



JOHN KYRLE HIGH SCHOOL & SIXTH FORM CENTRE

**Vacancy
Information
pack**

**Teacher of
English**

Headteacher's Welcome

Thank you for the interest in our school and the advertised post. I hope you find the information you require, but please contact us if not.

All roles in our school are important and I pledge personal support for each and every member of our fantastic community. I am privileged to lead this school and we all work hard to ensure that we succeed as a team. "Together we are mighty".

Our key priorities as a school are simple and we all work towards our "TEACH" goals:

- T** Teaching and Learning
- E** Engagement
- A** Academic Outcomes
- C** Community
- H** High Quality Leadership

I look forward to receiving your application.

Kind regards



JULIAN MORGAN
Headteacher



Welcome



The school is fortunate to have hugely-committed staff who give their all, take Public Service seriously and are keen to provide extra-curricular activities in a multitude of areas. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure yet challenged.

John Kyrle is a popular and oversubscribed high school with over 1400 students who are drawn from the town of Ross and the surrounding rural areas. The school is located on the Ledbury Road about half a mile from the Market house and adjoining the dual carriageway. John Kyrle High School is organised on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. We also have a team of highly experienced Pastoral Support Assistants. Form tutors stay with their tutor groups from Years 7 to 11. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and superb ICT facilities. Admission to the sixth form courses is open but preference is given to those students who achieve two grade 5s in subjects including English and Maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of A levels. Students show good progress and attainment at KS4. Progress in the sixth form places us in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.

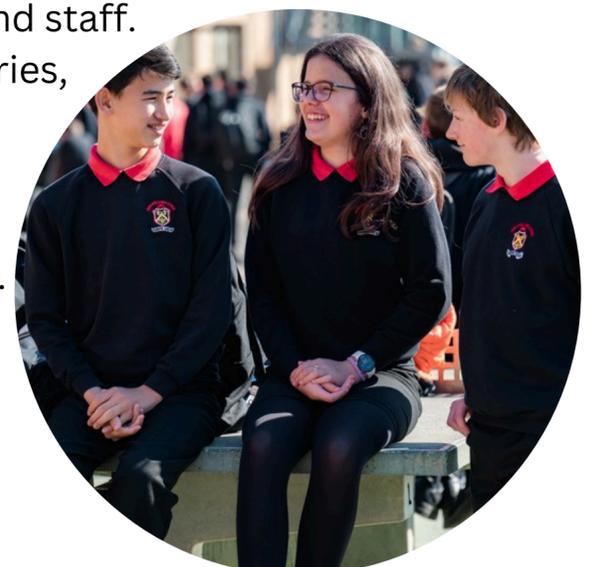
The school has excellent facilities, including sports fields, an all-weather sports surface, tennis courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a music-technology suite and practice rooms, computer and business rooms, language lab, a gymnasium and an on-site sports hall which are used extensively. Our tennis and netball courts have just been refurbished and are a fantastic addition.

There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. A new Maths Centre of Excellence has been opened with 10 specialist Maths classrooms and a shared study facility for A-level students and staff. Our latest development, a new science block with six large specialist laboratories, was opened recently.

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential.

Our school motto is **'Carpe Diem' - seize the day!**

We try to live up this motto.



The Role

From 1st September 2026, or earlier by agreement (subject to notice periods), we are looking to appoint a Teacher of English on a 0.6 -to full time basis. The successful candidate will join a forward-thinking department of teachers who are fully committed to innovative teaching methods, which motivate and engage all students.

Applicants must be able to teach across the whole ability range and should bring with them enthusiasm and expertise in the teaching up to KS4. The ability to teach A level is desirable but not essential.

Applications from well-qualified Early Career Teachers (ECTs) are warmly welcomed.

Salary: MPR/UPR

Candidates should complete the application form in full (black or typewritten please).

Your letter of application should include the following points:

- How your expertise and experience equip you for the post
- Your views on what makes a good classroom teacher
- Your views and beliefs on the teaching of English

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **13th April 2026, 9am.**

Shortlisted candidates will be invited to attend interview, during the **week beginning 20th April 2026.**

John Kyrle High School & Sixth Form Centre proud to be part of the Heart of Mercia MAT

Registered office: Hereford Sixth Form College, Folly Lane, Hereford, HR1 1LU. Company Number: 10499174

All employees of JKHS are employed by the trust.



Department Profile

Structure

The English department comprises thirteen dedicated and experienced subject specialists. The team is led by a Head of Department, supported by a Second in Department. The department is innovative and outward-looking, working collaboratively to create a warm, professional, and dynamic environment.

There is a broad range of expertise within the team, including both the school's SENCO and the assistant SENCO, the Assistant Headteacher for Teaching and Learning, and several GCSE and A-level examiners. In addition, the department benefits from the expertise of an AQA GCSE English Language Chief Examiner, who provides tailored in-house CPD and training.

Curriculum

The English curriculum is designed to provide a comprehensive and engaging learning journey. Classes are organised into broad ability bands, rather than rigid sets, informed by regularly updated data, ensuring a flexible yet consistent approach that optimally supports our students' progress:

- **Key Stage 3:** A three-year programme that equips students with essential skills for GCSE and beyond. The focus is on developing students' academic voice, empowering them to articulate ideas confidently and eloquently. Students explore a rich variety of contemporary and historical topics, enhancing their cultural capital. A dedicated Reading Plus programme is integrated into the timetable to build critical literacy skills.
- **Key Stage 4:** Students follow the GCSE AQA courses in English Language and English Literature. The selected texts include Macbeth, An Inspector Calls, A Christmas Carol, and the Power and Conflict cluster from the AQA Poetry Anthology.
- **Key Stage 5:** At A-Level, students study Eduqas English Language and English Literature. In English Literature, the syllabus includes a diverse range of works, from William Blake's poetry to Tennessee Williams' A Streetcar Named Desire. In English Language, students explore topics such as Language Change Over Time, Language Concepts and Issues, and Language and Identity. Alongside their regular English lesson, Year 11 students participate in the Period 0 programme, designed to enhance recall and revision skills, which has led to increased confidence and improved academic outcomes.

Sixth-Form

The department offers A-level courses in English Literature and English Language, with Film Studies anticipated as a future addition. A-level results consistently exceed the school average, with many students choosing to pursue English-related studies at university.

Facilities

The department is centred around eleven dedicated classrooms, all conveniently located near the school's well-equipped library, underscoring the integral role of reading within the department's ethos. The library, managed by a full-time librarian, is quite literally the warm heart of our department which provides both a sanctuary for avid readers but also has a determined focus on developing essential literacy for all students. A dedicated IT suite supports programmes like Reading Plus and is a key resource for students which helps to foster an environment that promotes academic excellence.

Job Description

Responsible to: Head of department (as teacher)/head of year (as form tutor)

Responsible for: Teaching staff and other relevant personnel within the department

Main Purpose of the role:

- To inspire, motivate and challenge students through the development and delivery of an appropriately broad, balanced, relevant and differentiated curriculum
- To promote, monitor and support good student progress and development, academically and pastorally
- To ensure a learning experience which provides students with the opportunity to achieve their individual potential.

Principle responsibilities

A teacher at John Kyrle High School and Sixth Form Centre is responsible for meeting all the requirements as appropriate of the “Teachers’ Standards” and our career-stage expectations.

Teaching and learning:

Secure and sustain effective teaching, evaluate standards of students’ achievements and set realistic and meaningful targets for improvement.

- To set homework and plan other out-of-class activities to consolidate and extend the learning of students.
- Review schemes of work to ensure subject coverage, continuity and progression for all students in an environment that fosters student enjoyment;
- Contribute to the development of students’ literacy, numeracy, citizenship, ICT and study skills;
- Ensure information on students’ prior attainments and achievements are used effectively to secure good progress;
- Set targets for student attainment and achievement in the subject and monitor and evaluate progress against those targets;
- Monitor and evaluate the quality of teaching and learning in the department and use the analysis for further improvements;
- Establish a partnership with parents involving them in and informing them of their child’s progress;
- Develop effective links with the local community, including business and industry, to enhance teaching and learning in the subject and prepare students in their economic well being;
- To ensure a working environment in which learners feel safe and adopt safe practices.
- Support the SENCO to ensure the implementation of an appropriate of appropriate provision for SEND students;
- Establish best practice procedures in department;
- Use departmental accommodation to the best effect to create an effective and stimulating environment for the teaching and learning of the subject;
- Ensure there is a safe working and learning environment;
- Be pro-active in attracting additional funding and resources for the curriculum;

Pastoral:

- To promote and safeguard the welfare of students and young persons
- To monitor and support the overall progress and development of students within the curriculum area
- To monitor student attendance together with student progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- To act as a form tutor and carry out the duties associated with the role as outlined in the generic job description
- To contribute to PHSE according to school policy
- Establish a clear understanding of how the subject contributes to students' spiritual, moral, emotional, cultural, social development and race awareness. Use this understanding to promote British Values;
- Highlight those aspects of the subject which prepare the students for the opportunities and responsibilities of adult life;
- To assist in the implementation of the behaviour management system in the department so that effective learning can take place.

Wider professional duties:

- To make a positive contribution to the wider life and ethos of the school.
- To develop professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- To deploy support staff effectively.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- To work effectively as a team member and to contribute positively to effective working relations within the school.
- To communicate with external bodies, where appropriate.
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and the school development plan.
- To carry out the professional duties of a teacher as outlined in the "School Teachers' Pay and Conditions Document" and/or any subsequent legislation.
- To be a member of a duty team, when assigned, and carry out such duties punctually and efficiently.
- Establish short, medium and long term plans for the development of the subject and monitor and evaluate their progress;

General information

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking and vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented efficiently within their areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

The job description covers the main duties and responsibilities of the job and will be subject to review and amendment in consultation with the post holder, to meet the changing needs of the school. Other activities commensurate with this job description may, at any time, be undertaken by the post holder.

Person Specification

Post Title: Teacher of English

Essential	Desirable	Evidence
<p>Significant successful teaching experience in a secondary school.</p> <p>Teaching English across the full ability range in KS3 and KS4.</p> <p>An understanding of the learning needs of students of all academic abilities and experience of using a variety of teaching/learning styles.</p> <p>Understanding of the characteristics of high quality teaching in English</p> <p>Knowledge of statutory curriculum, assessment, recording and reporting requirements for English.</p> <p>Knowledge of strategies for raising student attainment.</p>	<p>Leading successful whole school initiatives which raised student learning or improved the quality of teaching and learning.</p> <p>Experience of professional networking and collaboration.</p> <p>Ability to teach up to KS5</p> <p>How to use comparative data, together with information about students' prior attainment, to set targets for improvement.</p>	<p>Experience and Knowledge</p> <p>Application</p> <p>Interview</p>
<p>Qualified Teacher Status.</p> <p>Graduate or equivalent in appropriate subject.</p> <p>Recent evidence of subject based training.</p> <p>Willingness to undertake INSET and continuing professional development</p>	<p>Good Honours Degree (First or Second Class)</p>	<p>Qualifications</p> <p>Application</p>

Essential	Desirable	Evidence
<p>The ability to:</p> <ul style="list-style-type: none"> • inspire students and staff. • lead a team towards a common goal. • deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the subject. • solve problems and make decisions. • take responsibility for continuous professional self-development. • work under pressure and to meet deadlines • analyse, understand and interpret relevant information and data. • set standards and provide a role model for pupils and other staff, in the teaching and learning of the subject. • to prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development. • use ICT appropriately. • fulfil the “Teachers’ Standards” 	<p>The ability to teach outstanding lessons and share best practice with others.</p> <p>The ability to lead other staff to support professional development.</p> <p>Professional proficiency and experience in the use of ICT.</p>	<p>Skills and abilities</p> <p>Application</p> <p>Reference</p> <p>Interview</p>
<p>Self confidence and initiative.</p> <p>Reliability, resilience and integrity.</p> <p>Personal impact and presence.</p> <p>Enthusiasm and commitment.</p> <p>Intellectual ability.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>Willingness to participate in extra-curricular activities</p> <p>Knowledge of wider educational issues</p> <p>Clear understanding of equal opportunities</p> <p>A strong belief in the value of diversity and inclusion</p> <p>Flexibility</p> <p>Enhanced DBS clearance</p>	<p>Willing to contribute to the wider life of the school.</p> <p>Interest and experiences outside teaching</p>	<p>Other</p> <p>Application</p> <p>Reference</p> <p>Interview</p>

Recruitment of Ex-Offenders Statement

John Kyrle High School is required to publish a copy of its policy on the recruitment of ex-offenders which outlines the following:

The school fully complies with the 'DBS Code of Practice' and will not discriminate unfairly against any subject of a disclosure on the basis of conviction or other information revealed.

All applicants are subject to an enhanced DBS check before the job appointment is confirmed; this includes details of convictions, cautions and reprimands, as well as spent and unspent convictions. A positive disclosure will not necessarily prohibit a candidate from being offered a position.

The school is committed to the fair treatment of all applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical or mental disability or offending background.

The school promotes equal opportunity and welcomes applicants from a wide range of backgrounds, including those with criminal records.

Candidates are selected for interview based on their skills, qualifications and expertise.

All application forms and recruitment notices contain a statement that disclosure will be requested if a position is offered.

All applicants are encouraged to provide details of their criminal record at the earliest stage possible. This may be sent under a separate and confidential cover letter.

All applicants will be made aware of the 'DBS Code of Practice' and will be provided with a copy on request.

The school is committed to ensuring all disclosure information will only be seen by those who require access as part of their duties.

The assistant headteacher (personnel) will discuss any matters revealed on a DBS certificate with the applicant before withdrawing a conditional offer of employment.

At the interview, or in subsequent discussion, opened and measured discussion will take place on the subject of the offences.

Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of any offer made.

Where the role involves engaging in regulated activity with children, it is a criminal offence for an individual:

- to seek to engage in regulated activity from which he/she is barred;
- to offer to engage in regulated activity from which he/she is barred; and
- to engage in regulated activity from which he/she is barred.