

The  
**3-18**  
Education  
Trust

# Applicant Information Pack

## Teacher of English



*Respect – Resilience – Success*



## Headteacher Letter to Applicants

Thank you for the interest you have shown in our school. I am proud to be the Headteacher of The Thomas Adams School, a successful co-educational community school, sixth form and boarding house in the centre of Wem. Established in 1976 and with a strong history dating back to 1650, we provide quality teaching and learning for our 1200 students, aged 11 – 18 years old. Thomas Adams is now a member of the 3-18 Education Trust, a collaboration of successful schools in Shropshire, all with the same goal of excellence in education.

We have two main sites on our 30 acre campus in Wem, a small rural market town. Although many of our students live in Wem, our extensive transport links allow students from across North Shropshire to access our excellent provision. Our Lowe Hill buildings cater for years 7 – 11, providing excellent facilities for all curricular areas. At our Noble Street site, we have our Sixth Form, housed in the attractive grammar school building. We also have our thriving boarding provision, Adams House, which accommodates students from throughout the UK and overseas.

Large enough to offer choice and opportunity, we pride ourselves on seeing all students as individuals, providing quality pastoral care throughout a student's academic journey with us.

The school is renowned for its Music, Drama and Sport. We have specialist centres for all of these subjects, with full performance facilities. We also have a multi-use sports centre and extensive playing fields, along with additional facilities including; tennis courts, basketball courts, hard surface play areas and many pitches for team games. We encourage all students to engage and get involved in our extra-curricular programme, be that a member of a sports team, working towards their Duke of Edinburgh award or taking part in the many educational or leisure trips on offer.

We are committed to continuous professional development for all our staff and foster open, professional and respectful relationships. Our staff well-being and happiness is paramount as we see them as our greatest asset.

For further information about The Thomas Adams School, please visit our website  
<https://thomasadams.net/>.

You can also find out the latest news via our social media pages:



<https://www.facebook.com/ThomasAdamsWem>



<https://www.instagram.com/thomasadamswem/>



Mark Cooper, Headteacher

## About our Trust



The 3-18 Education Trust is currently made up of five schools and derives its name from the age range of the pupils and students who attend those schools. We have an inclusive ethos, defined by age and we recognise that education is a continuous process, secured through consistent values and a strong transition (through the key stages).

### **Our Vision:**

To ensure every individual is in a great school.

### **Our Mission:**

To celebrate the diverse nature, culture and identity of our individual schools, whilst enjoying the benefit of the team, so that each school is reciprocal in their support for one another and achieves together.

### **Our Values:**

- Accomplished: to provide high quality education and training for all
- Resilient: to be solution focused and able to intelligently manage challenges
- Compassionate: to show care and understanding towards others

Not only do we pursue the important dimension of achieving the best results for each student regardless of their starting point, but we also believe strongly that education is about developing well-rounded individuals who are ready, willing and able to make their contribution to society.

Please take a look at our Trust website <https://www.3-18education.co.uk/> for more details. For further information about our schools, please click on the links to their websites below:



Bowbrook  
Primary School

<https://bowbrookprimary.co.uk/>



<https://www.3-18education.co.uk/schools/coleham-school/>



<https://www.3-18education.co.uk/schools/the-priory-school/>



<https://www.3-18education.co.uk/schools/st-martins-school/>



<https://www.3-18education.co.uk/schools/thomas-adams-school/>



<https://www.3-18education.co.uk/schools/william-brookes-school/>

## Faculty Information



The department comprises of eleven full time and one part time English teachers, with a range of both experienced and newer staff. Our commitment to the students is demonstrated in our excellent results and the positive feedback students give regarding our lessons, across all the key stages.

Our department works as a team: we have shared schemes of learning, and draw on each other's ideas and

experiences to create a range of interesting and engaging resources and lessons. We are collaborative and supportive in all elements, meaning that the department is an excellent place to grow your practice.

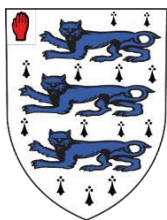
We offer all three English A levels at Key Stage 5. We have linguistic and literary specialists teaching at this level, all of which are AQA. Our Key Stage 4 lessons are taught in nine hours over a two week timetable, with some students entered for Literature at the end of Year 10. Students have the same teacher in both Year 10 and 11, to ensure that the good relationships that our department prides on creating with our students can be developed across these two challenging years, giving the students the best support possible. Both Language and Literature GCSE are with AQA, where a number of our team are examiners, ensuring accuracy of marking in our feedback.

At Key Stage 3 we build on reading and writing skills fostered at Key Stage 2, whilst ensuring that students develop robust and resilient attitudes towards both of these areas. The schemes of learning build up the necessary skills needed for GCSE, whilst exploring a wide range of texts, from different genres, styles and historical periods. We have a dedicated reading lesson each week at Key Stage 3, where we look at a class reader. This encourages the students to take pleasure in reading, whilst helping them to decode language and foster more impressive reading skills. We also use 'Fiction Express' as an online reading tool for homework, where students can be offered the opportunity to meet authors online, help decide the direction of plots in 'live' books, and again, foster a love and enjoyment of reading.

All Key Stages are given robust and thorough feedback, both as live marking and written comment, with opportunities and expectations of self-reflection from the students in all years.

The department enjoys sending praise home wherever possible, in a range of forms, and works closely with the pastoral department to support all students in their learning. The school is a pleasant place to work, with the atmosphere in English being focused and hard working, whilst also having a sense of fun and enjoyment. This is an opportunity to join a successful department who are committed to all aspects of their job, with our enthusiasm for our subject shown in every lesson.

## Job Description



The  
**3-18**  
Education  
Trust

|                              |                    |
|------------------------------|--------------------|
| <b>Title of Post</b>         | Teacher of English |
| <b>Post Status</b>           | 1.0 FTE, Permanent |
| <b>Salary/TLR/ Allowance</b> | MPS/UPS            |
| <b>Reporting to</b>          | Head of English    |

### Main Purpose

The following subject job description is in addition to any statutory requirements and responsibilities of a Main Scale Teacher:

The post holder is expected to:

- Promote the highest standards of teaching English within the framework of the school and share ideas to promote the best practice within the Department.
- Ensure high standards of discipline and organisation within a school environment.
- Demonstrate high standards of ICT competence in teaching and learning, and develop these as technologies change.
- Ensure the smooth running of internal and external controlled assessments
- Ensure that Departmental records and information are regularly updated, and keep informative records of students' progress.
- In partnership with other members of the Department, assist with information and Consultation Evenings for parents and carers.
- Keep the marking of students' work up to date and maintain a record of students' marks.
- Attend relevant meetings
- Deal effectively with behaviour, attendance and punctuality issues
- To ensure the safeguarding of students, and support their well-being at all times, utilising the pastoral system effectively

### Professional Development

- Help keep knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

### **Other Responsibilities**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and comply with all school policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos and aims of the School and Trust
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, training and learning activities as required

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

## Person Specification

| Criteria                           | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Desirable                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>              | <ul style="list-style-type: none"> <li>• An honours degree or equivalent, or an appropriate related degree.</li> <li>• A-Levels with a good grade</li> <li>• QTS</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Higher level or postgraduate qualification</li> </ul>                                                                                                                                                                                                                                                                                                 |
| <b>Work or relevant experience</b> | <ul style="list-style-type: none"> <li>• Be or have to the potential to be an outstanding classroom practitioner</li> <li>• Monitoring standards – acknowledge excellence and challenge poor performance</li> <li>• Setting and achieving ambitious goals and challenging targets</li> <li>• An up to date knowledge of ICT and its use within the classroom.</li> <li>• Proven track record of ensuring high attainment and progress scores with students</li> <li>• An outstanding form or house tutor</li> <li>• Successful engagement in trainee teacher target setting or performance management process</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of and sensitive to the needs of teaching student with SEN and G&amp;T</li> <li>• Participation in whole school initiatives</li> <li>• Experience of successfully running extra-curricular activities e.g. STEM clubs</li> <li>• Specialist teaching ability in KS3 and 4 but ability to teach outside of specialist field too.</li> </ul> |
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"> <li>• Knowledge of the characteristics of good and outstanding teaching and learning</li> <li>• Understanding and commitment to safeguarding procedures</li> <li>• High expectations of students and the ability to ensure that all students needs are met</li> <li>• Understanding of a broad range of current relevant education issues/initiatives</li> </ul>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Knowledge of successful intervention strategies</li> <li>• Extensive curriculum knowledge</li> <li>• Experience of planning, implementing and evaluating successful strategies for school improvement with regard to the English curriculum.</li> <li>• Experience in a range of different contexts</li> </ul>                                        |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Skills and Abilities (relevant to post)</b> | <ul style="list-style-type: none"> <li>• Sufficiently fluent in spoken English to ensure effective performance in the role</li> <li>• Ability to interpret and analyse class data to track and monitor student performance.</li> <li>• The ability to build positive relationships with colleagues, students and parents</li> </ul>                                                                                                                                                                                                                                                                                                                    |  |
| <b>Personal Qualities</b>                      | <ul style="list-style-type: none"> <li>• Enthusiastic and passionate about English</li> <li>• Sets high standards for themselves and their students including safety</li> <li>• Is able to motivate and encourage students of all abilities</li> <li>• Is able to work collaboratively as part of a team</li> <li>• Is able to organise and meet deadlines</li> <li>• Is able to work under pressure</li> <li>• Has ambition</li> <li>• Has the capacity to evaluate their own performance and strive for excellence</li> <li>• Ability to research, disseminate and deliver innovative approaches to teaching and learning across Science.</li> </ul> |  |
| <b>Special Conditions</b>                      | <ul style="list-style-type: none"> <li>• Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

## What We Offer

**In addition to exclusive access to a reward and discount scheme, comprehensive induction, commitment to your ongoing training and career progression, paid for enhanced DBS, we also offer:**

- A competitive salary
- Access to the Trust's Employee Assistance Programme, which includes 24 hour access for you and your family members to legal, financial, health, parenting and life advice
- 1:1 Counselling Service
- Cycle to Work Scheme
- Childcare Voucher Scheme or Tax-Free Childcare Scheme
- Access to freshly made hot meals or deli-style food on site
- Teachers Pensions (23.68% employer contributions)
- Local Government Pension Scheme (17.9% employer contribution)
- Generous Sickness Payment Scheme
- Eye Testing Scheme
- Flexible Working Policy
- Special Leave Policy
- Member of the Valued Worker Scheme (accredited by our recognised unions)
- A Disability Confident Committed Employer
- Continuous Professional Development (CPD)
- Collaborative working culture and professional development opportunities across our Trust schools

## Application & Appointment Process

An application form is available to download from the school website:

<https://www.thomasadams.net/vacancies/>

Please send completed applications to [bjh@thomasadams.net](mailto:bjh@thomasadams.net)

Interviews will be offered to those applicants who best demonstrate how their skills, abilities and experience match the person specification, taking into consideration the job description.

**Closing date for applications: 12.00 noon on Friday 19 May 2023**

**Interviews will take place during the week beginning Monday 22 May 2023**

**Please note:**

- It is essential that all elements of the application form on the Teaching Vacancies portal are completed in full.
- We do not accept CV's in support of an application.
- Appointments will be subject to clearance in respect of medical fitness, satisfactory references, right to work in the UK and criminal disclosure.
- This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.

If invited for interview, **you are required to bring evidence of your qualifications and appropriate documents to initiate the DBS application process** should you be the successful candidate.

*The 3-18 Education Trust is committed to safeguarding and promoting the welfare of children and young people, as such this post requires acknowledgement and understanding of safeguarding and child protection policies. Policies can be found on the school website <https://www.thomasadams.net/key-information/> .*