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JOB APPLICATION PACK 2022-2023

**Secondary English Teacher (KS3 + KS4)
Required for Jan 2023**

Mr David Lucas - Executive Headteacher

PRIMARY PHASE

Leahurst Road, London SE13 5HZ Tel: 0208 325 4551

SECONDARY PHASE

Taunton Road, Lee, London SE12 8PD Tel: 0208 852 3191

admin@trinity.lewisham.sch.uk
www.trinitylewisham.org





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Secondary English Teacher Application Pack

Welcome to Trinity CofE school.

Thank you for your enquiry about the post of an English Teacher at Trinity CofE School. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions please do not hesitate to contact us straight away.

Trinity all-through school is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. We are very proud of our school and are seeking like-minded people to join us with our vision and ethos of enabling all pupils succeed in a happy and caring environment. The successful candidate will help support our inclusive vision in providing the very best education for all children and help us to achieve the next level of success.

Trinity is one school on two sites: are a two-form entry Primary School on Leahurst Road, London, SE13 5HZ; and a four-form entry Secondary School on Taunton Road, Lee, London SE12 8PD. Just a short walk between them.

The Primary Phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well.

The Secondary Site is a modern purpose-built building that has all the latest facilities. The building has a sense of space for all the school community. The Primary and Secondary Phase operate as one school to enable all pupils to gain the benefits from the through school ethos.

English Department at Trinity

The English Department of Trinity School is a dynamic and knowledgeable team who want to inspire pupils with a love of language and literature. Pupils study texts for breadth and depth from a diverse range of authors and contexts, allowing them to consider and challenge attitudes, concepts, and stereotypes. **They are encouraged to question, critique and learn to share their point of view in an articulate and powerful way through the power of words.**

We teach a rigorous, academic curriculum where students study challenging texts. Using insights from cognitive science, we believe that explicit instruction, deliberate practice, and a knowledge-based curriculum are the most effective and efficient ways to ensure that students make progress. **Our teachers teach from the front, using their subject expertise to not only stretch students, but also to anticipate and preclude misconceptions and scaffold learning for those who are struggling.**

Reading is at the core of everything we do and lessons will often involve whole class, close reading followed by text dependent questions. Our units of work are fully planned and delivered through booklets. The booklets contain everything that teacher and students need in terms of content, allowing staff to concentrate on delivery and the best way to maximise learning. Units are designed to build and develop background knowledge as well as improving student writing across three broad genres: text response, rhetoric, and creative writing. We teach vocabulary and grammar explicitly, focussing on Tier 2 words and high utility sentence constructions.

We take workload seriously and our teachers are only asked to create resources that are reusable and sustainable. We grade summative assessments using comparative judgment, saving hours of time compared to traditional methods and resulting in massively increased reliability. Our everyday approach to marking is through whole class feedback and we do not expect extensive, unwieldy and unsustainable written commentary in books.

The continuing professional development of all staff at Trinity is a priority and the English department is devoted to providing opportunities for staff to further their careers. We are excited at the opportunity to welcome you to the English Team at Trinity.





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Transition, Curriculum and Assessment is shared across the phases, as well as Staff Expertise. Students from both phases benefit from being part of a through school as well as our staff. Despite separate buildings our pupils share a set of distinctive characteristics which make them true Trinitarians.

We have a strong Character Education that ties us together from early years through to Year 11. From the start of their academic career our young people are skilled, nurtured and supported through a family structure.

We have a strong Christian community, in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British Values, and to take their place as citizens of the wider world.

Our ethos says:

- We are a Learning Community
- We are a Loving family
- We are Living good lives

To find out more about our school please do visit our website, www.trinitylewisham.org, where you can look at the all-through school elements or the distinctiveness of each of the two phases.

The specific Job Description and Person Specification give the details for the job, and highlight what we are looking for through this selection process. This booklet also provides you with our strategic plans which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested please do complete the application form. The details of the deadline can be found in the job advert attached at the back of this pack, as well as on our website.

We look forward to welcoming you to our family.

Thank you,



David Lucas - BSc (hons) MA NPQH, Executive Headteacher



Moira Cuthbert – Chair of Governors



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The Interview Process

The best way to find out about the school is to visit and have a guided tour of the site.

- The deadline for applications will be on Wednesday 14th December 2022
- Please email our office manager (u.ezirim@trinity.lewisham.sch.uk) or post your application to her attention to ensure it arrives before this deadline.
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position.
- Study the job description and person specification and describe any experience and skills you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.
- Our governors are keen to ensure our staff team are representative of our schools diverse community and therefore welcome applicants from people from the BAME community.

The selection panel will shortlist from the application forms and candidates will be informed soon after. If you have not heard from us by Tuesday 1st November '22, please assume that you have been unsuccessful on this occasion and we do welcome future applications from you.

The Interview will be on Thursday 15th December 2022.

Each task will be scored and those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome and some feedback will be given at this time.

Interviews are a two-way process, please ask as many questions and make sure you feel like this is the school for you.



Title	Secondary English Teacher (KS3 +KS4)
Salary	Main Scale – NQT's are welcome to apply
Conditions:	Permanent
Line led by:	Head of English Department
Line leadership of:	None

As a church school it is our vocation, moral obligation and delight to provide the best possible education for each student within a Christian community.

Purpose

- Actively contribute to the School's achievement culture
- Share our common vision, values and ethos
- To ensure that attainment and progress of all pupils in all year groups within the department are outstanding.
- To support the Head of Department at all times in all aspects of the post.

MAIN DUTIES

Curriculum

- To liaise with the Head of Department to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan/School Evaluation.
- To innovate and encourage innovation in curriculum and pedagogy, supported by the Leadership Group to ensure all pupils are stretched and challenged.
- To keep up to date with and respond to national developments in the subject area and teaching practice and methodology.

Trinity System:

- To carry out all duties and responsibilities in accordance with school policies, procedures and statutory health and safety requirements
- To be familiar with the School's Safeguarding Policy and to report concerns to the designated Child Protection Officer.
- To ensure the Behaviour Management system is implemented in the curriculum area so that effective learning can take place.
- To monitor and support the overall progress and development of pupils within the curriculum area.
- To act as a Family Group Leader (Tutor) and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHEE, citizenship, enterprise, British Values, SMSC and other cross-curricular issues according to school policy.

Teaching:

- To plan and deliver lessons, as set out by the teacher standards, to enable pupils to reach their aspirational school target
- Assess the development, progress and attainment of pupils continuously.
- Use assessment information to plan, prepare and deliver lessons and courses which meet pupil needs in terms of challenge, relevance, continuity and progression.
- Provide pupils with constructive feedback on their progress, achievement and attainment to enable them to improve over time.
- Report regularly on pupils' progress and attainment to parents, students and other staff
- Ensure high quality display is used to support and inspire learning and celebrate achievement
- Evaluate teaching and strive to maintain and improve its quality over time
- Plan, set and mark homework that will further develop pupil's knowledge, understanding of skills and to support their progress towards their targets.
- To be a role model to other members of the curriculum area modelling excellent practice

Other Specific Duties:

- To play a full part in the life of the school community, to support its Christian mission, ethos and policies and to encourage and ensure staff and students follow this example.
- To continue personal professional development as agreed.
- To engage actively in the performance review process.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by the current School Teachers' Pay and Conditions Document not mentioned in the above.
- To support the Head of Department in creating a departmental handbook, departmental Self Evaluation Form, SOW and departmental Improvement Plan.
- Contribute to Duty Rotas as assigned.
- Any duty assigned by the Executive Headteacher which is commensurate with the role.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

This job description is current at the date shown, but, in consultation with you, may be changed by the Executive Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

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

Person Specification:



Attributes:	Essential:	Desirable:
Qualifications	<ul style="list-style-type: none"> Degree or equivalent Qualified Teacher Status (including NQTs) Enhanced DBS check 	<ul style="list-style-type: none"> Further / Continued Professional Development
Teaching experience	<ul style="list-style-type: none"> Experience of working in at least one Key Stage Experience of planning and delivering fun, engaging and challenging lessons Experience of working successfully with pupils with Special Educational Needs 	<ul style="list-style-type: none"> Evidence of securing good or outstanding progress for whole cohorts, individuals or groups
Experience managing own or others' performance	<ul style="list-style-type: none"> A reflective practitioner who sets high expectations of themselves Experience of working successfully with teaching assistants and/or other support staff 	<ul style="list-style-type: none"> Evidence of successfully leading a subject which involved whole school responsibilities
Knowledge	<ul style="list-style-type: none"> Sound knowledge of the National Curriculum or Development Matters documentation An understanding of curriculum and pedagogical issues relating to learning and teaching Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEN 	<ul style="list-style-type: none"> Familiarity with KS1 and 2 Standardised Attainment Tests or the EYFS profile
Skills/abilities	<ul style="list-style-type: none"> Sound ICT knowledge and skills relating to class teaching, able to demonstrate effective use of ICT to enhance teaching and learning Able to use assessments of pupils' learning to inform future planning Ability to plan and work collaboratively with colleagues Experience of using positive behaviour management strategies to reinforce good learning behaviours 	<ul style="list-style-type: none"> Skills in the creative areas Any area of interest or expertise which can make a positive impact on children's learning
Philosophy, beliefs, values	<ul style="list-style-type: none"> Personal values mirror those of the Trinity Ethos Statement A belief in restorative justice Demonstrates a passion for closing the gap for children from disadvantaged backgrounds 	
Personal Qualities	<ul style="list-style-type: none"> Has excellent inter-personal skills Is constantly striving to be the best practitioner they can be Can work as part of a supportive team Has a (good) sense of humour Is approachable Can seek support and advice when needed Able to manage own workload effectively 	<ul style="list-style-type: none"> Ability to motivate colleagues by example Can demonstrate commitment to the wider life of the school



Trinity Strategic Overview 2022-23

Our vision

The Trinity community will live “life in all its fullness” by:

- ✓ Establishing a unique and personalised learning journey through Trinity and beyond
- ✓ Continuing to nurture our warm and caring family environment to support all to flourish
- ✓ Inspiring all to achieve and celebrate ongoing and future successes.

Ethos	Learning	Loving	Living
Distinctive characteristics: Terrific Trinitarians	Open minded. Knowledgeable. Insightful.	Caring. Principled. Resilient.	Reflective. Courageous. Independent.

The priority work streams have been identified through a thorough Self Evaluation Process. Surveys for Pupils, Parents and Staff; review of data; ongoing evidence bank of QA cycle; external reviews of practice across the school

Priority work streams 2022-23	Quality of Education	Know more (Curriculum)	Remember more (T&L / Revision Revolution)	Do more (Trinity Standards / Impact / Challenge)
	Personal Development	Parent Curriculum	Home Learning	Enrichment
	Behaviour expectations	Positive behaviour (engagement)		Contextual safeguarding
	Leadership	Exceptional Education Everyday		Accountability (Ownership / responsibility)
Evaluation process		System measures Regular School Improvement Plan reviews; Staff Appraisal Process; Central data tracking system to provide feedback on progress throughout the year (see assessment cycle); Quality Assurance of Teaching, Learning and Assessment (learning walks, lesson observations, book looks); Governors reports and meetings.		Accountability measures Staff Appraisal Targets set for each staff member. Governors will hold the school to account through the scheduled meeting cycle.



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Trinity Standards

Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

Intent

To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to “**live life in all its fullness**”.

Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- key **knowledge and vocabulary** to the delivered and;
- **character developing experiences** to be offered

at specific milestones from reception through to Year 11

Implementation

Through seven key principles that make up the Trinity Standard for Teaching and Learning.



Impact

For our pupils to:

- achieve academic success;
- be prepared for the next step of their journey through Trinity and beyond;
- gain cultural and social capital;
- be able to procedurally engage with a rich web of knowledge;
- become courageous advocates who fight social injustices.

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1.High Expectations and Behaviour for Learning

- 1.1 Challenge is consistently high (see Challenge section)
- 1.2 Pace of session maintains pupil motivation and is responsive to pupil need
- 1.3 Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
- 1.4 Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
- 1.5 Pupils respond appropriately and swiftly to transitions within sessions and are well routined – expectations have been put in place and demanded at each stage of the session
- 1.6 Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
- 1.7 Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
- 1.8 Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
- 1.9 Rewards / praise given throughout session to motivate and reinforce high expectations
- 1.10 Trinity Behaviour policy is adhered to by teachers and pupils
- 1.11 Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'.

2.Challenge

- 2.1 Top down teaching – one lesson purpose for all – appropriately scaffolded



- 2.2 Pupil engagement is high – thinking is required for all
- 2.3 Cognitive load is balanced – tasks are not over sugar coated / too experiential
- 2.4 High quality procedural tasks set – learning/knowledge is applied to other contexts
- 2.5 Next steps/learning/extensions are clear, understood and available to all pupils

3. Modelling

- 3.1 Makes use of direct instruction – ‘just tell them’ when introducing new concepts – experiential learning to take place *after* new learning is introduced
- 3.2 des pre-prepared models pitched at or above national expectations
- 3.3 Live Modelling is clearly broken up into small, well defined steps – ensuring cognitive load is balanced
- 3.4 Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
- 3.5 Makes use of concrete – pictorial - abstract strategies/models to embed understanding
- 3.6 Models ‘thinking aloud’ whilst demonstrating – to further embed metacognitive strategies
- 3.7 Models making mistakes to avoid future misconceptions
- 3.8 Provides prompts/scaffolds and explicitly models how to use them
- 3.9 Uses pupils’ learning to provide high quality models (use of visualizers)
- 3.10 Provides opportunities for pupils to model to class
- 3.11 Nearly all new learning / tasks / written responses are modelled to pupils before task begins

4. Questioning

- 4.1 Questions used at all stages of session – spread across as many pupils as possible
- 4.2 Declarative questions used to recall, review and apply (predominantly closed responses)
- 4.3 Procedural questions used to apply, analyse, evaluate and create (predominantly more open-ended questions)
- 4.4 Targeted/pre-prepared questions used specific to pupils and/or objectives

- 4.5 Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
- 4.6 ‘Serve – return – raise the challenge’ format used to up-level responses
- 4.7 A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils’ responses)
- 4.8 Questions are ‘anchored’ – enough time given / repeated to ensure pupils have time to think

5.Practice

- 5.1 Guided practice is used (‘we’ section from gradual release model) and interwoven with questioning and modelling
- 5.2 Scaffolds/prompts made available to guide practice for pupils
- 5.3 Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies
- 5.4 Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
- 5.5 Opportunities for independent practice to aid ‘over learning’ for later automatic recall
- 5.6 Opportunities for independent practice through procedural tasks to embed new learning
- 5.7 Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing

- 6.1 is begin with review of previous learning/knowledge/vocabulary taken from dge organisers / KAOs
- 6.2 Review of learning often ‘top and tails’ session
- 6.3 During session links are constantly being made between prior and current learning – often elicited from pupils themselves
- 6.4 Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
- 6.5 Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback

- 7.1 Whole class feedback/feedforward given
- 7.2 Live verbal feedback given and acted upon during session
- 7.3 Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
- 7.4 Opportunities for peer assessment to agreed/predefined objectives/success criteria
- 7.5 Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
- 7.6 Feedback clearly results in progress over time in books and data
- 7.7 Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil's learning
- 7.8 Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
- 7.9 Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
- 7.10 Feedback from previous learning links sessions together over time

Please visit: www.trinitylewisham.org for more information

Primary Phase Priorities 2020/2021



Long Term Memory

Sequencing Vocabulary Interleaving

Recovery
Objectives

Mapping and
Sequencing

Knowledge
Drops

Sequencing
Documents

Dual Coding

Concept
Promotion

Teach to the
Intent

Shared
Reading

Abstract
Terms

Subject Specific
Approaches

Retrieval Slides



Questioning

Challenge Retrieval Trinity Standard

Differentiation

Subject specific

CPD

Targeted
questioning

interleaving

Peer teaching

Sentence
Stems

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to discover our



Confident Leaders

Celebration Opportunities CPD

Internal
Communication

Extended
ownership

Curriculum
progression

External
communication

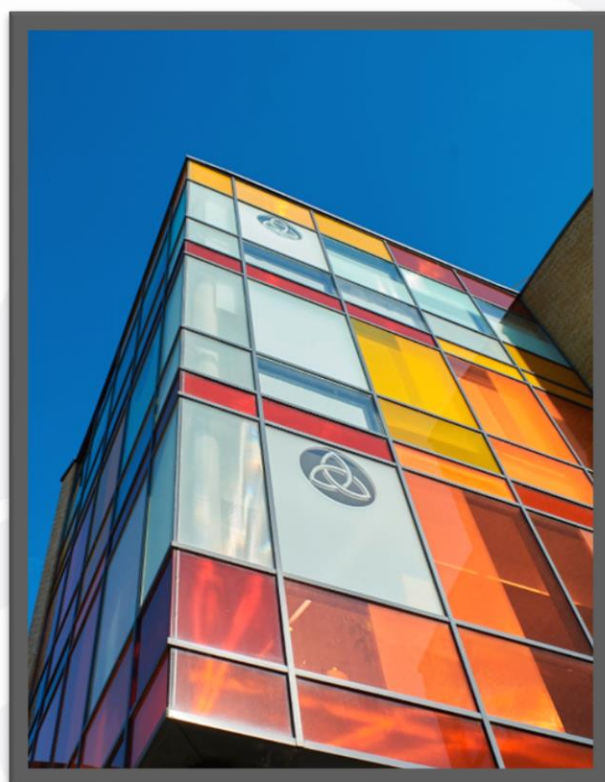
Quality
assurance

Subject
knowledge

Awards

Cross-school
collaboration

Implementation



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JOB ADVERTISEMENT



Trinity Church of England School Lewisham

Executive Headteacher: David Lucas BSc (Hons) MA NPQH
Secondary Phase: Taunton Road, Lee, London, SE12 8PD
Primary Phase: Leahurst Road, London SE13 5HZ

Trinity is a successful 4-16 co-educational Church of England school with a passion for learning.

Secondary English Teacher (KS3 + KS4) (main scale / age range 11-16)

Required for January 3rd, 2023

Trinity has a vacancy for a dynamic and inspirational English Teacher to join our flourishing family. Trinity is a fantastic place to work with motivated and well-behaved pupils, a committed and experienced governing body, dedicated staff and supportive parents. Children of all abilities thrive.

We are Outstanding from our SIAMs inspection and Ofsted rated Good with Outstanding features.

In our recent Ofsted Inspection (October 2021), the report concluded that

- *'Staff are proud to work here. They appreciate that leaders take workload and well-being into consideration.'*
- *'Pupils and parents value the family feel to the school.'*
- *'Pupils value their learning'*
- *'Pupils behave well.'*

If you think you can contribute to the future success of Trinity and wish to join our thriving community, please review our application pack and apply for the position. For any questions or if you wish to visit the school, please contact our Admin and HR Manager Mrs Uloma Ezirim on 0208 8523191, email u.ezirim@trinity.lewisham.sch.uk or visit our website for more information: www.trinitylewisham.org.

Closing date: 12 noon Wednesday 14th December 2022
Interview: Thursday 15th December 2022

Our governors are keen to ensure our staff is representative of our school's diverse community and would therefore welcome applicants from people from the BAME community.

Trinity is committed to safeguarding and promoting the welfare of children and young people

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