



Glyn  
School

**Teacher of English**

**January or April 2023**

Dear Applicant,

Thank you for your interest in our vacancy. Glyn School is a comprehensive school for boys aged 11 to 16, and a successful mixed Sixth Form. Founded in 1927, we have a rich history of academic excellence, sporting prowess, artistic achievement and service to the community. The school carries the responsibility of being graded 'outstanding' by Ofsted in 2009 and in 2012. In 2014 we were designated a Teaching School, one of a select number that represent the most outstanding and innovative practice nationally. We were also awarded SCITT status in 2015. Finally, we have the privilege and responsibility of being a founder member of GLF schools, a Multi Academy Trust (MAT) where the focus on collaboration, leadership and school improvement enables students to 'Grow, Learn and Flourish'.

***We are looking to appoint an innovative and dynamic Teacher of English who will join our hugely popular and successful English, Media and Literacy department and support the work of the Faculty to embed our youngsters' interest in English.***


At Glyn School we hold high expectations of all our students in every respect. We aspire to provide students with an outstanding learning experience each and every day. Every decision that we make is centred on their learning and achievement as we seek to enable each one to meet and exceed their potential. Our incredibly dedicated and talented staff never give up on a student.

*'Glyn School's mission is to inspire a love of learning and achievement that is founded on the virtues of integrity, respect and a desire to succeed. Every person is highly valued and expected to achieve their potential, through academic challenge, sporting endeavour and technological innovation'.*

Our Motto is Learn-Achieve-Succeed. We want students to be serious at school but at the same time enjoy their learning and all other aspects of school life. We strive to ensure that their experience is founded on our 8 core values.

## Mission Statement & Values

Learning	Achievement	Enjoyment	Respect
	Glyn School's mission is to inspire a love of learning and achievement that is founded on the virtues of integrity, respect and a desire to succeed.		
Challenge	Every person is highly valued and expected to achieve their potential, through academic challenge, sporting endeavour and technological innovation		Integrity
	Opportunity	Community	



We firmly believe that colleagues who feel supported and valued impart their passion and enthusiasm to their students that ultimately sees the young people we teach make exceptional progress. We want you to enjoy working at Glyn School and we warmly welcome you to visit us and experience our vibrant, thriving and supportive atmosphere that makes Glyn the right choice for you.

**Jo Garrod**

**Head of School**

**Matt Duffield**

**Executive Headteacher**

## **Information about the English, Media & Literacy Faculty**

The English, Media & Literacy team is friendly, collaborative and supportive. We are committed to professional development and are a highly reflective department, always striving to place the social, emotional, cultural and academic progress of our students at the centre of our curriculum. As such, we work together to create a positive learning environment and provide a good learning experience for our students who work hard and want to do well.

As a faculty our vision is to promote a genuine passion for reading and learning for all students. Our aim is for students to feel challenged, with the ability to express themselves confidently and perceptively whether it be verbally or in writing. Our schemes are designed to bring the 'real world' into the classroom, challenging students to think critically about the world around them and how society is constructed. We set challenging debates, conversations and transactional writing tasks where students have to express themselves in a convincing and compelling manner - whilst always reflecting and considering feedback and responses from others.

ECTs have excellent support from a specialist department mentor. We aim to create an enjoyable and productive working environment for both staff and pupils, where, together we strive to actively engage, learn and improve. Within our English department participation and achievement is measured, monitored and celebrated.

### **Curriculum**

As stated above, we are always reflecting on our choice of texts and over the past year we have worked incredibly hard to build a curriculum that reflects the world and society that we are living in today; delving into topics surrounding race and the presentation of race throughout history, gender identity and attitudes towards gender expectations, sexuality, culture and attitudes towards disability. It is our intent to challenge our students to develop morally, academically and culturally, whilst also fostering and developing a love of language and literature.

From Key Stage Three to Key Stage Five, we teach an interleaved curriculum with the aim of encouraging students to make links between topics and to help them retain knowledge. The interleaved approach allows students time to forget before circling back to prior knowledge in order to secure it through reapplication tasks. We aim to build the skills from Year 7s being investigators, Year 8s critics, Year 9 scholars building to academics and experts.

In order to ensure our students have actively engaged with learning, all of our lessons begin with retrieval practice, where key tier 2 vocabulary is visible and students are encouraged to think back to last week, last term, last year. We want to ensure that students acknowledge and appreciate the idea that all learning is valuable and all skills and knowledge will support you as you progress in your study of English Language and Literature.

Our lessons are sequenced to build up to extended writing through various tasks that will scaffold and prepare them to write confidently independently. We want students to enjoy and actively participate in reading, discussions, research and debates before responding to a text or task that requires an extended response. Throughout the sequence we aim to provide our students with a daily diet of feedback to help them progress whilst managing and pausing lessons to address common misconceptions.

### **Accelerated Reader**

All year 7-9 students receive a fortnightly LRC (library) lesson where their engagement with reading is showcased and they have a dedicated quiet time and space to read for pleasure.

In our first year we became an accredited school due to the huge success and active participation of our students, and you will find our case study through the 'Renlearn' website. We want students to feel empowered when they are

reading and we pride ourselves in creating a reading positive climate and learning space. We want our students to spotlight their favourite reads and share this with their peers in order to build reading positivity, something that Accelerated Reader has helped to excel. Our Learning Resource Centre is the hub of the department and you can see the love, passion, and joy that students feel by looking at all of the displays celebrating their achievements such as 100% quizzers, word millionaires and book reviews.

### **GCSE English**

Despite Year 9 being identified as a GCSE year, we have acted to ensure that we have built an enriching curriculum where students are becoming confident orators, active readers that become conscious crafters of writing. As students begin the study of their GCSE texts, we continue to interleave schemes such as creative writing and Language Paper 1 and 2 skills.

**A Level Language and Literature and A Level Literature** offers a highly collaborative teaching experience whereby the course is always split between two teachers. We have also chosen texts that work across both courses in order to further our in-house CPD and to help support and advance the critical thinking of our students. This year we are developing the independent resilience in our students through structured study period work and further reading tasks in the hope that they feel more confident in expressing their ideas and opinions when studying the class text and completing their NEA.

**English and Media** is quickly becoming a strong partnership across our department where we are bridging Media and the study of English in terms of narrative structure and a critical lens. By demonstrating the links between film and written texts it helps to bring fiction to life and allows students a gateway into a world of imagination and creativity.

### **Extra-curricular activities**

As a department, we are eager to harness the passions and interests of our students. This year we offered a 'Creative Writing' club where students have written 'Twisted Tales' and had some of their work published. We also run 'Young Journalists' where students have set up their own website, have produced blogs, podcasts and articles on world news, but also news relevant to Glyn's sporting fixtures and the house events. The numbers are truly impressive and range from Year 7-10; the room is always overflowing.

Our students are always eager to invest their time into their passions, with students in year 7 even setting up their own weekly book club. It is incredible to witness the joy and enthusiasm they have and the new friendships they form through a shared interest

<b>Job Title</b>	Teacher of English	<b>Job Reference</b>	GS-TE-1711
<b>Location</b>	Glyn School	<b>Travel Required</b>	No
<b>Core purpose</b>			
<ul style="list-style-type: none"> <li>The primary responsibility of a subject teacher is to ensure that all students receive an exceptional level of education, and progress to their maximum potential. The objectives are to secure consistently high standards of learning, continual student development and ensure each student has a positive attitude towards not only their personal education but the school as a whole.</li> </ul>			
<b>Key accountabilities</b>			
<b>Main duties</b>			
<ul style="list-style-type: none"> <li>Teach students in years 7 – 13.</li> <li>To deliver lessons which enrich and engage all students taught.</li> <li>Teach other subjects as required.</li> <li>Plan lessons carefully, having regard to the schemes of work and faculty practice.</li> <li>Cover for absent colleagues within the ‘rarely cover’ parameters within which we work.</li> <li>Work as a full member of the designated faculty team, working with others to promote good practice in the faculty, to create teaching resources and to develop consistent approaches.</li> <li>Assess student work to monitor and evaluate progress, set targets and advise lesson preparation.</li> <li>To drive attainment and progress for all students taught, setting targets, tracking progress and intervening where appropriate.</li> </ul>			
<b>Planning and classroom management</b>			
<ul style="list-style-type: none"> <li>Teach allocated students by planning your teaching to achieve progression of learning.</li> <li>Identifying clear teaching objectives and specifying how they will be taught and assessed.</li> <li>Setting tasks which challenge students and ensure high levels of interest.</li> <li>Setting appropriate and demanding expectations.</li> <li>Setting clear targets, building on prior attainment.</li> <li>Identifying SEN or very able students.</li> <li>Provide clear structures for lessons maintaining pace, motivation and challenge.</li> <li>Make effective use of assessment and ensure coverage of programmes of study.</li> <li>Ensure effective teaching and best use of available time.</li> <li>Monitor and intervene to ensure sound learning and behaviour management.</li> <li>Use effective questioning, listen carefully to students and give attention to errors and misconceptions.</li> <li>Select appropriate learning resources and develop study skills through library, ICT and other sources.</li> <li>Ensure students acquire and consolidate knowledge, skills and understanding appropriately.</li> <li>Evaluate own teaching critically to improve effectiveness.</li> <li>Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.</li> </ul>			
<b>Monitoring, assessment, reporting and recording</b>			
<ul style="list-style-type: none"> <li>Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.</li> </ul>			

<ul style="list-style-type: none"> <li>● To meet and discuss as required, students' performance progress and attainment with parents and or carers.</li> <li>● Mark and monitor students' work and set targets for progress.</li> <li>● Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which each student is achieving.</li> </ul>
<b>Other professional requirements</b>
<ul style="list-style-type: none"> <li>● Have a working knowledge of teachers' professional duties and legal liabilities.</li> <li>● To be aware of national developments in education and curriculum area.</li> <li>● To abide by the teacher professional standards and carry out duties as required by STPCD.</li> <li>● Operate at all times within the stated policies and practices of Glyn and GLF Schools.</li> <li>● Establish effective working relationships and act as an exemplar role model.</li> <li>● Endeavour to give every child the opportunity to reach their potential and meet high expectations.</li> <li>● Contribute to the 'corporate life' of Glyn through effective participation in meetings and management systems necessary to coordinate the management of the school.</li> <li>● Take responsibility for your own professional development and duties in relation to school policies and practices.</li> <li>● Liaise effectively with parents, governors and external professionals.</li> <li>● Take on any additional responsibilities which might from time to time be determined.</li> <li>● Participating in INSET in order to keep abreast of development.</li> </ul>
<b>Main responsibilities as a Form Tutor</b>
<ul style="list-style-type: none"> <li>● Being aware of the strengths and needs of each student.</li> <li>● Undertaking regular tutor reviews to monitor and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance.</li> <li>● Promoting high standards of student behaviour and attitudes to work.</li> <li>● Communicating effectively with staff and parents.</li> <li>● Completing administrative tasks as required.</li> <li>● Attending tutor meetings.</li> </ul>
<b>Accountable to</b>
<ul style="list-style-type: none"> <li>● Head of Faculty with direction from the Key Stage Coordinators; Head of Year for tutor duties.</li> <li>● GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.</li> </ul>
<b>Safeguarding</b>
<ul style="list-style-type: none"> <li>● GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.</li> </ul>

## Person Specification:

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Good honours degree in English		✓
Evidence of commitment to continuing professional development	✓	
Evidence of further study		✓
Experience		
Teaching of subject to students at KS3 and KS4	✓	
Experience of teaching post-16		✓
Experience of teaching Literature		✓
Experience of teaching Language		✓
Experience of teaching Media		✓
Developing and maintaining good relationships with colleagues and students	✓	
Involvement in extra-curricular activities	✓	
Commitment to raising the achievement of all students of all abilities	✓	
Experience of preparing students for GCSE	✓	
Experience of preparing students for AS and A2 modules		✓
Using ICT to support learning and teaching	✓	
Supporting improvements in teaching and learning	✓	
Using data to inform planning and future developments	✓	
Monitoring, evaluation and review to support improvements/improved outcomes	✓	
A successful track record of improving performance outcomes	✓	
Personal attributes		
Values aligned with the school's mission statement and GLF Schools core values	✓	
Positive, enthusiastic outlook, embracing risk and innovation	✓	
Self-motivated and well organised	✓	



Encourages ideas, initiative and innovation in others	✓	
Highly motivated showing resilience, stamina and reliability under pressure	✓	
Inspires respects and confidence	✓	
Reflective and keen to develop yourself and others	✓	
Ability to communicate effectively	✓	
Safeguarding		
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