Second in English

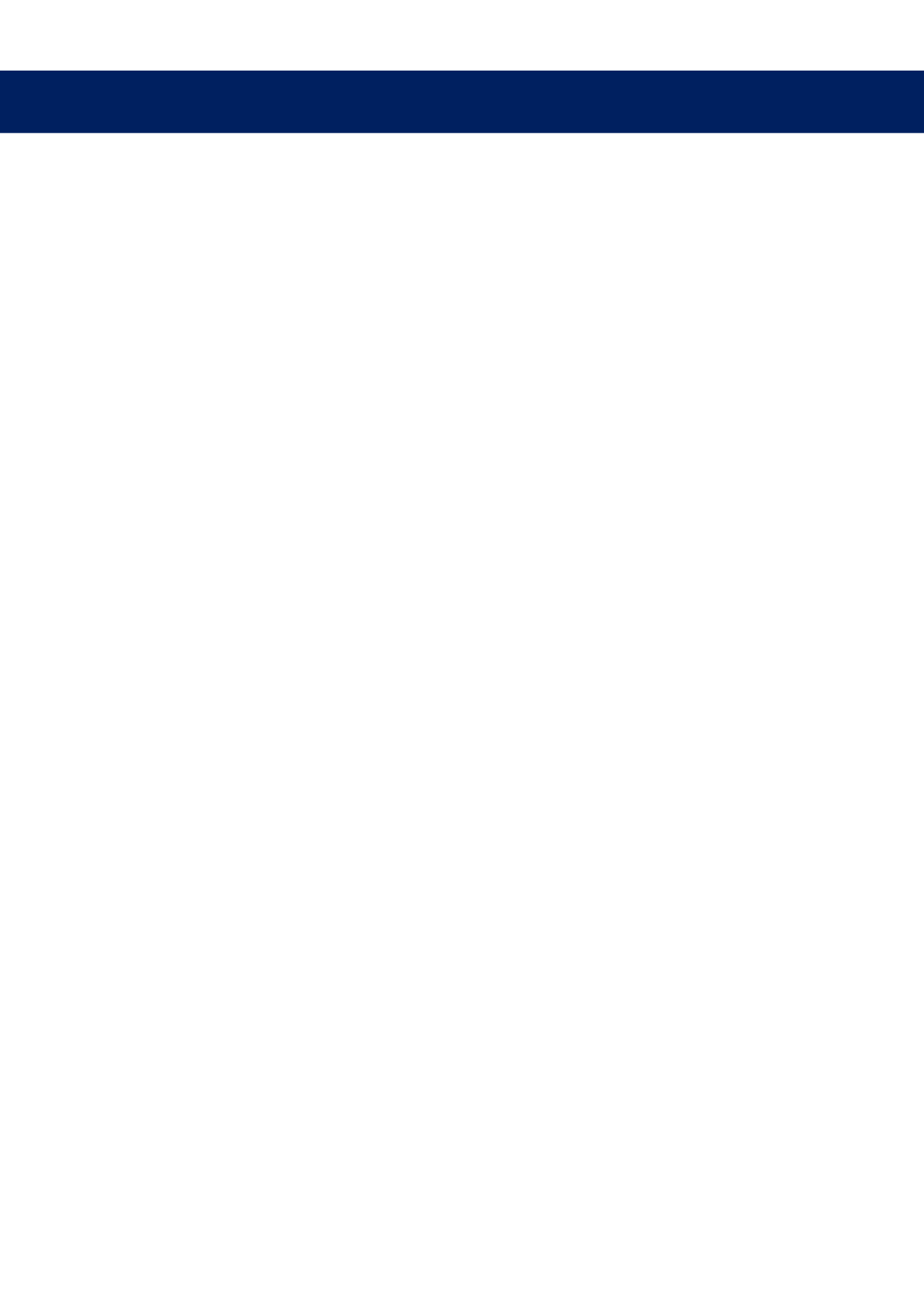
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| --- | --- |
| **Grade** | MPR/UPR + TLR2b (5,648) |
| **Working hours** | Full time |
| **Start Date** | September 2025 or as soon as possible. |

Should you wish to visit the school or talk to key staff prior to application then we would welcome the opportunity to meet you and show you around our school.

If you would like to arrange an informal chat with Mr J Swan, Assistant Headteacher, then please call 01256 322691 or email recruitment@aldworth.hants.sch.uk

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| --- | --- |
| 20th June 2025 | WC 23rd June 2025 |

***The Blue Coat School, Basingstoke is committed to safeguarding and promoting the welfare of children young people and vulnerable adults and expects staff and volunteers to share this commitment.***

**Second in English**

**The Blue Coat School**

The Blue Coat School joined the South Farnham Educational Trust and is the second, secondary school alongside Brighton Hill School. As such, we are in a great position to be at the forefront of educational developments to provide the best possible school experience for our students.

There is a strong sense of community within the school and a real desire amongst staff to grow and develop our teaching and provision. We are committed to ensuring a truly inclusive, enjoyable and successful school environment for all children.

Every student has a place in our school and the team are committed to high standards and expectations in every aspect of our work. We aim to grow and develop as a school community to meet these expectations which will best prepare our students for a successful and happy life after their journey with us.

**English Department**

Our English department is well-resourced and well regarded within the school. Teachers in the department are ambitious for their students and work collaboratively to ensure each student achieves the best possible outcomes. You will be joining a team of dedicated teachers who embrace professional development opportunities and who are at the forefront of leading CPD across the school.

We are seeking an inspirational teacher to join our strong collaborative team of experienced teachers in delivering English across both key stages. As Second, you would take responsibility for specific areas as agreed with the head of department, alongside supporting and mentoring developing members of the team. We are looking for an ambitious teacher, with at least 2 years’ experience, who is keen to develop and be supported in their leadership journey.

**Candidates**

We welcome applications from a range of staff from more experienced teachers to those newer to the profession; we can somewhat shape the position for the correct person and will look positively on all applicants. The school actively encourages applicants from a range of backgrounds and is proud of the diversity of the staff.

The Blue Coat School is committed to safeguarding young people and we ensure that all our recruitment and selection practices reflect this commitment. All appointments are subject to full safeguarding checks, including an enhanced DBS check. Any candidates selected for interview will be subject to an online search as part of our due diligence checks. The school reserves the right to close the position early on receipt of a strong application, so if you are interested we would urge you to apply sooner rather than later.

To apply, please complete the SFET Teaching Application form (available on our website) and send by email to [recruitment@aldworth.hants.sch.uk](mailto:recruitment@aldworth.hants.sch.uk)

For further information or enquiries, please use the above email address or contact us on 01256 322691.

**ROLE PROFILE**

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| --- | --- |
| **Department** | English |
| **Role title** | Subject Teacher: English (2nd in Department) |
| **Role purpose** | * Under the reasonable direction of the Headteacher to carry out the professional duties of a teacher as specified in the current *School Teachers’ Pay & Conditions Document (STPCD)* * To be accountable for student attainment and progress in English, taking responsibility as directed by the Head of Department * To raise standards of attainment and achievement in English * To monitor and support student progress, organising intervention where appropriate * To monitor, develop and enhance the classroom practice of others teaching within the department * To contribute to the provision of an appropriately balanced, relevant and differentiated curriculum for students studying English, in accordance with the school's purpose and curriculum aims * To contribute to the work of the Middle Leadership Team * To offer extra-curricular opportunities for students outside of the school day either within English or another area of personal interest |
| **Reporting to** | Subject Leader – Head of English |
| **Responsible for** | Teacher(s) of English |
| **Working time** | Full Time or part time as specified within the STPCD |
| **Salary/Grade** | Classroom Teachers’ Pay Scale |
| **Disclosure level** | Enhanced |

**Section B – Organisation**

| **Accountabilities** | **Accountability Statements** |
| --- | --- |
| **Teaching and learning** | * Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential * Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge * Design opportunities for learners to develop their literacy, numeracy and ICT skills * Plan homework or other out-of-class work to sustain learners’ progress and to extend and consolidate their learning * Teach lessons and sequences of lessons across the age and ability range which:   1. use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion   2. build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives   3. language is adapted to suit the learners, new ideas and concepts are introduced clearly, and explanations, questions, discussions and plenaries are used effectively   4. demonstrate the ability to manage the learning of individuals, groups and whole classes, and teaching is modified to suit the stage of the lesson * Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary * Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts * Establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote their self-control and independence * Identifying the professional learning needs within the curriculum area and giving appropriate professional advice |
| **Assessment and monitoring** | * Know the assessment requirements and arrangements for the subjects/curriculum areas, including those relating to public examinations and qualifications * Know a range of approaches to assessment, including the importance of formative assessment * Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor learners’ progress and to raise levels of attainment * Make effective use of a range of assessment, monitoring and recording strategies * Assess the learning needs of learners in order to set challenging learning objectives * Provide timely, accurate and constructive feedback on learners’ attainment, progress and areas for development * Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs |
| **Subject and curriculum** | * Have a secure knowledge and understanding of the subjects/curriculum area and related pedagogy to enable effective teaching across the age and ability range * Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for the subjects/curriculum area, and other relevant initiatives * Co-ordinating the development of appropriate schemes of work to meet the requirements of the curriculum for English, differentiated for students of all abilities, with clear objectives, content, method and related resources – as directed by the Head of Department * Delegating and reviewing annually the tasks and responsibilities of teachers in the curriculum area according to the line management structure * Informing parents of any changes that may affect a child’s progress in the curriculum area (i.e. set changes, issues with coursework etc.) * Providing lists of entries for external examinations and co-ordinating any assessment tasks required for those examinations * Contributing to the development of the curriculumprovision through supporting the Head of Department in leading English team meetings * Encouraging visits and ensuring that any department visits are properly organised, adequately supervised and comply with school policies and the Authority's regulations for off-site activities * Developing a range of after school activities to enhance engagement in the subject area * Participating in appropriate meetings with parents/other stakeholders and other middle leaders * Overseeing challenging performance management targets for selected staff to drive improvement |
| **Student Progress** | * Tracking and monitoring student progress in the curriculum area and informing interested parties (parents, students, Support Studies, HoYs and tutors) * Developing differentiation and intervention strategies to address the needs of different groups of learners (i.e. underachievers, gifted and talented, EAL/EM etc.) * Analysing data in order to make informed management decisions * Deciding, after appropriate consultation, and with the Head of Department, on setting arrangements for the curriculum area. Arranging students, where required, into teaching groups as considered appropriate and ensuring group/set lists are up–to-date on the system * Monitoring and supporting the progress of students of concern in line with school procedures |
| **Literacy, numeracy and ICT** | * Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT) |
| **Safeguarding, Student safety and well-being** | * We are committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. * To attend all Safeguarding and Child Protection statutory training as required by school policies and procedures * Be aware of Safeguarding processes and procedures, upholding professional standards at all time * Demonstrate empathy and kindness towards students and fellow staff members |

***Notes:***

1. *The above responsibilities are subject to the general duties and responsibilities contained in the current School Teachers' Pay and Conditions Document.*
2. *This job description is not necessarily a complete definition of the post. It will be reviewed and may be subject to modification or amendment at any time after consultation with the holder of the post.*

**PERSON SPECIFICATION**

**POST**: Second in English

**DATE**: May 2025

| **Criteria / Standard** | **E/D** | **Source of Evidence** |
| --- | --- | --- |
| **Qualifications** | | |
| Good Honours degree | E | Application |
| QTS | D | Application |
| Evidence of focused professional development | D | Application/Interview |
| **Experience** | | |
| Consistently good or better classroom practice. | D | Interview/Reference |
| Experience of teaching across the ability range of KS3 and 4. | D | Application |
| Experience of teaching English | E | Application |
| **Personal skills and attributes** | | |
| Excellent presentation and communication skills. | E | Application/Interview |
| Excellent organisational and analytical skills. | E | Reference/Interview |
| Ability to prioritise and work under pressure. | E | Reference |
| Ability to motivate and influence students. | E | Reference/Interview |
| Personal enthusiasm, persistence and resilience. | E | Reference/Interview |
| High expectations of students and self. | E | Interview |
| Ability to work with humour and optimism. | E | Reference/Interview |
| **Suitability to work with children** | | |
| Responsible for promoting and safeguarding the welfare of children and young persons. | E | Reference |
| The post is subject to enhanced DBS checks |  | Document verification |

