



George Green's School

Teacher of English

Information to Candidates



ASPIRATION | EQUALITY | EXCELLENCE



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“WE ARE A ‘GOOD’ SCHOOL”

(Ofsted May 2022)



SAFEGUARDING

“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”
(Ref: Safeguarding Children and Safer Recruitment in Education 2007).

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green’s School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.

The postholder will support and promote the school’s values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



Teacher of English

Inner London Allowance Salary
MPS/UPS

Temporary Full-Time (FTC until July 2026)

(Suitable for ECT's)

Required for an Immediate Start

We are seeking an ambitious and highly dedicated, enthusiastic and energetic Teacher of English with a real passion for learning and teaching, to join our successful English Faculty.

Whilst we already have very high levels of academic success, with excellent exam outcomes in Key Stage 4 and 5, we remain restless for further improvement. Our overriding ambition is to be an exceptional school, characterised by high expectations, inclusion and anti-racism.

We are an unapologetically values-driven organization. We want every young person at our school to live happy, safe and economically secure lives. We expect every one of our students to be a change-maker, with an uncompromising commitment to social justice. Everybody who works at George Green's School believes in our mission to teach our students to be the best possible people they can be.

We are a UNICEF Rights Respecting School Gold Award winner, which means that the rights of the child are at the heart of everything we do. We are a traditional school with a traditional approach to the curriculum and behaviour. Most importantly, we are a happy school, where children from a wide mixture of backgrounds, thrive and flourish on a daily basis. We are delighted that Ofsted recognised these things when they visited us in May 2022.

Aside from an opportunity to transform lives, a career at George Green's School has many benefits. These include:

Investing in you:

- A first-class CPL programme, including dedicated weekly CPL sessions and the opportunity to take part in NPQ programmes at a senior level
- Early paid start from July for ECTs
- Large A Level cohort
- Staff wellbeing programme, including in-house counselling
- Excellent amenities on site, including a gym, secure cycle storage and free parking
- A strong, supportive teaching culture
- Embedded strategies for improving the work-life balance for staff, including our marking policy
- Exciting development and teaching opportunities with our partners in City of London and Canary Wharf.

Our prized, historic location on the River Thames provides endless prospects for our members of staff:

- A diverse and vibrant borough 15 minutes from the centre of London.
- Excellent public transport links including DLR, tube, and bus
- Closely located to a hub of entertainment: Westfield Stratford, the Royal Naval College, the O2 arena, Greenwich and lush, green parks.
- A diverse range of lively restaurants and pubs dotted throughout the area.

If you believe that you are the exceptional candidate we are seeking for our exceptional school, we would love to hear from you.

Closing date of applications: 9am, Monday 17th November 2025

Interview date: Week commencing, Monday 17th November 2025

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. Any appointment is subject to an enhanced DBS Check.





Letter from the Principal

Dear Candidate,

Thank you for your interest in the role of Teacher of English at George Green's School. I have been Principal at the school since 2019, having arrived here in 2014 as Deputy Headteacher. I can say with complete confidence that this is a truly inspirational place to work. If you are interested in changing lives, this is the school for you.

We were visited by Ofsted in May 2022 for a Section 8 inspection. This reaffirmed our Good rating and gave us some incredibly positive feedback about our school, particularly our warm, inclusive and ambitious culture. They also gave us some things to work on, including improving our students' oracy and improving our approach to marking students' spelling, grammar and punctuation.

Our current offer includes a wide range of A levels and other L3 courses, together with a growing selection of L2 vocational courses. Full details of the current post-16 offer will be provided to all candidates invited to interview.

This is a tremendously exciting time to be joining us here at George Green's. All of us who work here are deeply proud of the improvements our school has made over recent years, particularly in relation to student achievement. Our results have improved rapidly, strong A level and GCSE results.

We attribute a significant degree of our success in this area to our commitment to and significant investment in the professional and personal development of every single person who works for the school in any capacity – and in our continuing belief in the importance of valuing and developing every single student.

Our commitment to Continuing Professional Learning (CPL) for all employees – both teaching and support staff – is absolute, as is our commitment to the personal development and empowerment of our students.

We are a values-driven school, utterly committed to providing our students with an exceptional education that impacts on both them and the community as a whole. We are proud to be a Rights Respecting Gold Award School, looking to 'do the right thing' by our students all the time.

This is particularly important because we are in an area of such significant poverty. 70% of our students are dis-advantaged and our community, whilst a vibrant and wonderful place, is enormously complicated. Consequently, everything we do at George Green's - from the principles that underpin our curriculum, to its organisation, to our approach to learning and teaching, to our management of the physical environment - is designed to confront the injustices of poverty.

We really work hard to look after our students at George Green's School. Our ambitious vision is one of securing a happy future for every student. We have a range of systems and resources in place to help support our young people, including Place2Be, a full-time counselling service, funded directly out of our own resources, working with students across all our age groups.

We also have four full-time members of staff running our safeguarding team and three staff running our attendance team. CAMHS workers base themselves in school once a week. We have also built up our team of learning mentors over the past 2 years to include 6 fulltime members of staff working with a caseload of up to 80 young people.

We have developed strong, consistent and effective behaviour systems. As a result, student behaviour in lessons is nearly always excellent. We expect the highest standards at all times, best captured in our very simple school rules: 'Right place, right time, right thing. No excuses.'

Whilst our support for students is a given, our ethos is to be uncompromisingly supportive of our colleagues, too. The George Green's ethos is that every member of staff - no matter what their role, teaching or support – has a vital role to play in our students' achieving their own ambitions and our ambitions for them. SLT's proudest moments come when colleagues talk about how they have been helped to do their jobs even better or supported when something has not gone to plan.

Our continuing aspiration is for George Green's to be a learning organisation, where calculated risks are taken and mis-takes treated as an opportunity to receive feedback that drives improvement.

If George Green's sounds like the sort of place where you would like to work – and where you feel you could make a major contribution to its continuing success – then we would love to hear from you.

I hope you will feel suitably excited and encouraged to submit an application by the closing date **9am, Monday 17th November 2025**. Please return your completed application form and letter by email to the HR Department, hr@georgegreens.com If you do not hear from us within two weeks of the closing date, then your application has been unsuccessful on this occasion. I am sorry that we cannot reply personally to all applications.

I very much look forward to receiving and reading your application.

Best wishes,

*Jon Ryder
Principal.*

Jon Ryder
Principal





Job Description

Teacher of English

Grade: Inner London Allowance - MPS/UPS

Hours: Temporary Full-Time

Line Managed by: Head of Faculty/Department

In a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and new needs arise. This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the School's policies and under the direction of the Principal. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

1. TEACHING

- 1.1 Plan work in accordance with faculty schemes of learning and National Curriculum programmes of study.
- 1.2 Liaise with relevant colleagues on the planning of schemes of learning for collaborative delivery.
- 1.3 Work in collaboration with Teaching Assistants, SEND Team, EAL Team and others as appropriate.
- 1.4 Take account of students' prior levels of attainment and use them to set targets for future improvements.
- 1.5 Set work for students absent from school for health or disciplinary reasons.
- 1.6 Maintain good discipline by adherence to the advice given to staff in the staff handbook and elsewhere.
- 1.7 Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code.
- 1.8 Set appropriate and demanding expectations for students learning, motivation and presentation of work.

2. ASSESSMENT, RECORDING & REPORTING

- 2.1 Maintain notes and plans of lessons undertaken and records of students' work.
- 2.2 Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning as appropriate.
- 2.3 Carry out assessment programmes (e.g. reports) as agreed by the School, Department or Faculty.
- 2.4 Complete student records of achievement in line with policy and as specified in the published calendar.
- 2.5 Participate in Parent/Carer Evenings to keep parents informed as to the progress of their child.
- 2.6 Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Learning Plans for students.

3. PASTORAL WORK

- 3.1 Undertake responsibility for a tutor group as required including tutor/student interviews.
- 3.2 Be the first point of contact for parents of students in the tutor group.
- 3.3 Monitor (and set targets for) the social and academic progress of individuals in the tutor group.
- 3.4 Take responsibility for of the PSHE programme to one or more tutor groups as appropriate.
- 3.5 Promote good attendance and monitor in accordance with the school's attendance policy.

4. PROFESSIONAL STANDARDS

- 4.1 Support the aims of the School to promote an "Inclusive learning community".
- 4.2 Treat all members of the community, colleagues and students, with respect and consideration.
- 4.3 Treat all students fairly, consistently and without prejudice.
- 4.4 Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
- 4.5 Promote the aims of the school by attendance at and participation in events such as open evenings, options evenings and the like (as appropriate to responsibilities).
- 4.6 Support the ethos of the School by upholding the Code of Conduct, uniform, PFL rules, etc.
- 4.7 Take responsibility for own professional development and participate in staff CPL, training and development.
- 4.8 Reflect on own practice as well as the practices of the School with the aim of continual professional development.
- 4.9 Read and adhere to the various policies of the School as expressed in the School Development Plan, the staff handbook, subject team/year team documentation, etc.
- 4.10 Participate in the development and management of the School by attending various team and staff meetings.
- 4.11 Undertake all duties as prescribed within School policies.
- 4.12 Ensure that all deadlines are met as published in the School calendar.
- 4.13 Undertake professional duties that may be reasonably assigned to them by the Principal (e.g. cover, after school duties, etc.).
- 4.14 Be proactive and take responsibility for matters relating to health and safety.





Person Specification

Teacher of English

1. Qualification QTS status

2. Knowledge and Understanding

- A clear and well-thought out understanding of current educational issues, theory and practice.
- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.
- Have a secure knowledge and understanding of their specialist subject(s).
- Understand progression in their specialist subject(s).
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).

3. Planning and setting expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
- Plan effectively to meet the needs of students with a range of abilities in a mixed ability setting.

4. Teaching and managing student's learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

5. Assessment and evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- When applicable, understand the demands expected of students in relation to the National Curriculum and Key Stage 4 courses.

6. Student achievement

- Secure progress towards student targets by using appropriate assessment for learning strategies.

7. Relations with parents and the wider community

- Know how to prepare and present informative reports to parents/carers.
- Recognise that learning takes place outside the school context and provide opportunities to develop students understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for students' welfare.

8. Managing own performance and professional development

- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects, they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the students they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

9. Managing and developing staff and other adults

- Establish effective working relationships with professional colleagues including, support staff and beginning teachers.

10. Managing resources

- Select and make good use of textbooks and other resources.
- A whole-hearted commitment to implement the School's Equal Opportunities and Inclusion Policies.

11. Other attributes considered desirable at George Green's School

- A record of excellent attendance and punctuality.
- Excellent written and oral communication skills, including appropriate ICT skills.
- The ability to work, and contribute, effectively within departmental and Year-based teams.
- The ability to work actively and effectively with parents, governors and other stakeholders.
- Flexibility and a willingness to be involved in the life of George Green's School.
- The ability to use own initiative and motivate others.
- A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development.
- Commitment to implement the School's Equal Opportunities Policies.
- A developing range of successful teaching strategies.
- A secure knowledge of the importance of data as a means both to measure and to extend progress.
- A high level of organisational and planning skills.
- The ability to create a stimulating visual environment for the classroom.
- The ability to create a dynamic learning environment which values everyone equally.
- A commitment to the vision of George Green's School.
- An awareness of equal opportunities issues generally and specifically how they relate to this area of work.
- A willingness to be a life-long learner.

Other attributes considered desirable at George Green's School.

Application Process

All the details you need are available on the school website:

<https://www.georgegreens.com/Vacancies/Vacancies/>

We would prefer applicants to use the online facility to complete applications and return via email to the HR Department at hr@georgegreens.com. However; you may download, print, and complete the application by hand if you wish. Please be aware that should you choose to do this you will need to allow plenty of time when using the postal service. Below are details of how to complete the application electronically.

1. Having completed the application form, you should keep a copy for your own reference.
2. You may attach any other documents as additional information i.e. personal statement.
3. Send the application form and any other attachment via email to: hr@georgegreens.com



About George Green's School

George Greens' School was founded 184 years ago by George Green, a local businessman and philanthropist. The site on which the school now stands – and a number of other properties in the area – are owned by the charitable trust, established by George Green. The trust uses the income that derives from its properties to support enrichment opportunities for students attending the school.

The school has also, over more recent years, enjoyed very good financial and other support from the many businesses operating out of nearby Canary Wharf – and from the many community organisations with which it has partnered.

At the time the school moved to its current site in 1976, it was very much smaller than it is today and much of the current building did not exist. Over the years, however, with the numbers of prospective Year 7 parents putting George Green's as their first preference regularly outstripping the numbers of places available, the school took the decision to embark on a building programme – which not only increased its overall capacity but also maximised disabled access.

A number of years ago now, George Green's also welcomed into the school a number of students with complex and additional needs, from a local special school, which was closing – ensuring, through judicious use of the additional funding made available at the time, that these students were and remain fully integrated into the daily life of the school.

The school was also in the vanguard of the movement to provide Extended Services to students and the wider local community beyond the normal parameters of the school day – and in seeking to partner with local businesses, community and other groups. The school now works with a very wide range of partners to provide a range of services to both students and the wider community, both within the school day and out of hours.

For several years until very recently, the school also delivered Youth Services for the Isle of Dogs – during which time it consistently outperformed all annual targets within the local authority. Having outsourced it for some years, Tower Hamlets decided to return all aspects of Youth Service provision to centralised management. That notwithstanding, the school remains wholly committed to fostering existing community partnerships – and developing new ones wherever it can.



George Green's School Vision and Values

Our vision is:

- To be **an exceptional school**, characterised by high expectations and a commitment to inclusion and anti-racism
- For all our students to be **happy, safe and economically secure** throughout their lives
- To inspire our students to be **change-makers**, committed to social justice for all
- To teach our students to be the best people they can be

We will achieve this by:

- Creating a **high performing, inclusive and anti-racist culture** that embraces the diversity of its community, provides opportunities for all and reflects our Rights Respecting ethos
- **Teaching high quality lessons** that utilise the pedagogies we know are most effective for our students
- Teaching **an ambitious curriculum** that emphasises powerful knowledge and secures excellent exam outcomes, so that our students can become active citizens and are economically secure in adulthood
- Organising our curriculum so that it promotes **durable and flexible learning**, so that powerful knowledge is retained long into adulthood
- Providing exceptional levels of **support to all our students and their families** whatever their needs, including mental health support
- **Supporting our staff** through high quality professional learning, as well as broader support around wellbeing and workload, so that they can best serve our students

We will build our action plan around 5 strands: What we will focus on in 2024/25 so that we can achieve our vision and values

Pastoral

- Promote inclusion and anti-racism through the pastoral system and the pastoral curriculum, including PSHE and Rights Respecting framework
- Maintain high standards of attendance, effort and behaviour for learning through improved pastoral systems and enhanced parental engagement
- Encourage good mental health through effective counselling services, trauma informed practice and improved awareness of SEAL (Social Emotional Aspects of Learning)

Teaching

- Deliver a high quality programme of CPL that promotes awareness of inclusion and anti-racism
- Continue to embed effective pedagogies and develop understanding of new ones that will improve learning
- Improve the teaching of students with SEND so that the transition to The Hub model is effective
- Improve further the use of IT systems and software to support student learning, particularly in the event of a school closure



Curriculum

- Review the curriculum and implement changes so that it better reflects our aim to be an inclusive and anti-racist school
- Implement the changes from the 2022/23 curriculum review so that we are entirely compliant with the National Curriculum
- Further develop systems around the sharing and dissemination of the curriculum to staff, students and parents

Outcomes

- To deliver high quality outcomes that reflect our aim to be an inclusive and anti-racist school, despite the barriers created by Covid-19
- Further develop systems and strategies to ensure that outcomes reflect our high expectations of all students, including the use of Catch Up funding and the national tuition service
- Further develop systems for the quality assurance of teaching, assessment and the curriculum

Resources

- Ensure high levels of preparedness for a school closure, including detailed contingency plans
- Explore opportunities for building development
- Embed systems and procedures that ensure that the management of resources, including human resources, reflect the school's ambition to be inclusive and anti-racist



Organisation of the School Day

The school currently operates a 30-period two-week timetable, with 28 lessons lasting 100 minutes and 2 PSHE lessons, delivered by tutors, lasting 30 minutes. The school has 50 minutes for lunch, a morning break of 20 minutes and registration sessions at the start and at the very end of the day. The day currently starts for students at 8.45am and finishes at 3.20pm, followed by after-school clubs and Period 4 for Year 11 and Year 13 where applicable. The George Green's Community Bookings runs sports activities from 4.30pm to 10pm every evening.

CPL (Continuing Professional Learning)

Our commitment to ensuring all staff members receive the best possible training is a high priority for the school. CPL takes place every Wednesday in a scheduled session at the end of the day between 2.15pm and 4.30pm. Students finish earlier than usual on this day. Whilst the school continues to make selective use of high quality external courses, it provides much of the CPL available to staff in-house: we have established whole school training, faculty based training and a separate programme to cater for more individual needs. Our staff training has played a critical role in recent improvements and is highly valued by staff.

Curriculum values

At George Green's School we believe that an effective curriculum:

1. Produces high levels of academic excellence and transcends exam success
2. Emphasises the role of knowledge in developing the critical thinking skills that are necessary for a successful adulthood and empowers students to be good decision-makers
3. Prioritises the important cultural, scientific and social knowledge that will enable students to understand the changing world around them and their place in it
4. Prepares students for life as culturally, democratically and economically engaged citizens
5. Is engaging and fosters a love of learning and a thirst for knowledge
6. Recognises the importance of all learning, formal and informal
7. Is organised in a way that encourages durable and flexible learning
8. Provides opportunities for students to develop high levels of literacy, including oracy, and numeracy
9. Includes regular opportunities to use formative assessment to check understanding and adapt teaching
10. Encourages students to be physically and mentally healthy
11. Provides choice, so students are encouraged to take ownership over their learning and develop specialisms in areas where they have a particular strength or interest
12. Uses time effectively, so that lessons are purposeful and meaningful
13. Reinforces our PACCAR principles (Principled, Adventurous, Creative, Collaborative, Analytical, Resilient)





Recruitment of Ex-Offenders

1. Equal Opportunities Policy Statement

- 1.1 This policy should be read in the context of George Green's School's policy statement on equality and diversity.
- 1.2 George Green's School wishes to make it clear that having a criminal record will not necessarily bar anyone from employment. This decision will depend on the nature of the post, and the circumstances and background of the offence(s).

2. Recruitment of ex-offenders

- 2.1 George Green's School is committed to the fair treatment of its staff and potential staff. As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions in the School, George Green's School complies fully with the DBS Code of Practice and undertakes to treat all applicants for posts fairly.
- 2.2 George Green's School undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- 2.3 George Green's School has a statutory duty to request a Disclosure for all positions in the School. All posts in George Green's School are exempt from the Rehabilitation of Offenders Act 1974 and the School is entitled to ask questions about a candidate's entire criminal record, including 'spent' convictions and cautions, reprimands, warnings and bind-overs.



- 2.4 All applicants called for interview are encouraged to provide their criminal record at an early stage in the process. This information should be sent under separate, confidential, cover to the Principal, who guarantees that this information is only seen by those who need to see it as part of the recruitment process.
- 2.5 George Green's School undertakes that all staff involved in recruitment and selection will be trained appropriately. They will also be made aware of relevant legislation pertaining to the employment of ex-offenders.
- 2.6 At interview, or in a separate discussion, opportunities will be pursued to ensure that all necessary evidence is collected upon which selection decisions can be fairly based. This will include the relevance and circumstances of offences.
- 2.7 Failure to reveal information which is directly relevant to the post will lead to a subsequent withdrawal of any offer of employment.
- 2.8 George Green's School makes every subject of a DBS aware of the existence of the DBS Code of Practice and will make a copy available on request.
- 2.9 George Green's School will undertake to discuss any matter revealed in a Disclosure with the person seeking the post before any decision is made to withdraw a conditional offer of employment on the basis of the Disclosure.

We are a UNICEF Gold Rights Respecting School

We are a values-driven school, utterly committed to providing our students with an exceptional education that impacts on both them and the community as a whole. We are proud to be a Rights Respecting Gold Award School.

Our PACCAR values lived and breathed in our school, are described below:

Principled | Adventurous | Creative | Collaborative | Analytical | Resilient



 @georgegreense14

 @George_Greens

 www.georgegreens.com

 [george-greens-school](https://www.linkedin.com/company/george-greens-school)

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