May 2025

Dear Applicant,

**Second in Charge of English: Application Pack**

Thank you for your interest in the position of Second in Charge of English (English and Media) at St. John Fisher Catholic Comprehensive School. Our application pack offers the following information, which we hope will assist you in deciding if you have the right qualities to work here and whether our school is the best place for you to further your development and career.

* External Advertisement
* Job Description
* Our History
* Mission Statement
* About the Department
* Our Results
* Commitment to Staff Wellbeing and Workload
* How to Apply

The following important documents are also available on our website:

* School Prospectus <https://stjohnfisher.school/wp-content/uploads/_PDF/KS3_CURRICULUM/sjf_KS3_16-Propectus-2018-web.pdf>
* Sixth Form Prospectus <https://stjohnfisher.school/wp-content/2024-2025-Content/6th/6th%20Prospectus%202024.pdf>
* Application Forms <https://stjohnfisher.school/home/about-us/vacancies/>

We look forward to receiving your completed application.

Yours faithfully,

Dympna Lennon

(Headteacher)

**External Advertisement: Required from September 2025**

**SECOND IN CHARGE OF ENGLISH DEPARTMENT**

**Full time MPS/UPS + TLR 2a: £8279**

The Governing Board is seeking to appoint an enthusiastic and well-qualified teacher of English to join the Communications Faculty as Second in Charge from September 2025.

The second in charge of faculty will have the ability to support the Head of Faculty in putting their vision for English teaching and learning into practice, supported by an able team of staff. They will work closely with their Head of Faculty to create an engaging and challenging curriculum for students of all abilities, taking leadership responsibility for one of the key stages.

The successful candidate will model at least good teaching practice and will be able to engage and inspire students of all abilities both in and out of lessons. They will also be keen to contribute to the school’s extra-curricular life to enhance the opportunities available to our students. A bespoke CPD programme will be tailored to meeting their needs.

St. John Fisher Catholic Comprehensive School is a non-selective coeducational secondary school for students age 11-18. A single site school with free parking, we moved to world-class brand new buildings in the spring of 2023. Our mission statement is that ‘***St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally forming them through Faith so that they can achieve their aspirations and contribute to their community’.***  As a Catholic school, we are passionate about the formation of the whole student, making sure that we develop students into good people as well as ensure they get good results.

The school is in Medway, a 30-minute distance from London by road or high-speed rail link. Medway benefits from a multimillion-pound regeneration programme bringing new housing developments and facilities for its inhabitants; it also has the lowest council tax rates in Kent. St. John Fisher also offers subsidised accommodation for employees and this will be offered to the successful candidate, should they be interested. We are happy to offer visits and informal discussions of the role: please contact Deputy Headteacher [v.walker@stjohnfisher.school](mailto:v.walker@stjohnfisher.school) for further information.

Closing date for applications: Thursday 29th May at 9am

Interviews will take place shortly after the closing date.

*Shortlisted candidates only will be contacted for interview which will take place shortly after the deadline. St. John Fisher Catholic Comprehensive School is an Equal Opportunities Employer, committed to safeguarding and promoting the welfare of all students. Any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.*

**Job Description (Second in Charge of Communications Faculty)**

*Please note that these responsibilities are in addition to your job description as a Teacher of English within the school.*

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| **Strategic and Operational Planning:** | * To support the Head of Faculty in realising their vision for the department * To Understand school improvement and effectiveness strategies, including the process of school self-evaluation, and to contribute to the Faculty Improvement Plan * To take responsibility for the strategic overview of curriculum within a key stage of English or Media / Languages, as directed by the Head of Faculty * To be accountable for the academic outcomes of the students you teach, but also all those within the key stage of English or subject area of Media / Languages that you are assigned to. * To manage the teaching and learning within that key stage / subject area * To deputise for the Head of Faculty in their absence * To make informed use of current research, data on performance and inspection findings to set challenging targets for improvement in your key stage / subject area responsibility. |
| **Resources** | * To manage resources for the key stage / subject area that is their area of responsibility, efficiently and effectively and within School guidelines and policies for the benefit of all students and all faculties * To oversee the maintenance of a pleasant working environment within the faculty areas they are responsible for |
| **Staffing:** | For the department / key stage(s) you are responsible for, you must show the capacity:   * To deploy staff (teaching, support and classroom support) efficiently, effectively and equitably. * To take responsibility for line managing a small number of staff within the department * To secure the commitment of those you line manage within the subject areas, establishing constructive working relationships with them * To enthuse other staff in the department and the school with your passion for your subject. * To lead on staff training and development appropriate to your curriculum area responsibility * To support and promote the professional development of teachers including ITT staff, providing training, mentoring and coaching where appropriate. * To provide references where appropriate * To ensure that appropriate arrangements are in place for the setting of work when staff are absent, including liaising with cover staff such that effective learning takes place. * To oversee the Performance Management programme for teaching staff and the Personal Review System for support staff within the Faculty as necessary, including acting as a reviewer for a small number of staff within the Faculty. |
| **Monitoring and improvement planning:** | For the department / key stage(s) you are responsible for, you must show the capacity:   * To monitor, sample and evaluate the effectiveness of teaching and learning, including sampling the setting and marking of class work and homework, in order to encourage continuous improvement in line with current school policy. * To monitor, sample and evaluate specifications, resources, schemes of work, policies and strategies within the Faculty. * To participate in Performance Management lesson observations * To support the Head of Faculty in the processes of target setting and policy review |
| **Data:** | For the department / key stage(s) you are responsible for, you must show the capacity:   * To provide accurate and up-to-date information about the Faculty. * To encourage and oversee the use of performance data to track and monitor student progress, including the relevant analysis, key groups, and interpretation of prior attainment data. * To co-ordinate the collection of Faculty performance data as required. * To report on aspects of student examination performance as required. * To actively monitor student progress each term and deploy department-wide resources to intervene as appropriate, reporting to your Line Manager on the outcomes. |
| **Communication** | * To support the Head of Faculty in communicating school aims and objectives to team members * To support the Head of Faculty in the running of Faculty meetings * To communicate effectively with your Head of Faculty, members of the Senior Leadership Team, other staff, pupils, parents, governors, external agencies and the wider community. * To prepare detailed analysis reports for senior leaders, governors and other groups on the subject area / key stage that you are responsible for as required |
| **Teaching and Learning** | * To act as a role model for teaching and learning in the faculty * To think creatively and imaginatively to anticipate and solve problems and identify opportunities to enhance the quality of teaching practice of others. * You will lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within the area you are responsible for |
| **Liaison and marketing:** | * To support the Head of Faculty in promoting the department to a range of stakeholders for a range of purposes * To lead the development of effective subject links with partner schools and the community, attending, if necessary, partner school liaison events, within the key stage / area(s) you are responsible for * To promote the subject area at open days/evenings and other events. * To develop relevant subject links with external agencies. |

**Job Description (Teacher of English)**

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| **Post Title:** | Teacher of English |
| **Role:** | To teach English at KS3-5, Media at Key Stage 5, to act as a form tutor and to support the Communications (English and Media) faculty as appropriate. |
| **Responsible to:** | Head of Faculty and Assigned member of the Senior Leadership Team |
| **Responsible for:** | Progress of the students within your designated classes / subject(s) and form group |
| **Grade:** | MPS / UPS |
| In addition to the duties summarised in your job description please refer to:   * The current year’s statutory Guidance on School Teacher’s Pay and Conditions (issued by the DfE) which details: * Conditions of Employment of Teachers other than Head Teachers * Conditions of Employment of Deputy Head Teachers and Assistant Head Teachers * Conditions of Employment of Head Teacher’s (the duties of which you will be expected to carry out in the event of the absence of the Head Teacher from the School). * The current year’s Professional Standards for Teachers. * The Conditions of Service for School Teachers (the Burgundy Book)   The School will endeavour to make reasonable adjustments to this job description and to the working environment in order to enable access to employment opportunities for disabled job applicants and/or to enable continued employment for an employee who develops a disabling condition.  The duties summarised in your job description are indicative and we retain the right to include other reasonable duties which may be reasonably requested commensurate with the post held and duties undertaken. This job description may, after satisfactory negotiation has taken place, be modified by the Head Teacher to reflect or anticipate changes which occur over time at a local or national level As you are aware, any post working within a School includes substantial access to young people and all appointments are subject to an enhanced Disclosure and Barring Service check and a satisfactory result being received. All employees (temporary or permanent) are required to inform the School of any subsequent convictions or other matters whilst employed by the School. Failure to do so will result in the disciplinary process being invoked. All employees in posts eligible for an enhanced check are contractually required to undergo a re-check upon request. | |

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| --- | --- |
| **Teaching and Learning:** | * To undertake an appropriate timetable of teaching in line with current School Teachers’ Pay and Conditions Document practices. * To follow the school’s teaching, learning and assessment policies * To plan and deliver lessons within an appropriately broad, balanced, relevant and differentiated curriculum for students which enable all to be challenged and make progress * To consistently and effectively use a range of appropriate strategies for teaching and classroom management. * To contribute to raising standards of academic attainment * To demonstrate a thorough and up-to-date knowledge of the teaching of your subject area and take account of wider curriculum developments which are relevant to your work. * To consistently and effectively use information about prior attainment to set well-grounded expectations for learners * To set homework which challenges learners at all levels * To self-evaluate your teaching and show willingness to work with others in order to improve your practice |
| **Data, monitoring and supervision:** | * To maintain appropriate records and provide relevant and up-to-date information for the school’s management information system (e.g. SIMS data input, completion of registers) * To complete relevant documentation to assist in the tracking of students * To consistently and effectively monitor progress to give clear and constructive feedback to students, in line with the school’s marking policy; also, to follow up and support as appropriate in order to raise attainment. * To participate in department quality assurance processes such as book looks and shared moderation * To participate in the school Performance Management process as appropriate. |
| **Pastoral:** | * To act as a form tutor, promoting the general progress and well-being of your tutees * To liaise with the Head of Year to ensure a consistently high tutor experience across the year group * To help to monitor student attendance, progress and performance in relation to individual targets. * To write reports to parents in accordance with school policy. * To register students, accompany them / participate as appropriate in assemblies and religious services, and encourage their full participation in all aspects of the Catholic life of the school. * To participate in a daily duty team as required. |
| **Communication** | * To communicate effectively with the parents and carers of students as appropriate, including attending Parents’ Evenings and Open / Information Evenings * To write reports to parents in accordance with school policy. * To attend staff meetings as appropriate, including Department and Year Team meetings |
| **Catholic Ethos:** | * To support the Catholic Ethos of the school and create opportunities for its development within the department. |
| **General Requirements:** | * To take responsibility for your professional development, using this to improve your teaching practice * To uphold the school’s principles, aspirations and policies * To play a full part in the life of the school community. * To promote the school positively within the local community and beyond. * To promote current Health and Safety provisions and policies. * To exercise proper care in handling, operating and safeguarding any equipment, systems or appliances provided or issued by the School for the post-holder’s individual or shared use in the performance of his/her duties, including computer equipment. * To support the management and administration of the examination process within the School in any way necessary. * To undertake any other tasks that may reasonably be regarded as being within the nature of the duties and responsibilities of this post, provided that, after satisfactory negotiation has taken place, any significant and permanent changes are incorporated into a revised job description. |

**Our History**

St. John Fisher Catholic Comprehensive School has a proud history of educating our local Medway community. Established in 1964, we are the only Catholic secondary school in the local authority. One of seven secondary modern schools in the area, we are a diverse community, proud to educate Catholic students as well as those of other faiths and none. We are also proudly comprehensive: for example, SJF’s sixth form offers a wide range of academic and vocational qualifications. It has a comprehensive intake, ranging from students who are re-taking Level 2 qualifications all the way to those who are enrolled in our Oxbridge programme which helps students to reach the top universities.

Our students often refer to us as their second family, and it is a great place to work as a teacher. Our community of staff is incredibly supportive of each other, and our personalised CPD programme means that everyone’s career development is supported in a way that is specific to them. We are passionate about work-life balance, finishing lessons early on a Wednesday afternoon so that CPD and meetings can largely take place during normal school hours, and we provide counselling services free of charge to those who need them. In addition, our feedback policy asks that staff read student books and then get the class to respond collectively in the next lesson in purple pen, rather than requiring that every set of books be deep marked on a frequent basis.

The school has been on a trajectory of improvement since the appointment of the Headteacher, Dympna Lennon, in September 2016. This was recognised in our ‘Good’ Ofsted in May 2019, with inspectors commenting that ‘standards across the school have improved since the last inspection’ and ‘Teaching, learning and assessment are strong across subjects.’ We were proud to be recognised as an ‘Outstanding’ Catholic school in our 2021 Diocesan Inspection. While the pandemic had a devastating impact on many of the families, which did have an impact on our academic results, we have taken robust action to address this and improve our offer for our Medway community.

Having been the recipient of a multimillion-pound grant from the Department for Education’s Priority Schools Building Programme, we moved into world-class, purpose-built facilities in Spring 2023. Situated at the top of City Way looking down across Rochester and the River Medway, the school is equipped with enviable sporting and academic facilities, including a large English department on the same floor as our beautiful library, which is positioned right at the heart of the school.

SJF undoubtedly has a proud history, but we are even more excited about the future. We hope that you’ll want to be part of it.

**Our Mission Statement**

St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally forming them through Faith, so that they can achieve their aspirations and contribute to their community.

**About the Department**

The Communications (English and Media) faculty is one of the largest subject teams within the school, delivering high quality teaching to almost all students. English is currently taught across Key Stages 3-5, with English Literature and Media being taught at A Level. The faculty also offers GCSE retake English and Functional Skills in English for any post-16 student who has not achieved a grade 4 at Level 2. English Language and Literature are core subjects at GCSE, and we typically have one A Level class each of English Literature and Media in both Years 12 and 13, although we would like to increase our class sizes here.

English is integral to our curriculum offer and to our Catholic values. As well as the skills of information retrieval, memory, analysis and clarity of communication which it teaches, it is valuable because reading is students’ gateway to the world: through it they are exposed to other cultures, ideas and ways of thinking.

As such, all Year 7 and 8 students have three lessons a week for English. Year 9 students have five lessons per week, and in Years 10-11, students have four lessons per week. Sixth form classes have five lessons per week, which are usually shared between two teachers.

Having moved to a new build on City Way in February 2023, the department now has world-class facilities in which to deliver the curriculum. All staff, with the exception of those teaching a part-time timetable, have their own dedicated classroom, each fully equipped with new furniture and facilities. Co-located with the classrooms is a workroom with fridge, microwave and sink where colleagues can collaborate effectively and relax. Adjacent to the classrooms is our beautiful library, which has a balcony looking out over the playground and which is staffed full-time by our chartered librarian, an additional member of the Communications team.

The English department has capacity for seven teachers, including the holder of this post.

**Our Results**

**Key Stage 4 Overall**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2019** | **2022** | **2023** | **2024** |
| Progress 8 | +0.13 | -0.29 | -0.54\* | -0.54\* |
| Attainment 8 | 41.4 | 40.1 | 37.6 | 36.5 |
| English and Maths 5+ | 30% | 34% | 30% | 34% |

**\****Please note that Progress 8 data for both these year groups is skewed, as it is calculated only including students who had KS2 data (68% in 2024 and 76% in 2023). A significant number of SJF’s Year 11 cohort in these year groups came from other countries, often arriving after the start of KS4, meaning that they did not complete a full suite of qualifications.*

**Key Stage 4 English (2024)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Grade 4+** | **Grade 5+** | **Grade 7+** | **A8** | **P8** |
| **English Language** | 54% | 34% | 7% | 37 | -0.66 |
| **English Literature** | 57% | 39% | 11% | 38.1 | -0.66 |

**Key Stage 5 (2024)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Tech Level** Results | **Applied** Results | **A Level** Results |
| Average as a grade | Distinction- | Merit+ | D+ |

**Key Stage 5 English and Media (2024)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Grade C+** | **Grade B+** | **Grade A+** | **Estimated ALPS** |
| **English Literature** | 33% | 17% | 0% | 5 |
| **Media** | 50% | 0% | 0% | 4 |

**Commitment to Staff Wellbeing and Workload**

At SJF, we are committed to excellence in a sustainable way. This means we value our staff, devise policies with workload in mind and believe that everyone working in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health. We recognise that working in a deprived area is never going to be easy, but we are committed to ensuring it’s not any harder than it needs to be. Our approach to staff wellbeing and workload is underpinned by research and best practice.

***Ensuring efficient working practices regarding data, marking and feedback, behaviour management and curriculum planning (as outlined in the DFE school workload reduction toolkit:*** <https://www.gov.uk/guidance/school-workload-reduction-toolkit#wellbeing>)

1. Clear behaviour policy and support including centralised interventions and rapid response on call
2. Marking policy devised by teachers on a full timetable whereby staff read books every 4-6 lessons and then teach a feedback lesson, rather than time consuming deep marking on all work
3. Strategic placement of inset days including one at the end of the year to finish early for summer
4. Progress reports limited to twice a year for each year group
5. Wellbeing events held at the end of each half-term, not a work meeting
6. Break duties consolidated to two per week, taking place near the teacher’s room where possible
7. Lunchtime supervisors employed so teachers do not have to supervise at this time
8. Teaching timetables below the national upper limit of 90%.

***Ensuring communication is streamlined and effective***

* 1. One weekly briefing email to keep you informed of school-wide developments
  2. No expectation to answer work related email at evenings and weekends
  3. All deadlines are staggered, agreed with middle leadership annually, and published well in advance

***Ensuring staff are supported throughout the day***

* 1. Your own dedicated teaching room (for all full-time teaching staff except SLT)
  2. Free parking at the front of the school site, less than a minute’s walk from Reception
  3. Free breakfast for staff teaching exam classes during exam seasons
  4. Staff room onsite for rest and relaxation
  5. Workrooms in each departmental area with tea, coffee, water, fridges, and microwaves
  6. Food during all day events
  7. Fully staffed admin team, reprographics service and pastoral care leaders to support your work with students
  8. Staff treats provided in the last week of term at Christmas, Easter and Summer

***Investing in staff development***

* 1. At least fortnightly line management meetings with the first question focusing on wellbeing
  2. Investment in development of staff through a programme of personalised CPD and learning walks
  3. Opportunities to work across local Catholic schools to share good practice and strategy
  4. Non-punitive appraisal process that focuses on supporting staff to do everything they can to meet their targets, rather than penalising them if they are not reached despite this

***Bringing joy into the workplace and giving back***

* 1. Investment in the staff room and staff reflection space
  2. Staff clubs/socials (social secretary)
  3. Staff Christmas and summer parties
  4. Christmas and Birthday card for each staff member from the Headteacher
  5. Gifts for staff on weddings and new births
  6. Staff wellbeing coordinator

**How to Apply**

To apply, please complete our application form, downloadable from our website <https://stjohnfisher.school/home/about-us/vacancies/>. As part of this application, please include a supporting statement of no more than 1300 words, outlining your suitability for the role and stating how your qualifications and previous experience have prepared you for this position.

Your completed application form should be emailed to [recruitment@stjohnfisher.school](mailto:recruitment@stjohnfisher.school) by Thursday 29th May at 9am.

*Early applications are encouraged. We reserve the right to close the vacancy early if a suitable candidate is found. Interviews will take place shortly after the closing date.*