



**Chislehurst
& Sidcup**
GRAMMAR SCHOOL



Helping the learners of today become the leaders of tomorrow



Teacher of English Recruitment Pack



Dear Applicant,

Thank you for your interest in the position of Teacher of English at Chislehurst & Sidcup Grammar School. This is a fantastic opportunity for a passionate and committed classroom practitioner who can instil a love of learning by delivering inspirational lessons. We particularly welcome applications from candidates who can teach English at KS5.

Chislehurst & Sidcup Grammar School is one of the top performing grammar schools in the South East, based in the London suburb of Sidcup. We are a heavily oversubscribed mixed selective school where students excel, with many going on to Oxbridge or other Russell Group universities. Our students are bright, motivated and enthusiastic and thrive at English in a highly successful department.

Successful applicants will show considerable initiative and be prepared to innovate both in the classroom and in the field. Above all, they will be passionate and strongly motivated to play a pivotal role in the future of Chislehurst & Sidcup Grammar School.

I very much look forward to receiving your application and meeting you.

Nigel Walker, Headteacher





Our school

The school opened in the Autumn Term of 1931 and has been at three different sites since then. CSGS has been at the current site for over fifty years and has undergone considerable building development, ensuring that we have purpose-built buildings for Art and Design, Performance and Sixth Form study. There has also been the development of sporting facilities with flood lit netball courts and full gym equipment (which staff are able to use after school).

CSGS aims to educate and prepare for life, able students from all backgrounds. This mission is dynamically carried forward within a caring, happy and supportive community. We look to develop the character of our students focusing on resilience, intellectual curiosity, courage, creativity, commitment, responsibility, gratitude and compassion. The ingrained idea of excellence in school life allows students to reach the highest academic, sporting, cultural and aesthetic standards.

The special quality of learning in the classroom is equally matched by the richness of teaching that students experience. We aim to help our students to leave the school fully prepared for the future ahead of them and, as our school motto states, we believe that 'from hard work character grows'. *Abeunt studia mores*.

Whilst healthy academic competition is central to the CSGS ethos, there are also many opportunities for students to enter into the wider life of the school. Service to the school and community is enthusiastically performed and high levels of leadership and responsibility are actively taken on by students at all levels. There is a supreme belief that building CSGS's tradition of excellence comes not from dwelling on yesterday's successes but performing tomorrow's tasks.

Take a tour of our school. <https://virtuelschooltour.co.uk/chisandsidgrammar/>





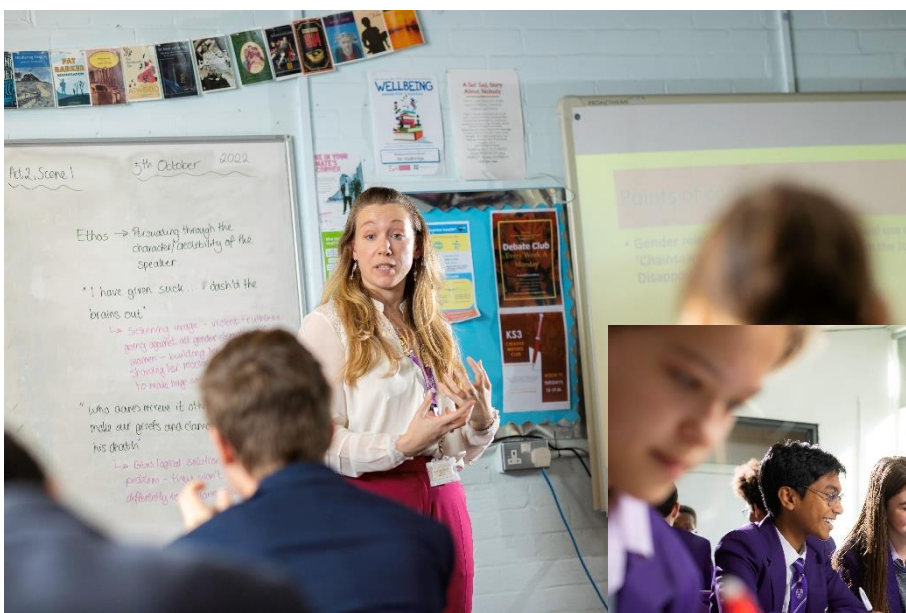
Why join the teaching staff of Chislehurst and Sidcup Grammar School?



Academic success

CSGS is one of four grammar schools in Bexley and as such our students all pass an entrance examination in order to attend the school. Our results reflect both the hard work of the students and the teachers with the GCSE results for 2024 giving us a Progress 8 score of 0.82 and our A level students continuing to move on to top institutions.

The focus on the academic progress that the students make in the school is evident from the school's priority to ensure that the academic and pastoral support is on offer with the role of Head of Learning for each year group and a Learning Manager to provide a key link with parents.





Continuing Professional Development

As well as outstanding students who are keen to learn we look to have a happy staff who are able to develop professionally.

We offer an internal CPD programme that is personalised for a teacher's needs and considers the needs and wants of the teaching staff. There is a clear focus on Teaching and Learning with staff delivering thoughtful and thought-provoking sessions that always include opportunities for sharing of good practice and working together collaboratively. This sharing of good practice is encouraged further through all teaching staff being given time to visit another school to share ideas which can be brought back to their curriculum areas. There is also a specific training programme for any Early Career Teachers.

All new staff are also given a mentor to enable them to have a member of staff that they can go to for any additional support or questions that they may have as well as a member of the Senior Leadership Team being responsible for the Induction of New Staff. Working parties have also been used when staff are looking to develop a key issue.

Wellbeing

It is of vital importance to us that our staff are happy and enjoy coming to work. In order to enhance this, we offer wellbeing sessions where staff have the opportunity to learn a new skill and spend time with other staff. Staff here at CSGS are also a close community with free gym access to onsite facilities. The staff society also organise a Christmas party every year.

Our continued commitment to the wellbeing of our staff and students is further evidenced by achieving a Wellbeing Award for the support of the wellbeing of our staff and students.

We offer a comprehensive Wellbeing employee assistance programme 24/7.



Additional benefits

Further to this, we offer a competitive pay and pension scheme and to support parents we offer a priority to children of members of staff to join this school (subject to passing the 11+ examinations). All staff will also receive a tailored induction programme as well as a professional development scheme (as mentioned above) with the possibility of funding for additional qualifications. We offer discounted local gym membership (in addition to free use of our on-site facilities), free car parking on site, cycle to work and on-site dining with superb food.





The English Faculty

General Information

A high level of confidence and competence in English is at the heart of success in academic education. Consequently, in the English Faculty we are committed to providing our students with the confidence and skills to be effective users of the English language in all contexts as well as discerning, analytical and critical readers of the written and spoken word. We aim to foster an enjoyment of reading, both of wide-ranging literary texts and non-fiction media texts. We also encourage students to develop their writing skills, both for their own enjoyment as well as in preparation for successful communication across the curriculum and the working world outside school.

At the heart of such high-level achievement in English at each of the stages is the breadth and quality of independent reading done by students. Research by the Organisation for Economic Cooperation and Development has shown that reading for pleasure is a more important indicator of academic success than socio-economic background. Thus, we encourage all our students to not only read the texts set for the syllabus but also to read widely from a range of contemporary and classic literary fiction and non-fiction provided on a range of reading lists. Library lessons are timetabled for Key Stage 3 to support this aim.

The Department has an extensive stock of texts covering all periods and genres of writing. English classrooms are well provided for, with audio-visual equipment and interactive whiteboards; much use is made of these to enable an increasing exploration of multi-media texts, as well as the more discursive and creative responses to the written and spoken word that might be expected at a grammar school.

The English Department is a vibrant and supportive community. Our staff are all committed, enthusiastic and, most importantly, enjoy teaching English. All schemes of work are detailed and well-resourced with PowerPoints, handouts, activities, literacy support, and assessment ideas. Staff are encouraged to share lesson planning and resource writing. Evidenced based approaches to teaching and assessment are employed, and staff are supported in their continual professional development.

The curriculum

Our Key Stage 3 schemes of work are challenging and stimulating, with a focus on cultural capital, deep subject knowledge, critical, analytical and literacy skills. We teach a range of topics including: *A Christmas Carol*; Identity Poetry; *A Midsummer Night's Dream*; *Animal Farm*; *Origins of Literature*; *My Name is Leon*; *Long Way Down*; *Macbeth*; the spoken word. We follow the AQA specification for GCSE English Language and Literature (*An Inspector Calls*, *Romeo and Juliet*, *Jekyll and Hyde*, Power and Conflict Poetry Cluster), and Edexcel for A Level Literature (*A Streetcar Named Desire*; *Poetry of the Decade*; *The Handmaid's Tale*, *Frankenstein*; the poetry of John Keats; *Othello*.) At A Level, we allow our students to choose coursework texts and encourage them to follow their own interests.

Results

Our results are excellent. In the summer 2024, in English Literature, 73% achieved a grade 7 or above, with 24% gaining a Grade 9. In English Language 66% of our students achieved a Grade 7 or above, with 10% of students achieving a grade 9. At A Level, we have 100% pass rate, with 68% of our students achieving grades A*-B. Several of our students go on to study English at top Russell group universities, including Oxford and Cambridge.



Extra-Curricular

Outside of the classroom, the English Department is involved in a wide variety of stimulating activities. Students have visited The Globe Theatre, The National Theatre, Poetry Live, local theatres, not to mention conferences and lectures on A Level texts. We have also invited theatre companies into the school, including a performance of *A Christmas Carol* and *A Midsummer Night's Dream*. We have also put on a range of poetry workshops, including visits from performance poet Joelle Taylor. Every year we hold a year 7 and 8 poetry competition, in which all pupils participate in some way, with the final heats performed to both year groups in the main hall. We also run the Jack Petchey Speak Out workshops for Year 10. We have also participated in activities such as the Carnegie Shadowing Scheme, the Civic Literacy Awards and the Radio two '500-word' competition. There are also regular lunchtime clubs such as the KS3 Book Club and Debating Society for all key stages. In addition, there are journalism opportunities at KS5 in connection with the school newsletter and magazine, the *Chronicle*. Members of staff also run masterclass or extension sessions on their areas of expertise to develop students' understanding of literature outside of the curriculum. Sixth-form students are also involved in literacy tuition of primary, KS3 and GCSE pupils.



Job Description

The role: Teacher of English

Start date: September 2025

Salary: MPS/UPS Outer London (currently £36,413 - £53,994)

Contract: Permanent

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

LINE MANAGER: Curriculum Leader

GENERAL RESPONSIBILITIES:

A. STRATEGIC DIRECTION AND DEVELOPMENT OF CURRICULUM PROVISION IN THE SCHOOL

1. Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum;
2. Analyse and interpret relevant school, local and national data relating to the classes they teach and advise the senior management on the level of resources required to maximise achievement;
3. Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within the classes they teach;
4. Consider the views of both pupils and parents/carers and to respond appropriately.



B. TEACHING AND LEARNING

1. Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline;
2. Support the identification of, and provision for students with additional educational needs within the classes they teach;
3. Regularly monitor progress of students within the classes they teach which is then reflected in teaching plans;
4. Regularly evaluate the effectiveness of their teaching and learning as part of the performance management process;
5. Ensure setting of realistic and challenging expectations of students in the classes they teach;
6. Liaise effectively with staff to ensure the successful transition of students through the school;
7. Contribute fully to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.

C. RELATIONSHIPS WITH STAFF

1. Achieve constructive working relationships with all staff;
2. Direct, organise and manage the work of support staff within the classes they teach;
3. Provide regular information to senior staff on student progress.

D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

1. Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives;
2. Participate in the performance management system and agree objectives based on the school improvement plan, borough and nationally determined targets.

E. GENERAL

1. Promote the school's mission, aims, values, ethos, behaviour policy, and other policies;
2. Perform the role of form tutor and carry out its attendant responsibilities;
3. Participate in the designated guidance and direction of pupils, including progress reviews and target setting meetings;
4. Contribute to the delivery of the Personal and Social Education (PSE), Careers, and Health Education programme;
5. Attend assemblies, designated school functions (such as parents evenings, Speech Day etc.) and register the attendance of pupils;
6. Provide cover according to the terms of the nationally agreed framework;
7. Contribute to the school's complementary curriculum;



8. Take on any additional responsibilities which might, from time to time, be determined.

SPECIFIC RESPONSIBILITIES:

To be agreed with Line Manager.

The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.



Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Good honours degree in English • Teaching qualification 	<ul style="list-style-type: none"> • Evidence of other professional study • Higher degree
EXPERIENCE	<ul style="list-style-type: none"> • Evidence of successful involvement in teaching at KS3, KS4 and post 16 	<ul style="list-style-type: none"> • Involvement in a key departmental development • Strong involvement in extra-curricular activity
TRAINING	<ul style="list-style-type: none"> • Strong awareness of educational developments • Evidence of high quality training in designated subject area 	
SKILLS	<ul style="list-style-type: none"> • Strong and methodic administrative skills • Positive pupil behaviour management skills • Excellent communication and interpersonal skills • Strong ICT competence • Analytical and problem solving skills 	
QUALITIES	<ul style="list-style-type: none"> • Strong public presence • Ambitious and self-confident • Student focused commitment • Ability to inspire • A clear educational vision • A sense of humour • Strong motivation and sense of initiative • Open and transparent work ethic • Flexibility • Strong 'team player' 	<ul style="list-style-type: none"> • Evidence of 'going the extra mile'
SAFEGUARDING	<ul style="list-style-type: none"> • Suitable to work with children. All positions subject to a satisfactory enhanced DBS disclosure. 	



How to apply

Further details together are available either from the school website www.csgrammar.com (Vacancies) or by emailing csgshr@csgrammar.com. Please complete your application form via www.TES.com. Applications will be considered on receipt and interviews may occur at any stage.

If you have any questions, please contact csgshr@csgrammar.com

References

Please note that it is our practice to take up references before shortlisting for interview. Current and previous employers will be contacted as part of the verification process pre-appointment checks.

When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your current/most recent employer. References from relatives or friends are not acceptable.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. Offers of employment are subject to a satisfactory enhanced DBS disclosure and other employment checks.

CSGS is an Equal Opportunity Employer. We do not discriminate on the basis of age, disability, sex, race, religion or belief, gender reassignment, marriage/civil partnership, pregnancy/maternity or sexual orientation.

We are fully inclusive and actively promote equality of opportunity for all. We welcome all applications from a wide range of candidates.

Selection for roles will be based on individual merit alone.

How to find us

The school is located within a 5-minute walk from Sidcup train station which provides a quick connection to London, has local bus services and is close to both the A2 and M25.

<https://www.google.co.uk/maps/dir//Chislehurst+%26+Sidcup+Grammar+School%2CDA15+9AG>