

## JOB DESCRIPTION

<b>Position Title:</b>	<b>Teacher of English</b>	<b>Date Finalised</b>	January 2024
<b>Grade (if appropriate):</b>	MPR/UPR		
<b>Contract Type:</b>	Permanent		
<b>Hours:</b>	Full Time		
<b>Teaching</b>			
<b>Department:</b>	English		
<b>Team:</b>			
<b>Reports to:</b>	HOD English		
<b>Subordinate Positions:</b>			
<b>Job Summary/Purpose</b>			
<ul style="list-style-type: none"> <li>To ensure a high standard of teaching and learning within the English department so that students make appropriate progress.</li> </ul>			
<b>The Department</b>			
<p>The English Department at Calthorpe Park School is a close-knit team of specialists with a record of excellent organisation and learning initiatives which result in outstanding examination success. We are a leading department in many aspects. We work cohesively and ensure consistency across all teaching groups and have high expectations of all students. Our students enjoy the learning and teaching of the subject. The Department currently consists of 8 full-time and three part-time teachers. We are an extremely hard working, lively and friendly department who enjoy working together and sharing ideas.</p> <p>The department is established in its own block, with immediate access to the library and regular use of the ICT facilities available, which includes a bank of laptops and there is a smart board in every classroom.</p> <p>Our aspirational English curriculum is broad and balanced and aims to meet the needs of all students. Clearly defined foundations are established through years 7 and 8, then developed and honed further through years 9 to 11. Our 'foundations' are: reading for pleasure, writing for pleasure, active reading, literacy, writing for accuracy and control, and critical thinking. Skills in year 7 will be revisited in year 8, and each subsequent year, in a developmental and progressive trajectory. Reading materials at GCSE will not be a shock to students: they will already have experienced Shakespeare's drama, the pre-20<sup>th</sup> century and modern novel, a diverse range of poetry and short stories. Likewise, GCSE students writing narratives, letters, articles, arguments, speeches and reviews will have honed their writing skills over the five years.</p> <p>All members of the team take an active part in developing a dynamic and challenging programme of work that employs a wide range of teaching and learning strategies. Our schemes of work are comprehensive and regularly updated to embrace changes and developments in the curriculum. All students produce at least one core assessed piece every half term, which develops the skills required for GCSE.</p> <p>The Key Stage 4 programme begins in year 9 and all students study English Language and English Literature, taking both exams at the end of Year 11.</p> <p>In Key Stage 4, all students follow the Eduqas syllabus for English and Literature.</p>			

Assessment and record keeping procedures have been standardised within the department, in line with the programmes of study. Student progress is closely monitored, both at individual and group level and each member of staff has accountability for the progress of their students.

The department meetings and socialising at lunch time provide a vital forum for information sharing, decision-making, planning and policy formulation.

### **GCSE results**

The department consistently support the high progress outcomes for the school and are in the top achievers across the country.

This year the English results were:

4-9: 92%

5-9: 84%

7-9: 39%

The Literature outcomes were:

4-9: 91%

5-9:81%

7-9:32%

### **Links with other areas in the school**

The department enjoys close working relationships with the Librarian and the Additional Educational Needs Department. Team members all take an active part in supporting the school's range of enrichment programmes. We encourage involvement in debating competitions, we involve our students in the Bar Court competition and we promote engagement in writing competitions, alongside our creative writing club. Our newspaper team had great success last year; they were nominated for a national 'Shine Award', whilst theatre trips and visits to the school by theatrical companies and writers are a regular feature of department activity.

There is scope for the successful candidate to take a full and active role in the department, working with the librarian with a Reading Club / further developing links with our feeder schools / introducing a radio station, or any other innovative areas you can offer. If you have the ideas - and above all – the commitment, then you could be part of a proactive and exciting team.

### **Primary Responsibilities**

- To be responsible through effective teaching and consistent adherence to the school's aims and policies for assisting students to learn effectively, develop personally and achieve their individual potential
- To implement, provide and engage pupils in an appropriately broad, balanced, relevant and ambitious curriculum which is accessible to students
- To contribute to the school's provision of extra-curricular activities
- To monitor and support the overall progress and development of students as a teacher / form tutor
- To contribute to raising standards of student attainment and to ensuring that within the context of the school that value is added
- To engage in the opportunities provided by the school for personal and academic growth
- To carry out professional duties as detailed in the Conditions of Service

### **Curriculum Provision**

- To assist the Head of Curriculum Area / relevant Deputy, Headteacher to ensure that the department / curriculum area provides a range of teaching which complements and supports the school's aims, priorities and policies.

### **Curriculum Development**

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of the pupils, examining and awarding bodies and the school's mission, aims and priorities.

**Are there line management responsibilities?** No

### **Other relationships within the school i.e. which parts of the school will this role work closely with?**

All other curriculum areas  
Librarian

### **External Relationships i.e. which external stakeholders will this role work closely with?**

Parents / Carers  
Authors

### **Critical Skills**

- A teacher must set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Teach to the Top and provide appropriate scaffolding and support to enable all students to achieve their potential
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **What financial responsibility (if any) does this position have?**

None

### **Experience, Qualifications, Technical Requirements, Education**

### **Required/Preferred**

QTS Status	Required
Knowledge and understanding of the curriculum subject	Required
Able to make good use of ICT as a learning resource	Required

*Calthorpe Park School is committed to safeguarding and all staff have a duty of care towards our young people. We foster a culture of vigilance amongst staff, students and parents and we always listen to*

*children and take their concerns seriously. We will ensure that all our recruitment and selection practices reflect this commitment.*

*Please note that the successful candidate will be subject to an Enhanced Disclosure and Barring Service checks along with other relevant employment checks.*