



APPOINTMENT OF KEY STAGE 3 LEAD TEACHER IN ENGLISH

Required for September 2026

Closing date: 9am, Monday, 23rd February 2026
Interviews to follow thereafter

Christ's School, Queen's Road, Richmond upon Thames, TW10 6HW
Tel: 020 8940 6982 Email: hr@christs.school
www.christs.richmond.sch.uk



CHRIST'S SCHOOL

January 2026

Dear Candidate

Thank you for your interest in the Key Stage 3 Lead Teacher in English post at Christ's School.

Christ's School is a Church of England comprehensive school for 1,000 young people aged between 11 and 18. Our vision is to deliver Excellence as Standard to every member of our Christ's family: excellent leadership; excellent staff; excellent outcome and excellent partnerships.

Our school is situated on an enviable site adjacent to Richmond Park in Richmond upon Thames in South West London. We have excellent links with our feeder primary schools and the local community. We are proud to be a faith school and welcome students from Christian and other religious backgrounds.

At Christ's School we combine our expectations for students' excellent academic achievement with an emphasis on their personal growth as well-rounded individuals. Our aim is for students to become confident, successful, responsible young people, who love learning, have a desire to lead and serve and are ambitious for their own futures.

Our learning environment is inspirational, supportive and happy, and based on the Christian values of Love, Justice and Peace. We provide outstanding educational opportunities and experiences for each of our students to enable all to explore intellectually, to grow emotionally and spiritually and to achieve their full potential.

Our Behaviour for learning approach focuses on restorative practice and recognises the importance of building positive relationships with individual students. It is based on the work of Paul Dix at Pivotal Education.

Our results continue to go from strength to strength. We were particularly pleased with our 2021 Ofsted inspection. This was a section 8 inspection, and as such, the overall grading cannot change and so we remain a 'Good' school. The inspectors captured our ethos and unique identity very quickly during their inspection, and the dedication our staff have to ensuring students are valued and celebrated every day, was recognised so strongly. "Pupils say being at Christ's School is like belonging to a large family. They want to achieve their best. Pupils are happy and feel very safe here [and] are proud to be members of this school. The school welcomes and values all pupils. Pupils behave well. They respect each other and show kindness and consideration to all" and "staff are proud to work at the school". Christ's were delighted to be awarded a J1 judgement: "Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish."

Applications should be sent in the form of a completed online application form including a supporting statement. This should outline how your skills and experience fit the job and person specifications, the impact you have made in your current/most recent role and should be no longer than 3 sides of A4, font size 12.

Please email completed applications to Mrs Julia Ralph - hr@christs.school. We are looking for completed application forms (email only) to be returned **by 9am Monday 23rd February 2026**. Interviews to follow thereafter.

Early applications are welcome and we reserve the right to appoint before the closing date if we find a suitable candidate.

Christ's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Christ's School is an Equal Opportunities employer as detailed in our Equal Opportunities Policy.

Shortlisted candidates will be subject to online checks, with any resulting concern/queries to be addressed at interview.

Any appointment made will be subject to checks that details given on the application form are as stated. It will also be subject to receipt of a satisfactory medical disclosure form. Before an appointment can be confirmed, a DBS enhanced disclosure will be required.

Please visit our website where you will be able to find out more about our school, ethos, and vision. If you have any queries about the application process or would like to arrange an informal visit, please contact Julia Ralph on 0208 439 9652.

At Christ's we deliver Excellence as Standard. If you believe you can help us realise our vision, we look forward to hearing from you.

Yours sincerely,

Helen Dixon (Mrs)
Headteacher

Job Description: Key Stage 3 Lead Teacher in English

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|------------------------|---|
| Job Title: | Key Stage 3 Lead Teacher in English |
| Salary / Grade: | MS/UPS + TLR2.1 £3,527 p.a. (Outer London Pay Scales) |
| Hours: | FTE 1.0 |
| Contract type: | Permanent |
| Accountable to: | Headteacher |
| Responsible to: | Subject Leader of English |

Mission

At Christ's School we combine our expectations for students' outstanding academic achievement with an emphasis on their personal growth as well-rounded individuals. Our aim is for students to become confident, successful, responsible young people, who love learning, have a desire to lead and to serve, and are ambitious for their own futures.

Our learning environment is inspirational, supportive and happy, and based on the Christian values of Love, Justice and Peace. We provide outstanding educational opportunities and experiences for each of our students, to enable all to explore intellectually, to grow emotionally and spiritually and to achieve their full potential.

Our ambition is that Christ's is a community where students:

- achieve their full academic, sporting, musical and artistic potential;
- have a life-long curiosity and passion for learning;
- are creative thinkers, capable of taking risks in their learning and of studying independently;
- are spiritual individuals, compassionate and sensitive to the needs of others and of self;
- embrace diversity and have a commitment to equality and inclusivity;
- are considerate, polite and always act respectfully towards others;
- develop personal qualities of leadership, courage, integrity, resilience and determination;
- make a positive contribution to their community and to society as a whole;
- are team players, who work collaboratively to achieve shared goals;
- feel comfortable socially and express themselves confidently in a range of situations.

Job purpose

The post holder would be expected to promote and deliver outstanding teaching, learning and attainment in English across Key Stage 3 and to ensure the highest standards of assessment and behaviour for learning are applied in all classes. The post holder will oversee literacy across Key Stage 3 and ensure that the appropriate systems and programmes of interventions are in place to support students as necessary. The post holder will be responsible for promoting the safeguarding of all students and be always mindful of ensuring equality of opportunity for all students and staff. The post holder will adhere to the teachers' professional standards and will also promote the school's Christian ethos and vision.

Duties and responsibilities

1. Teaching and Learning

- Plan, prepare and deliver outstanding lessons to provide students with the opportunity to achieve their potential.
- Monitor the progress and achievement of the students following the course and identify the appropriate intervention strategies for underachieving students.
- Ensure that lessons are relevant, engaging and stimulating considering individual needs of the students.
- Manage, develop, update and share resources to enhance teaching of English at Key Stage 3.
- Contribute to objectives of the curriculum area within the school objectives and take part in an annual review of the subject and curriculum area.
- Co-ordinate preparation and update of planned schemes of work with team members.
- Assess appropriately the work of the students following the course in accordance with the school assessment policy.
- Keep records of students' progress and achievement and set appropriate targets.
- Maintain effective behaviour management in the classroom using positive behaviour strategies to ensure learners engagement in the lesson.

2. Leadership

- To be a positive role model for teaching and learning.
- To support the Head of Department in upholding standards in English; liaising in regular departmental evaluation through data analysis, work sampling, lesson observations, student questionnaires all of which are used to inform improvement planning.
- To have oversight for English across Key Stage 3; including having robust systems in place which identify students who need support and ensure that interventions are provided as appropriate.
- Liaise with the SEN and Curriculum Support Department when arranging and delivering English support for key students.
- Use data provided to effectively plan intervention with classroom teachers and monitor levels of progress in English in Years 7, 8 and 9.
- To support all members of the Key Stage 3 team whilst ensuring the adherence to Section 1 above.

- To support new colleagues' induction at Key Stage 3.
- To communicate effectively with all stakeholders.
- To promote high standards of learning and teaching through the sharing of best practice and utilising new technologies where appropriate.
- To run Key Stage 3 items at meetings which have a published agenda and are minuted.
- Liaise with the SEN and Curriculum Support Department when arranging and delivering English support for key students.
- To liaise with the Head of Department in overseeing all curriculum matters in Key Stage 3 including SoW, home learning and examination specifications.
- To have some responsibility for Performance Management within the department and make appropriate pay recommendations.
- Take responsibility for a range of curricular events that ensure students have real chances to experience a full range of learning opportunities beyond the subject classroom.
- Ensure data collection is quality assured, moderated and reviewed in a timely manner.
- Participate as required in meetings with colleagues in respect of the post's duties and responsibilities.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be agreed at the request of the Headteacher or the incumbent of the post.

Christ's School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants will undergo appropriate child protection screening including checks with past employers through the Disclosure and Barring Service.

Christ's School's Equality Statement

Christ's School is committed to positively tackling discrimination in all its forms and works to ensure that all sections of the community have fair and equal access to and experience within employment. We welcome applicants from all backgrounds and communities, in particular those that are currently underrepresented in our workforce: we are respectful of all individuals' race, age, religion, gender identity, sexual orientation, caring responsibilities, disabilities and cultural background.

Person Specification – Key Stage 3 Lead Teacher in English

| <u>CRITERIA</u> | Essential / Desirable | | | Assessed by application / interview process | |
|---|-----------------------|---|--|---|---|
| | E | D | | A | I |
| <u>QUALIFICATIONS AND REQUIREMENTS</u> | | | | | |
| Honours degree or equivalent | √ | | | √ | |
| Qualified Teacher Status | √ | | | √ | |
| Up to date CPD related to teaching and learning/pedagogy | √ | | | √ | |
| In sympathy with the Christian values of the school | √ | | | √ | √ |
| <u>KNOWLEDGE AND UNDERSTANDING</u> | | | | | |
| Good knowledge of national curriculum, relevant schemes of work and national strategy for secondary education | √ | | | √ | √ |
| Good understanding of assessment processes at Key Stage and how to use these to support planning styles and raise student attainment | √ | | | √ | √ |
| Ability to use and understand assessment data | √ | | | √ | √ |
| Good knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged | √ | | | √ | √ |
| Good knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques | √ | | | √ | √ |
| Excellent understanding of what constitutes effective teaching and learning | √ | | | √ | √ |
| Proven ability to teach English at Key Stage 3, 4 and 5 | √ | | | √ | √ |
| Familiar with effective learner and progress intervention strategies | √ | | | √ | √ |
| <u>SKILLS AND EXPERIENCE</u> | | | | | |
| Proven track record of raising and maintaining high educational standards in English | √ | | | √ | √ |
| Successful experience of teaching students of all abilities, including SEN and Able and Ambitious | √ | | | √ | √ |
| Excellent communication skills orally and written | √ | | | √ | √ |
| Effective and efficient use of data to improve learning | √ | | | √ | √ |
| Involvement in the planning and/or delivery of extracurricular/enrichment activities | √ | | | √ | √ |
| The capacity to make decisions based on sound judgements | √ | | | √ | √ |
| Evidence of innovative practice | | √ | | √ | √ |

| <u>PERSONAL ATTRIBUTES</u> | | | | | |
|---|---|---|--|---|---|
| Good interpersonal skills | √ | | | √ | √ |
| A commitment to a team ethos | √ | | | √ | √ |
| Professional integrity and honesty | √ | | | √ | √ |
| Ability to meet deadlines | √ | | | √ | √ |
| Self-motivated with an ability to use own initiative | √ | | | √ | √ |
| Able and willing to scrutinise own practice and to make their practice accessible to others | √ | | | √ | √ |
| The capacity to form positive learning-centred relationships with other professionals | √ | | | √ | √ |
| Believe they can improve on their previous best | √ | | | √ | √ |
| Commitment to safeguarding children and young people | √ | | | √ | √ |
| Potential for promotion | | √ | | √ | √ |
| Ability to engage, motivate, enthuse and support colleagues | √ | | | √ | √ |