



Recruitment Pack

English Teacher (0.5fte)
St James School

January 2025 - August 2025

Closing Date: 11/12/24

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 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.

We demonstrate our love through our values



How we will succeed





St James School

We are looking to appoint a terrific leader to join our team as a part time English Teacher at St James School. 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 are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. From the moment they join us, we ask our students to work hard and be kind. We know these behaviours are important for staff and students.

As a community, we empower our students to use their education to be kind and community minded, to lead happy and healthy lives and to thrive in life's opportunities.

We do this by living our four values:

- Kindness
- Equity for all (through the highest of standards)
- Community at the heart
- Diversity and celebration

We are proud of our school and our community. We know our students; our staff and our families are happy at school. The best way for you to experience this is by visiting our school and meeting us.

For this role, the successful candidate will:

- work hard;
- be kind;
- believe in equity for all and strive for this in education;
- be a good teacher who is keen to develop their classroom practice;
- be a passionate and innovative advocate for teaching and learning;
- have great curriculum knowledge;
- and, have a good sense of humour.

Does this sound like you? If so, then we would welcome your application. If you have any questions, please email to recruitment@stjamesexeter.co.uk.



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 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



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: Part Time English Teacher (0.5fte) - see advert for full details

Location: St James School

Salary: MPS-UPS

Closing Date: Wednesday 11th December 2024

Interviews: TBC

Required From: January 2025 on a fixed term contract until 31st August 2025

We are a community with an ambitious curriculum, focused and thoughtful classrooms and great learning. If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



How to apply

If you would like an informal conversation about this role please contact our recruitment team at recruitment@stjamesexeter.co.uk

Please use the application form available on the Trust website to apply.



Teacher of English 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 providing a high calibre teaching and learning environment for all our pupils, and challenge the educational and social disadvantage in the South West.

Your responsibilities

- Live our mission and values every day
- In accordance with schemes of work, plan, deliver and review lessons which are appropriate to the age and ability of the pupils, so as to facilitate progression in pupils' learning
- Ensure that teaching is broad, balanced, relevant, motivational and appropriately differentiated in order to maximise the academic potential of all pupils
- Facilitate the exceptional progress and wellbeing of any individual or group of pupils; target individual pupils' needs in lessons
- Promote and maintain discipline in accordance with the rules and behaviour policy of the academy
- Effective use of formative and summative assessment to drive planning
- Provide feedback that moves learning forward
- Support pupils throughout the day by fulfilling pastoral responsibilities
- Consistently implement all trust policies and contribute to decision-making and consultation procedures
- Report any safeguarding concerns immediately to a designated safeguarding lead
- Carry out any other reasonable duties as requested by Headteacher or Line Manager

Your key objectives

To support pupils to:

- Love coming to school
- Achieve well
- Live a life of opportunity

To support colleagues to:



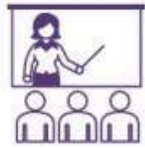

- Love coming to work
- Build high quality professional relationships with Trust networks
- Inspire others

To support communities to:

- Love our schools
- Value working together
- Make the world a better place



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 	<p>We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and plan for reading.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples.</p> <p>We prepare live modelling by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for giving an explanation, which might involve using analogies.</p> <p>We decide when and how we will check for understanding of the whole class and individuals.</p> <p>Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
Disruption-free classrooms: Maximising opportunities to learn 	<p>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.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, silence is golden.</p> <p>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.</p> <p>There is an organised routine for ending lessons.</p>
Great Learning: Activating hard thinking 	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>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.</p> <p>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.</p> <p>We use live modelling, often using a visualiser.</p> <p>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.</p>
Adaptive teaching: Creating a supportive environment 	<p>Using whole-class feedback, we adapt our teaching.</p> <p>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>.</p> <p>We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with teaching assistants in tandem to support some students' learning.</p> <p>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.</p>



Person Specification

Qualifications

- Qualified Teacher Status Essential
- Good honours degree Essential
- Further CPD or relevant qualifications Desirable

Experience

- Values driven Essential
- Strong teaching ability – demonstrated through previous experiences Essential
- Working in areas or school communities with high levels of SEND and/or deprivation Desirable

Key skills

- Able to fulfil all aspects of the role with confidence and fluency in English Essential
- Excellent subject knowledge
- Understanding of the primary or secondary curriculum
- Effective use of formative assessment Essential
- Adaptive teaching that challenges and supports all Essential
- Ability to receive and act on feedback Essential
- Commitment to safeguarding Essential
- Desire to develop yourself Essential

Values

- **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.

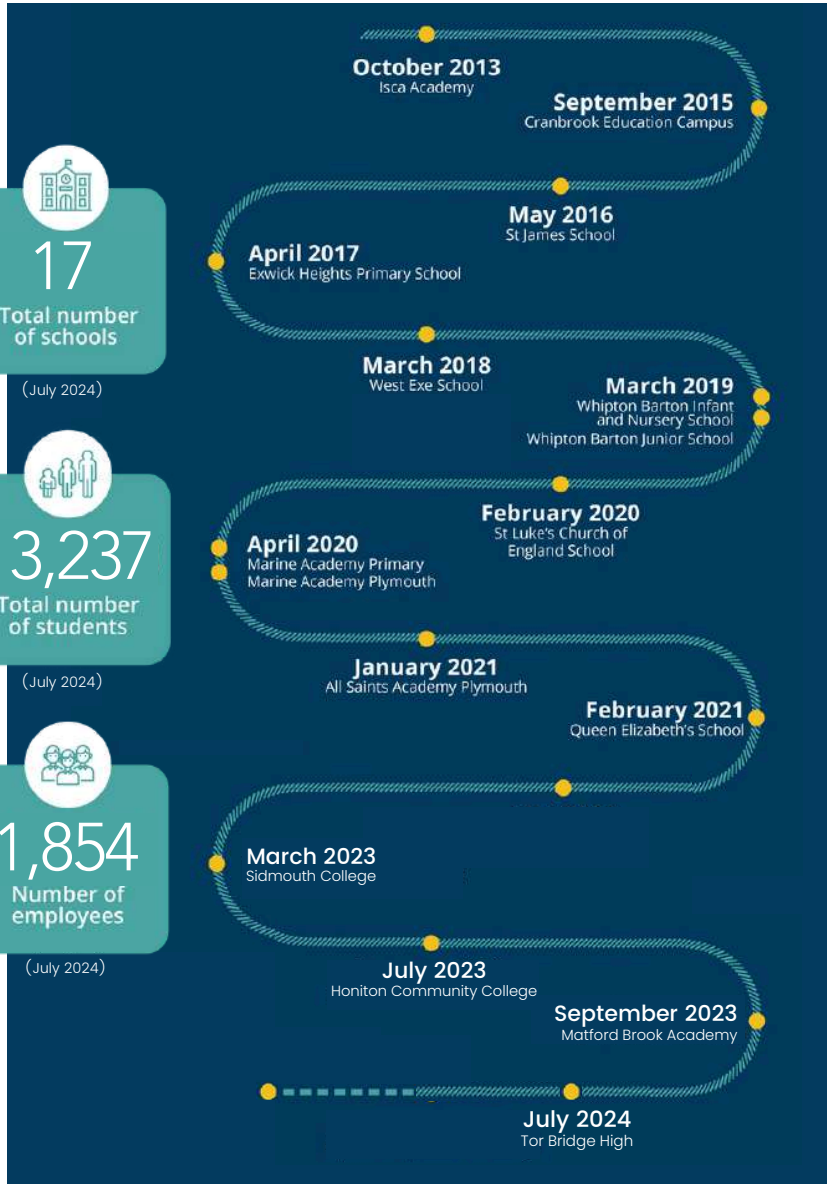


In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity 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 for a Headteacher joining our Trust to access leadership development, study tours and wider networks with some of the best schools, trusts and leaders across the country.





Recruitment Pack

Thank you for your interest!

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