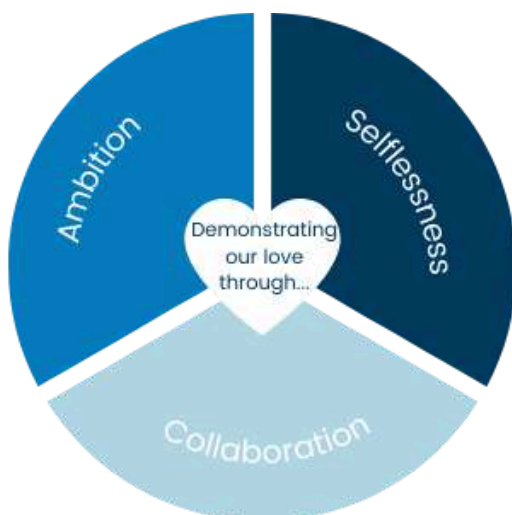
**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



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?



English Tutor St James

We are seeking to recruit a committed, hardworking and enthusiastic English Tutor to provide small group and individual tuition to students.

You will:

- work hard;
- be kind;
- be outward facing;
- be able to motivate;
- be able to work to deadlines;
- seek excellence in every aspect of the school;
- be totally committed to improving the life chances of young people; and
- be an outstanding role model.

St James is a school with an ambitious curriculum, disruption-free classrooms and great learning. Our mission is to empower our students to use their education to become their best selves, to thrive in fulfilling careers and to lead great lives.

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a number of safeguarding checks including an enhanced DBS check.

We are part of the Ted Wragg Trust, an **ambitious** and **inclusive** trust of schools **strengthening our communities** through **excellent education**.



The St James English Department

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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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 Tutor

Location: Exeter, Devon

Salary: Grade D £24,702 (Actual = £21,246)

Hours: Part Time - hours subject to discussion with the candidate

Closing Date: 8th July 2024

Interviews: TBC

Required From: September 2024

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

Applications can be made and further information is available via 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 our recruitment team by email: recruitment@stjamesexeter.co.uk



Job Description

Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by teaching English knowledge and skills to individuals and small groups, across a range of ability and ages.

Your responsibilities

- To teach English knowledge and skills to individuals and small groups, across a range of ability and ages.
- To enable pupils to make good progress in English by providing suitable tasks that offer both support and challenge.
- To track pupils' acquisition of specific knowledge and skills.
- To liaise with teaching staff about pupils' strengths and areas for development.
- To provide individual/small group tutoring sessions for assigned pupils, focusing on specific knowledge and skills.
- To liaise with teachers and the head of department to identify specific gaps for specific pupils and groups.
- To track pupils' progress and acquisition of the agreed knowledge and skills.
- To utilise the department's schemes of learning and resources to plan sessions.
- To provide tuition that is appropriate for the individual's needs and attainment level.
- To use your expertise to support and prepare students for exams.
- To assess any barriers to the students' progress in English.
- To maintain up-to-date knowledge of the curriculum content.
- To use relevant tutoring methods and materials.
- To deliver video tutorials and facilitate online forums (if required).
- To regularly liaise with teaching staff to provide feedback on pupil progress.
- To keep pupil records and progress reports of individual students securely filed.
- To meet the necessary health and safety requirements for working with children and ensure professional conduct at all times, and in line with school policies.
- To utilise department resources to deliver tutoring sessions to students according to their educational needs and with reference to prior attainment, SEN and EAL as required, striving to ensure equal opportunities for all and no gaps in achievement between particular groups.
- To be familiar with, fully support and reinforce the aims, ethos, policies and procedures of the school with students, staff, parents and other stakeholders where and when appropriate.
- To safeguard children.

Grading criteria

- Pupils, regardless of their social or cultural background, are motivated to succeed and make excellent progress and close any knowledge and skill gaps.

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	• Good honours degree	Desirable
	• A Level English Language or Literature	Desirable
Experience	• Experience working with young people in an educational context	Essential
	• Experience of knowledge of the new GCSE specification	Desirable
Key Skills	• Demonstrate a passion for supporting young people and their families	Essential
	• Demonstrate an ability to motivate young people	Essential
	• Have excellent time keeping	Essential
	• Work to strict timescales	Essential
	• A good sense of <u>humour</u>	Essential
	• Excellent communication skills, both verbal and written, with a diverse range of people of various levels	Essential
	• An ability to <u>organise</u> , plan and <u>prioritise</u> time effectively	Essential
	• Flexibility and adaptability	Essential
	• Be a role model and contribute to sharing high quality practice within the team	Essential
	• Have a good knowledge of GCSE English language and literature (1-9) specification for AQA	Essential
Values	• Have a good knowledge of Romeo and Juliet, An Inspector Calls, A Christmas Carol and AQA's Power and Conflict Poetry Anthology	Essential
	• Ambitious: works hard, has the highest standards and is positive for the future.	Essential
	• Selfless: is self-aware and emotionally intelligent to be able to support self and others to thrive. Works selflessly to support the Trust's mission and strategic priorities.	Essential
	• Collaborative: builds strong relationships and networks.	Essential

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.





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Thank you for your interest!

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