



SUBJECT INFORMATION PACK

TEACHER OF ENGLISH

Full Time

(0.8 considered for the
right candidate)

Team English: where creativity and innovation thrives!

Our Team

Dare to be different is the motto of our English team, who bring learning to life in the most fascinating and engaging of ways! If an activity is original and fun for the students and helps them to learn, you will find it happening in English lessons.

Our team of ten is competitive and driven by a desire to be top class: so we share and support one another, thriving in a culture of teamwork and collaboration.

The department is a very busy and forward thinking place to be: somewhere with plenty of pace, opportunity to develop and to contribute to moving forward learning and teaching. We are a pedagogical department who meet regularly to discuss Teaching and Learning strategies and approaches in a collaborative and developmental way.

Our Facilities

We are based in our own block and the department is well-resourced. All rooms have whiteboards and projectors and all staff have their own laptop. Rooms are equipped with a visualizer and mini whiteboards. We have access to iPads should we need them to support learning. We also have our own rest space and staffroom (a welcome cup of tea is on hand!).

Our Curriculum

We have implemented an exciting curriculum and a culture of praise in the department in order to promote high engagement. English is currently taught in mixed ability groups across both Key Stage Three and Four.

Students in Year 7 and 8 follow the Sparx Reader and Bedrock programmes. The former has resulted in some amazing improvements in reading ages, while the latter is engaging students and has already seen them expanding their vocabularies.

There are very well-resourced schemes of learning and assessments, which form the basis of all teaching at Key Stages 3 and 4. Resources for staff and students are shared through our online system.

At GCSE, the department offers AQA English Language and English Literature.

At A Level the department currently offers AQA English Language and AQA English Literature.

Job Description—Teacher of English

Role: Teacher of English

Line Manager: Head of English (known as Progress Leader)

Direct Reports: None

Scale: TMS

General Responsibilities

- To teach English and carry out the specific responsibilities of the role as contained in the School Teachers' Pay and Conditions document.
- To be a form tutor and to carry out the specific responsibilities of the role.

Specific Responsibilities

Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Understanding of and being fully committed to the duties and responsibilities in relation to child protection and safeguarding young people;
- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole school improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the published meeting cycle.

Form Tutor

- To lead a tutor group and be responsible for the delivery of tutor time activities in accordance with the published schedule and as directed by the House Achievement Leader;
- To encourage tutees to comply with Latimer core values;

Job Description continued

- To encourage the student voice and develop a Form and House ethos that is in harmony with our core values;
- To encourage high levels of attendance;
- To provide relevant information, advice and guidance to tutees.

Other

- To undertake any other reasonable duties as directed by the Principal.

Person Specification—Teacher of English

| SELECTION CRITERIA (no priority order) | | | |
|--|------------------|------------------|--|
| Qualifications | Essential | Desirable | Method of Assessment |
| Qualified Teacher Status (gained or pending) / Degree relevant to the subject | X | | Application form/Verified at interview |
| High standard of literacy | X | | Application form |
| Commitment to Safeguarding | Essential | Desirable | Method of Assessment |
| Motivation to work with children and young people | X | | Application form/Interview |
| Commitment to, and belief in, the equal value of all students | X | | Application form/Interview |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | X | | Application form/Reference/Interview |
| Ability to raise the self-esteem and expectations of children and young people | X | | Reference/Interview |
| Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline | X | | Application form/Reference/Interview |
| Teaching and Learning | Essential | Desirable | Method of Assessment |
| Proven track record of outstanding English teaching* | X | | Application form/Interview |
| Knowledge and understanding of the National Curriculum requirements in English | X | | Application form/Interview |
| Experience of teaching English at Key Stage 3 and 4 | X | | Application form |
| Experience of teaching English Language or Literature at Key Stage 5 | | X | Application form |
| Experience or the ability to teach a second subject, for example, PSHE, RS, Literacy or Humanities at KS3 | | X | Application form |
| Proven track record of outstanding outcomes* | X | | Application form/Interview |
| Proven track record of strong and effective behaviour management strategies | X | | Application form/Interview |
| Excellent ICT skills | X | | Interview |
| Interpersonal Skills | Essential | Desirable | Method of Assessment |
| Ability to communicate effectively and relate well to all stakeholders | X | | Application form/Reference/Interview |
| Willingness to contribute to extra-curricular activities | X | | Application form/Interview |
| Ability to work as part of a team | X | | Application form/Interview |
| Personal Qualities / Skills | Essential | Desirable | Method of Assessment |
| Creativity, energy and enthusiasm | X | | Interview |
| Evidence of working effectively under pressure | X | | Interview |
| Good sense of humour | X | | Application form/Interview |
| A commitment to / interest in the Performing Arts | | X | Application form/Interview |

**trainees would need evidence of potential to develop into a strong teacher*