



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

**CANDIDATE**

# **RECRUITMENT PACK**

**TEACHER OF ENGLISH**



## **LEARN THINK CONTRIBUTE CARE**



# WELCOME FROM THE HEADTEACHER



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

**Mrs J Thorogood**  
Headteacher

## TEACHER OF ENGLISH

### Role Overview

**DIRECTLY RESPONSIBLE TO:**  
Head of Faculty English

**COMMENCING:**  
September 2023

**CLOSING DATE:**  
9am Friday 23<sup>rd</sup> June 2023

**Interviews take place**  
Week commencing 26<sup>th</sup> June 2023

**Please contact the school to arrange a visit**

We are seeking to appoint a dynamic, ambitious and inspirational Teacher of English for September 2023, who has a thirst for knowledge and the drive to succeed to teach up KS3 and KS4 English. The successful candidate will have the capacity to enthuse, engage and inspire our pupils through strong subject knowledge; someone who thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition.

You will want to inspire students in and outside the classroom. You must be a reflective practitioner and be committed to continuing professional development and educational research. You will become part of an inspiring team, who are always looking for ways to make learning as engaging as possible for students, whilst supporting them to progress to their full potential.

Applications are welcome from both experienced and newly qualified teachers.

The interview process will be challenging. We are seeking to find staff who can deliver in the classroom but can also inspire children to make great progress and achieve fantastic outcomes. We are also looking for a teacher who will challenge themselves and others with evidence-based practice and the belief they can make a difference to what great English teaching should look like.

You will need to have excellent interpersonal skills with a genuine commitment to teaching and ability to develop a love of learning in this subject area. If you believe you have the skills and dedication to meet our standards, Rainhill High is the school for you.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. This is a great opportunity to work with a talented and forward-thinking team and make a difference to students at the school.





***“Staff felt that leaders are supportive of their well-being and cognisant of their workload”***  
OFSTED

***“When I started I thought the school was massive and that I would get lost every day  
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.  
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,  
if you get stuck they help you to understand”***

Year 9 student

***“Leaders follow up on any concerns quickly and effectively”***  
OFSTED



# JOB DESCRIPTION



<b>Post</b>	<b>Teacher of English</b>
<b>Grade</b>	<b>STPCD MPR UPR</b>
<b>Responsible to</b>	<b>Head of Faculty: English</b>

## **Set high expectations which inspire, motivate and challenge pupils;**

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## **Promote good progress and outcomes by pupils**

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

## **Demonstrate good subject and curriculum knowledge**

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

## **Plan and teach well-structured lessons**

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **Adapt teaching to respond to the strengths and needs of all pupils**

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
3. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **Make accurate and productive use of assessment**

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **Manage behaviour effectively to ensure a good and safe learning environment**

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **Fulfil wider professional responsibilities**

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

## **PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# PERSON SPECIFICATION



Criteria	E/D	A/I
<b>Experience Pupil Progress</b>		
Familiarity with GCSE and KS3 requirements in English	E	A/I
Track record of expertise and raising achievement and securing improvement	E	A/I
Familiarity with A level syllabus requirements in English	D	A/I
To be able to articulate a vision for learning	D	A/I
<b>Qualifications Skills and Abilities</b>		
Good Degree in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Evidence of further professional development at Masters level	D	A
Relevant, recent experience of working in an 11-16 or 11-18 school	E	A
Experience of teaching across the ability spectrum	E	A
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Excellent written and oral communication skills	E	A/I
Shows a strong commitment to equity in provision for students and a belief in the potential of every child	E	A/I
Demonstrate the ability to enthuse, inspire and motivate students, staff, and parents	E	A/I
Willingness to get involved in the wider life of the school	E	A/I
<b>Quality of Teaching</b>		
Ability and experience of teaching English at KS3 and GCSE	E	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of “Outstanding” practice	D	A/I
<b>National Standards</b>		
Evidence all of the Teaching Standards in routine practice	E	A/I
Understanding of GCSE reforms across both language and literature	E	A/I
<b>Ethos and Extra Curricular and Curriculum enrichment</b>		
Evidence of inclusive practice	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
<b>Commitment to Equal Opportunities</b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role    A = Assessed via the application form    D = Desirable requirement of the role    I = Assessed at Interview

## The English Faculty

Welcome to Rainhill High School's English Faculty. We are an ambitious team and over time have built up a high performing faculty in both English Language and English Literature at KS3, KS4 and KS5.

It is through the study of English and the development of sophisticated skills of communication that we can unlock doors for our pupils and support them to thrive. The English Faculty at Rainhill High School is dedicating to fostering student success, skill and love for English in all its forms by providing a solid and diverse academic foundation to allow us to maximise intellectual and creative potential in each pupil.

### Aims

- To provide an exceptional experience of the English Curriculum both in and out of lessons.
- To stimulate and maintain pupil interest in English through the highest quality teaching and learning, taking into account starting points and any barriers to learning.
- To develop pupils' ability to communicate, orally and in written form, at all levels, using appropriate strategies to address different audiences and purposes equipping them to meet both the demands of external examinations and to be effective communicators in their adult lives.
- To maximise the achievement of pupils in English language and in English Literature at Key Stages 3, 4 and 5 against national and locally agreed benchmarked targets.
- To promote good citizenship by incorporating concomitant skills and issues into all our schemes of work across all Key Stages.

### English Faculty Ethos

- We are a forward-thinking and dedicated team of experienced English specialists.
- We are committed to the development of best practice in all aspects of English teaching.
- We value teamwork and commitment.
- We value the ability to communicate enthusiasm for our subject to our learners and colleagues alike.
- Our major concern is the nurturing of the individual child within a secure learning environment, while promoting independent learning and challenging each pupil to achieve his or her potential.

### Curriculum

- At Key Stage 3, all pupils follow a 3 year curriculum structured and delivered according to the updated NC guidelines for English. Our schemes of learning are designed to ignite an enthusiasm for both English Language and English Literature and include the study of diverse and challenging texts from all genres, providing our learners with a solid foundation for GCSE and A Level study.
- Pupils will begin Key Stage 4 in Year 10 and study EDUQAS GCSE English Language and Literature.
- At Key Stage 5, we offer two distinct A Levels in English; AQA English Language and AQA English Literature A.

### Examination Performance

All students sit both English Literature and English Language

	GCSE				
	2022	2021	2019	2018	2017
<b>English overall</b>		TAG			
A8	10.78	10.75	10.44	10.66	10.76
P8	-0.02	+0.14	+0.19	-0.04	-0.06
9-7	21%	20%	22%	26%	29%
9-5	65%	64%	75%	67%	68%
9-4	81%	83%	89%	84%	83%

English Language					
9-7	20%	20%	21%	19%	23%
9-5	65%	69%	68%	59%	62%
9-4	84%	89%	85%	81%	77%
English Literature					
9-7	23%	21%	8%	24%	17%
9-5	64%	59%	57%	56%	50%
9-4	79%	78%	80%	75%	72%

	A Level				
	2022	2021	2019	2018	2017
English Language		TAG			
A*B	56%	44%	68%	43%	75%
A*C	94%	100%	92%	57%	100%
English Literature					
A*B	55%	75%	75%	40%	30%
A*C	100%	100%	88%	60%	70%

### English Faculty Staff List

#### Personnel

#### Position in Faculty

Claire Dickman	Head of Faculty and Whole School Literacy
Wendy Segal	Deputy Headteacher – Raising Standards
Hannah Pagan	Head of Key Stage 3 English
James McCrea	Head of Key Stage 4 English
Kieran Tate	Head of Key Stage 5 English / Lead Practitioner
Laura Melia	English Teacher
Laurissa Farrell	English Teacher
Maria Ball	English Teacher
Claire Dean	English Teacher
Sage McParland	English Teacher
Katherine Kane	English Teacher
<i>Vacancy</i>	<i>English Teacher</i>
Rachael Chandler	English Teacher
Victoria Tyrer	Reading Recovery
Madeleine Dugdale	School Librarian

### Resources and Rooming

- Twelve dedicated and well-equipped English classrooms.
- One dedicated English Intervention classroom.
- Purpose built new library which includes a classroom area for the teaching of library lessons.

### ICT Provision

- All English classrooms are fitted with an IWB.
- Laptops are available for booking across the school.
- Good access to ICT.

### Curriculum Enrichment Activities:

- Visits by authors and poets, most recently Anthony Mc Gowan in 2022 and Curtis Jobling in 2019.
- Regular theatre visits, most recently 'An Inspector Calls' in March 2023.
- Curriculum-related drama workshops and performances in school, most recently 'A Christmas Carol'.
- Poetry and prose writing competitions – in house, local and national.
- Literature and Language workshops for A Level students.
- Celebration of 'World Book Day'.
- Scholars' Reading Club for A Level students.
- Explore Reading Club.
- First News Club.
- Scholastic book fairs visit twice yearly.



- BASH reading group and library visits.
- 'Literature Academy' for pupils in Y11,12 and 13.
- National Theatre Live screenings in school and screening of film adaptations of set texts.
- Board Games Club.
- Locomotive School Newspaper Club.
- Poetry Club.
- Reading Club.
- Seminars to support English Literature study at GCSE.

*"The English Faculty at Rainhill High School has a supportive, caring culture within which our students thrive and achieve. We are a collaborative team who demonstrate cutting edge approaches to teaching and learning and a genuine love of English as a subject. We ensure a love of English is shared with our students by our own passion for the subject; this is across all year groups and in the sixth form. The faculty has close links to the school's five main feeder schools to ensure a smooth academic transition. We challenge and engage our learners but we also guide them to analyse, explore and apply their knowledge in a variety of different forms. Joining our team would not only provide you with agile, enthusiastic learners but also the opportunity to work within a friendly and dedicated team of teachers."*

Teaching and learning is at the heart of what we do; we pride ourselves on our supportive and collaborative approach to planning, delivery and feedback/marking.

Mrs Wendy Segal  
Deputy Headteacher

## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults, please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Click here for the [Teacher application form](#)

# OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider' in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

