



TEACHER OF ENGLISH

THE ATHELSTAN TRUST



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Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of five secondary schools in Wiltshire, Gloucestershire and South Gloucestershire. From April 2023, we are excited to welcome 2 primary schools and this will further enrich our collaborative strengths. Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We intend to enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Tim Gilson

Chief Executive Officer

The Athelstan Trust





Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

Internal career opportunities

Personalised professional development and training

Employee assistance programme

Flexible working opportunities and a genuine commitment to family and work/life balance

Nationally negotiated cost of living pay

Automatic enrolment to the teacher or local government pension schemes

Generous holiday allowance for support staff

Recognition of local government continuous service

Cycle to Work scheme





Dear Candidate,

Thank you for your interest in the role of Teacher of English at Sir William Romney's School. Part of the Athelstan Trust, Sir William Romney's School is the comprehensive school of choice not only for families in Tetbury but also across a wider catchment area which includes Nailsworth, Horsley, Stroud and Dursley. Our welcoming and inclusive school community is firmly based on our school values of aspiration, collaboration and resilience. These core values are firmly embedded across our curriculum and are also reflected in our joint sixth-form model that provides an outstanding route to university courses and degree level apprenticeships.

Sir William Romney's School prides itself on our curriculum that delivers an excellent education for all students. Our curriculum is firmly built on four pillars that is evident in all aspects of school life:

- Ethnicity, Diversity and Inclusion
- Literacy and articlacy
- Life beyond SWR (extra-curricular opportunities)
- Life after SWR (aspirational post-16 pathways)

We firmly believe that our curriculum celebrates inclusivity, promotes a life-long love of learning and inspires all students to become the very best versions of themselves.

Sir William Romney's School joined the Athelstan Trust in April 2020. The Athelstan Trust's core values of 'care, collaboration and excellence' are at the heart of our approach towards leadership and care for students and staff. Therefore, I am looking for an English teacher who will embody our school's and the Trust's values on a daily basis. The successful candidate will not only be an excellent teacher in their subject area, but also show tremendous commitment to the pastoral care and enrichment of our students. In return, the successful candidate will receive a comprehensive package of professional learning within our welcoming, caring and supportive school community.

Vision

Our vision is that students from all backgrounds make positive academic progress and develop into young adults that make a positive contribution to the communities that they live and learn in. We expect students to consistently meet our high expectations, respect each other's differences and make positive contributions to the school and wider communities.





An integral part of our curriculum is 'life beyond SWR' which reflects our strong belief that enrichment is critical to students' enjoyment of school and enables life-long success. Therefore, we run an extensive programme of trips, visits, sporting and creative opportunities for all students. I am very proud that we 'punch above our weight' as a small school in the number of extra-curricular opportunities offered for students across our school.

Our most recent OFSTED in February 2020 found the school to be good in all areas of the framework. We are most proud that inspectors observed that, 'pupils valued the strong community ethos of their school,' and that, 'students of all abilities were valued for their individuality'. Similarly, our curriculum was praised on its construction and being, 'rooted in a clear moral purpose.'

While students and staff are proud of our learning community, we still have a journey ahead which includes narrowing the gap in achievement for our disadvantaged and SEND students. Therefore, the successful candidate will join us at an exciting stage as we continue to work towards all students achieving excellent outcomes in all areas.

Please read the relevant sections on our website, the job description and contact my Personal Assistant, Daisy Alban-Jones, if you would like to discuss the role further or visit our school. As a flexible working school, I am happy to discuss flexible working opportunities with prospective candidates either before or after interview.

I look forward to hearing from you.

Rob Skipp
Acting Headteacher





JOB DESCRIPTION

MPS / UPS Teacher

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher to ensure:

- a broad, balanced, relevant and differentiated curriculum is taught to students in the designated subject area(s);
- the progress and development of students is monitored and supported;
- through effective teaching and assessment students make good progress and standards of achievement in the school are raised;
- the personal and academic growth of students is supported;
- the welfare and safeguarding of students.

Responsible to: the Headteacher, through the school's line management structure.

Responsible for: The supervision of the work of teaching assistants when deployed in the teacher's classroom.

Duties and Responsibilities

All teachers are required to carry out the duties as set out in the current School Teachers Pay and Conditions Document and the Professional Standards for Teacher documents. The following duties and responsibilities have been highlighted as being of particular importance.

Learning

- To be a positive role model in terms of behaviour, work and attitudes.
- To set high standards of work and behaviour in the class and other areas of the school and have high expectations of students of all abilities.
- Plan for progression across the age and ability range taught, designing effective lessons/programmes of work in accordance with the needs of individual learners and ensure that students of all abilities are able to make good progress.





- Teach challenging well organised lessons, using an appropriate range of teaching strategies which meet individual learners' needs.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide timely, accurate, formative and constructive feedback of students' attainment and progress.
- Work collaboratively on the preparation and development of teaching resources, programmes of study and schemes of work, assessment materials, teaching strategies and pastoral arrangements as appropriate.
- Establish a safe and purposeful learning environment.
- Manage students' behaviour constructively by following the school's behaviour policy.
- Promote the independence of learners by using a range of teaching and classroom management strategies.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being.
- Participate with the arrangement made for Performance Management in the school.
- To be responsible for your own professional development and participate in training and development opportunities identified by the school or as an outcome of Performance Management or self-review.
- Participate in any relevant meetings/professional development opportunities at the school which relate to the students, curriculum or organisation of the school, including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Pastoral

- To be a form tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of Tutor Group as a whole.
- Liaise with the relevant Head of Year to ensure the implementation of the school's pastoral system.
- Implement the relevant pastoral programme for the year group.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Monitor the progress and behaviour of students and liaise with the Head of Year if intervention is required.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Contribute to the preparation of the full report.





- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.

Other specific duties

- Carry out break and other duties.
- Communicate and cooperate with any relevant external bodies.
- To take part in whole school marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- Operate at all times within the stated policies and practices of the school.
- Participate in arrangements for external examinations and assessment.
- Contribute to the mentoring of ITT students where appropriate.
- Take part in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Participate in and carry out any administrative and organisational tasks within the remit of the STCPD.
- Promote the safeguarding and welfare of children within the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. If a teacher is teaching in more than one curriculum area the above applies to each area of teaching responsibility.

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.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description is not your contract of employment nor any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.





Communications Learning Area

The Communications Learning Area comprises the subjects of English, Modern Foreign Languages and Drama. We are an enthusiastic and innovative team united in the belief that to succeed in the modern world, students will need to develop the skills and confidence to communicate effectively in a wide range of contexts.

The Curriculum

All three subject areas offer a stimulating and challenging curriculum that seeks to meet the school's curriculum intent. We aim to expose students to important concepts and ideas through broad and rich curriculums that create literate, articulate and confident learners. As well as ensuring students develop the subject specific knowledge they need to make progress academically, we aim to ensure our curriculums place value in, explore and promote 4 key pillars; Diversity and Inclusivity; Literacy and Articulatory; Life After School and Life Beyond School.

English

English and Literacy is at the core of the school's curriculum with students in Key Stage 3 receiving eight hours of English lessons over a two-week timetable. The curriculum is varied and engaging, it seeks to expose students to a wide range of diverse literature and literary concepts whilst developing technical accuracy and effective communication skills to build the foundations needed not only for the challenges of GCSE but for success in the world beyond school. In addition to this, Literature's ability to explore and contemplate the human condition means that many issues linked to Social, Moral, Spiritual and Cultural development are integral to this subject and we seek to develop students' cultural capital wherever possible.

Central to the English curriculum is an emphasis on the importance and value of reading widely. Reading is encouraged in every English lesson, forms part of fortnightly library lessons and is used for extended learning projects at Key stage 3 to ensure all students are given ample opportunity to read.

Through working closely with our feeder primaries, our assessment model at KS3 begins by considering prior learning to ensure that students make continuous progress and build on the knowledge already attained whilst taking measures to quickly close any gaps that may be present.

At Key Stage 4 all students study both Language and Literature with AQA as the exam board. In some circumstances, students may complete alternative qualifications such as Entry level or Functional skills





English. Whilst the schemes of learning are far more prescriptive here, there is a conscious effort from the English team to ensure that students continue to be exposed to a wide and diverse range of texts. Whether this be unseen contemporary poetry or regular reading of non-fiction articles on the latest topics hitting the headlines, our goal is to get students to see that English is far bigger than the reading list of any exam.

The English team, together with our Librarian, strive to provide a range of extracurricular activities some of which include Book Clubs in each year group, trips to see performances of relevant texts and a debating club that competes with other schools across the county.

MFL

We believe in the many advantages of learning another language and all students are given this opportunity from the start of their journey at SWR. At Key Stage 3, students begin by studying French in Year 7, Spanish is then introduced in Year 8 and all students study two languages until the end of Key Stage 3 when they make their GCSE choices, with both languages on offer.

Students receive four lessons of languages over the two-week timetable. The curriculum is innovative and exciting, using a range of multimedia resources to ensure students are engaged and motivated to learn this important subject. We currently make use of the extensively researched and acclaimed NCELP curriculum to ensure all students develop core skills and understanding in their language learning with an enhanced focus on cultural capital as students enjoy exploring and celebrating works and topics of cultural significance alongside their development of language skills. For example, looking at poetry from French soldiers in the trenches or exploring works of literature such as 'Le Petit Prince.' Likewise, opportunities for cross-curricular links with other subjects within the Learning Area and across the school are wide-ranging and help to enhance students' learning experience.

At Key Stage 4, students can opt to take either one or both Language subjects as a GCSE course with the exam board AQA. We provide five hours of lessons over the fortnight and subscribe to the Kerboodle and Exampro digital platforms for additional resources to support students. We also occasionally enter students for other languages alongside their GCSE course as 'self-study students' guided by the Language teachers in the department. We have done this to great success with a range of languages including Italian, Dutch and Thai.





Broadening the cultural experiences of our students and highlighting the rich opportunities that language study brings is important to us. The MFL team regularly participate in competitions and offer enrichment activities such as the Foreign Language Spelling Bee, the Translation Bee, Flash Fiction, Young Translators and Poesiaert, which have showcased the vibrant creativity and skills of so many of our students. We also love organising trips abroad, allowing students to immerse themselves in other cultures and put their language skills to the test.

Drama

All students receive one drama lesson a fortnight at KS3. The curriculum gives them experience of a range of dramatic techniques and builds their knowledge base in preparation for GCSE should they opt for it. Drama is a very popular subject in the school, student enthusiasm and talent ensures that we are able to regularly stage performances for parents, carers, local schools and the wider community. The number of students opting for Drama at KS4 is good and results are exceptional.

Staff

The Communications Learning Area is staffed entirely by specialists, all of whom teach across the KS3 and KS4 curriculum. We are a committed and supportive team who strive to bring the best learning experiences to our students and enjoy collaborating closely on developing practice and the links between our departments. Several members of the Learning Area have whole school leadership responsibilities, both academic and pastoral. Having a number of staff in pastoral leadership roles places the department in a strong position in ensuring relationships with students are positive and supportive.

Accommodation

Each member of the Learning Area has their own teaching base and all are situated in one 'Communications' building, making collaboration and sharing of best practice in our Learning Area very natural. The department has access to its own bank of laptops for students to work on independently without the need to book into one of the school's three IT suites. We also enjoy the benefits of a vibrant, inviting and well stocked library, situated at the heart of the school. This space is available for booking by all subjects.

There are two Modern Foreign Language classrooms, ensuring this small team can work closely and effectively together. Drama lessons are held in a specially equipped room; a drama studio with full lighting and sound rig.





Support

The School's Support for Learning Department offers a range of support for students. There is a strong emphasis on literacy support at KS3, using a number of recognised schemes to provide and track targeted interventions for students needing additional support. The English department also has a specialist teaching assistant who provides additional support in lessons where this is deemed useful. We also use a range of intervention strategies at KS4 to support students of all abilities in achieving their targets including looking at alternative qualifications such as entry level and functional skills English where appropriate and the tiered entry for Languages.

