



FROGMORE

COMMUNITY COLLEGE



TEACHER OF ENGLISH
CANDIDATE INFORMATION





WELCOME TO OUR SCHOOL

Dear Candidate

I am delighted that you have shown an interest in the role of teacher of English at Frogmore Community College.

At Frogmore, we believe that everyone can flourish, given the right environment, support and challenge. As a relatively small school, with 716 students on roll, we care deeply about the achievement and wellbeing of every individual. Ofsted captured this ethos when they visited in February 2022, stating: "The school is a happy and friendly place to learn. Pupils say they feel that they belong to the 'Frogmore family'. They feel well supported and cared for by staff." The school has recently joined Weydon Multi Academy Trust and shares its vision and values (www.veydonmat.co.uk).

Leadership at Frogmore Community College is strong. Our Senior Leadership Team is united by a shared commitment to achieve the very best for every child. Regular and supportive line management, coupled with high levels of professional trust, mean that our exceptional team of middle leaders are proactively engaged in driving the school forward. Our small size leads to high levels of consistency and relationships in the school are incredibly positive. We are not complacent, however, and continuously seek to improve. We know that the key to every student flourishing is great teaching: every lesson, every day.

We are seeking a English teacher who will inspire students through a passion for great teaching and great learning in the subjects. You will be an excellent English teacher, who is able to secure great outcomes for young people. You will have a commitment to providing students with a rich and creative curriculum experience, including extra-curricular opportunities and visits.

You will be joining a strong and collegiate faculty that has achieved great outcomes for students over recent years. The right candidate will find this appointment extremely rewarding and a fantastic opportunity to develop their own career and make a difference in our community.

We actively encourage colleagues to embrace their professional growth. We have an inspirational Teaching and Learning Steering Group in school; several colleagues are studying for National Professional Qualifications; subject leaders attend the local subject panel forums and we proactively provide opportunities in school for colleagues to develop.

We know that teaching is a demanding job. At Frogmore we pride ourselves on championing staff well-being. We understand that our colleagues are our greatest asset. We offer all teaching staff the opportunity to take up two days unpaid annual leave, which can be taken as half days, to enable them to do something fun. We provide free tea and coffee in our recently refurbished staffroom and we have a wellbeing day in November, where staff don't come into school. Every half term staff are nominated anonymously by their peers as 'colleague of the half term' to celebrate their contribution to our school. We enjoy celebrating our successes.

Frogmore Community College is a happy and supportive place to work. We are proud of our school and are always excited by the opportunity to welcome new staff into our 'Frogmore family'. If you are similarly excited by the prospect of joining us, then I very much look forward to receiving your completed application.

Yours faithfully

Chris Vaudin

Headteacher

The Communication Faculty at Frogmore Community College

The Communication Faculty is one of six faculties in the school. Faculty leaders work collaboratively and share best practice regularly, driving the continuous development of our ambitious curriculum.

The Communication Faculty has a strong tradition of excellence in both English and Modern Foreign Languages. The outcomes for students have been consistently strong in English Language, English Literature, German and French over the years. Students also demonstrate genuine enthusiasm and engagement in all aspects of communication.

The faculty benefits from being located on the ground floor of the main school building linked by a spacious central office hub. This enables a collaborative and cohesive ethos across the faculty. The faculty currently consists of five specialist English teachers, one of whom also provides targeted intervention sessions, and three specialist Modern Foreign Languages teachers, as well as a Foreign Language Assistant. The English Subject Leader is supported by a Deputy Subject Leader for English. There is also a Subject Leader of MFL and an Assistant Subject Leader of MFL.

In key stage 3, year 7 students have 5 lessons of English per week with years 8 and 9 having four. All key stage 3 classes have regular reading lessons in our library. Students follow a theme-based curriculum that has recently been strengthened, in order to prepare students more effectively for the rigours of the GCSE course. At GCSE level, students currently have five lessons a week. All students study the AQA specifications for both English Language and Literature. The Literature texts they currently study are 'An Inspector Calls', 'A Christmas Carol', 'Macbeth' and the 'Power and Conflict' poetry cluster from the AQA Anthology.

When Ofsted visited in February 2022, curriculum developments in English, especially at key stage 3, were recognised as being particularly strong: *'Leaders have improved the key stage 3 curriculum to ensure pupils are better prepared for future study. In English, for instance, leaders have increased the range of texts that pupils study to ensure sufficient challenge.'* Ofsted also cited MFL as an example of very good practice in assessment and feedback: *'Staff are enthusiastic and have good subject knowledge. They work together to plan activities that build on what pupils have learned before. Staff are improving the way they check what pupils know and remember. In modern foreign languages, for example, teachers use assessment well to identify and address gaps in individual pupils' learning.'*

Teacher of English – Job Description

Role Title	Teacher of English
Faculty	Communication
Role Purpose	<ul style="list-style-type: none"> • To teach challenging, well-organised lessons and sequences of lessons in English across the age and ability range which provide all students with the opportunity to flourish • To contribute to improving outcomes for all students • To plan for progression in English across the age and ability range • To make effective use of an appropriate range of assessment, monitoring and recording strategies in accordance with school and faculty policies • To evaluate the impact of teaching on the progress of all learners in English • To establish a purposeful and safe learning environment conducive to successful learning in English • To establish a clear framework for positive classroom management based upon appropriate implementation of faculty and whole school policies • To work collaboratively within the faculty and across the school • If you are a teacher who has progressed to the Upper Pay Range, you will be expected to demonstrate the UPR expectations as stated in the Teacher Standards
Reporting To	Communication Faculty Leader
Working Time	Full Time / Part Time as specified within the STPCD
Salary/Grade	Classroom Teachers' Pay Scale
Disclosure Level	Enhanced

Organisation



Accountabilities

Accountability	Expectations
Safeguarding, Student Safety and Wellbeing	<ul style="list-style-type: none"> • Be fully committed to safeguarding and promoting the welfare of children • 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 • Adhere to Safeguarding policies and procedures and the Staff Behaviour Policy, upholding professional standards at all times • Demonstrate empathy and kindness towards students and fellow staff
Teaching and Learning	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of a range of teaching, learning and behaviour management strategies and use and adapt them to meet the needs of all learners • Plan for progression, 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 and other out-of-class work to sustain learners' progress and to extend and consolidate their learning

	<ul style="list-style-type: none"> • Teach lessons and sequences of lessons which: <ul style="list-style-type: none"> ○ use a range of teaching strategies and resources ○ are adapted to suit the learner and take practical account of diversity and promote equality and inclusion ○ build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives ○ introduce new ideas and concepts clearly, and make effective use of explanations, questions, discussions and plenaries ○ demonstrate the ability to manage the learning of individuals, groups and whole classes • 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 in line with the school's behaviour policy to manage learners' behaviour constructively and promote their self-control and independence • Ensure the effective/efficient deployment of classroom support staff
Assessment and Monitoring	<ul style="list-style-type: none"> • Know the assessment requirements and arrangements for the subject/curriculum area(s), including those relating to public examinations and qualifications • Utilise a range of approaches to assessment, with an emphasis on regular formative assessment • Use local and national statistical information to evaluate the effectiveness of teaching, to monitor learners' progress and to raise levels of attainment • Assess the specific needs of learners in order to set challenging and appropriate learning objectives • Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development • Support and guide learners to reflect on their own learning, identifying the progress they have made and their emerging learning needs
Subject and Curriculum	<ul style="list-style-type: none"> • Demonstrate a secure knowledge and understanding of the subject/curriculum area and related pedagogy • Know and understand the relevant statutory and non-statutory curricula and frameworks • Plan and deliver extra-curricular opportunities for students to enhance their learning in the subject
Operational/ Strategic Planning	<ul style="list-style-type: none"> • Assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies within the faculty • Contribute to the faculty's development plan and its implementation • Contribute to whole school planning activities • If you are a teacher who has successfully passed through Threshold, you will tutor/coach Pre-Threshold Classroom Teachers as directed by your Line Manager/SLT.
Professional Development	<ul style="list-style-type: none"> • Take part in the school's staff development programme by participating in arrangements for further training and professional development • Continue personal development in relevant areas including subject knowledge and teaching methods • Engage actively in the Performance Management Review process
Quality Assurance	<ul style="list-style-type: none"> • Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Management Information	<ul style="list-style-type: none"> • Maintain appropriate records and provide relevant accurate and up-to-date information for assessment, registers, etc.
Communications	<ul style="list-style-type: none"> • Communicate effectively with the parents of students as appropriate • Where appropriate, communicate and co-operate with persons or bodies outside the school • Follow agreed policies for communications in the school
Marketing and Liaison	<ul style="list-style-type: none"> • Take part in marketing and liaison activities such as open evenings, parents evenings and liaison events with partner schools • Contribute to the development of effective subject links with external agencies
Management of Resources	<ul style="list-style-type: none"> • To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the students
Tutorial System:	<ul style="list-style-type: none"> • Be a tutor to an assigned group of students • Promote the general progress and wellbeing of individual students and of the tutor group as a whole • Liaise with the Director of Progress to ensure the implementation of school and house policies and procedures • Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • Deliver and contribute to the PSHCE and tutorial programme

Other:

In addition to the above we expect all staff to adhere to all school policies, attend and participate in staff meetings as required and make your own contribution to the community life of the school. Employees are expected to be courteous to colleagues and welcoming to all, in person, on the telephone or in written correspondence.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the school.

Frogmore Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Frogmore Community College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Teacher of English - Person Specification



Key: App – Application Form Ref – Reference SP – Selection process. This could include a range of exercises, including an interview.		
QUALIFICATIONS		
		How Identified
Graduate	Essential	App/Checking at interview
Qualified Teacher Status or other educational qualification	Essential	App/Checking at interview
Commitment to further professional development	Essential	App
Further qualification in a related area	Desirable	App
EXPERIENCE, KNOWLEDGE AND SKILLS		
Consistently good or better classroom practice	Essential	App/SP/Ref
Ability to motivate and inspire pupils	Essential	App/SP/Ref
Experience of teaching across the ability range at KS3 and KS4	Essential	App/SP/Ref
Strong subject knowledge in mathematics, including GCSE requirements	Essential	App/SP/Ref
Effective behaviour and classroom management	Essential	App/SP/Ref
Ability to use ICT to support teaching and learning in mathematics	Essential	App/SP/Ref
Experience of delivering extra-curricular opportunities in mathematics	Desirable	App/SP
Ability and willingness to teach a second subject	Desirable	App/SP
PERSONAL & PROFESSIONAL QUALITIES		
Self-Awareness: Emotional self-awareness; accurate self-assessment	Essential	SP
Social Awareness: Emotional intelligence; organisational awareness; understanding of appropriate professional behaviours in self and others; excellent presentation and communication skills	Essential	SP
Self-management: Emotional self-control; transparency; adaptability; resilience; initiative; optimism	Essential	SP
Relationship Management: Leadership potential; sense of humour; conflict management; team work and collaboration; warmth	Essential	SP
SPECIAL WORKING CONDITIONS		
To attend any training as deemed appropriate	Essential	SP
Agreement to the Governing Body undertaking a Disclosure & Barring Service check	Essential	SP
Experience of and commitment to effective inclusion and safeguarding strategies and practices	Essential	SP
Work in ways that promote equality of opportunity, participation, diversity and responsibility	Essential	SP



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