



# Teacher of English

**Start Date: September 2025**

We are looking to appoint an enthusiastic, highly motivated and inspirational teacher of English. You will join a highly successful and well-resourced department. This role is suitable for both ECTs, who would benefit from a comprehensive range of support and guidance, and more experienced teachers alike. We are open to applicants who may be looking for part time work as well as applicants looking for a full-time position.

- Please return completed application forms to [recruitment@toynbee.hants.sch.uk](mailto:recruitment@toynbee.hants.sch.uk)
- No CVs will be accepted.
- Deadline for application is: Wednesday 26th March
- Please note that we encourage early application, and we may interview and appoint ahead of the deadline

Toynbee School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Bodycoats Road, Chandlers Ford, Hampshire, SO53 2PL**

[www.toynbee.hants.sch.uk](http://www.toynbee.hants.sch.uk)





# Welcome

## from the Headteacher, Matthew Longden

I am delighted that you are considering applying to be an English Teacher at Toynbee School. We are proud to be a holistic and inclusive school that promotes the highest expectations of our pupils. It is an exciting time in our development as a school and we are determined to further improve on our journey to become "outstanding". We are proud of our successful OFSTED inspections in 2015 and 2019, however, we are never complacent and know that there is always more we can do to improve Toynbee for pupils, staff and the wider community. Our pupils know that they are at the centre of all we do and as a result they play a significant role in shaping the school's improvement.

Toynbee is a friendly school with a strong reputation in the local neighbourhood for excellent results and delivering on its 'Personal Best ethos'. Our parents have described the school as "a gem in Chandler's Ford", and our pupils' aspirations and dreams for their future are the central focus of our work here. We believe that only through full participation in school life can our pupils become the most incredible person they can be. We want them to thrive and develop their potential through every opportunity offered to them, both within and beyond the classroom. Our pupils can enjoy exceptional teaching, with friendly and respectful support alongside some of the best extra-curricular provision the County has to offer.

Our academic curriculum is traditional and there is plenty of choice for all pupils' talents to be recognised. We pride ourselves on finding flexibility for individuals' needs and whilst this is provided for across the schools' academic and extra-curricular activities, it is especially evident in our Visually Impaired Resource Centre that supports VI pupils across Hampshire and beyond.

When pupils join Toynbee they are put into one of four houses and it is through our House System that pupils are given the chance to earn rewards, achievement points and enter inter-house competitions, which both reinforce and celebrate the gifts and talents of our pupils.

Alongside the impressive exam results our pupils achieve; we want them to grasp every opportunity to learn a new skill or participate in an event which stretches and enriches them. We believe that opportunities taken open doors and develop the whole person. None of this could be achieved without our excellent Guidance Support Team who enable our pupils to flourish and grow in confidence and ability during their time with us.

If you are ready for the next challenge in your career, and would like to be part of this dynamic, exciting journey, we look forward to receiving your application.





# Teacher of English

## Reporting to: Head of Department

### Salary Range: MPS/UPS

## Welcome from the English Department

The vision of the English department at Toynbee is to develop a love of literature; teaching pupils to look beyond the obvious and question the world.

The department comprises of ten hard-working, loyal and enthusiastic teachers. The departmental leadership structure consists of a Head of Department and two Assistant Heads of Department.

There are eight English classrooms and a departmental office/workroom.

#### Key Stage 3 – Year 7 & 8

- Pupils are taught in mixed ability groups, comprising approximately 25-28 pupils per class.
- Year 7 and 8 pupils are taught their lessons across 7 x 1 hour lessons over 2 weeks.
- There are currently Schemes of Work in place for all topics.

#### Key Stage 4 – Year 9,10,11

- Pupils are taught across 8 x 1 hour lessons a fortnight over the Key Stage.
- Pupils are taught in mixed ability groups.
- All pupils study GCSE English Language (AQA) and Literature (AQA)

#### Curriculum Development

The Department are currently focusing on:

- Ensuring our curriculum is robust, sequential and meaningful and linked to the National Curriculum.
- Further refining the KS4 curriculum to promote even better progress.
- Developing strategies to secure even better outcomes for our most able pupils

#### Continued Professional Development

The school offers outstanding CPD opportunities. We work closely with the Local Authority and have many links with subject inspectors and local schools. We pride ourselves on an internal training programme which is second to none. All staff are able to contribute to this.



# Job Description

To teach effectively in an identified departmental area fulfilling all the professional responsibilities of a teacher.

Duties and Responsibilities:

- Careful planning and preparation of lessons and a willingness to contribute to departmental discussions on the curriculum.
- The assessment of pupils in accordance with departmental policy and the recording of assessment and the provision of reports as required.
- Consultation and communication with parents and a contribution to all meetings arranged for this purpose.
- Taking part in arrangements for further training in professional development as a teacher.
- Maintaining a good order and discipline amongst pupils whilst maintaining the highest standards of care and courtesy.
- A reasonable contribution to the general duties of the school and cover of absent colleagues in accordance with generally accepted policies.
- Careful observations of all the rules pertaining to Health and Safety in the Department and sensible care of all stock and equipment.
- Participation in departmental and pastoral meetings as required.
- Care of the teaching area with a contribution to display areas to provide a stimulating and attractive learning environment.
- To be a tutor and contribute fully to the pastoral organisation of the school.
- Any other duties deemed suitable by the Headteacher in line with the expectations of a main scale teacher.

# Person Specification

Criteria	Essential	Desirable
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## Professional Values and Practices

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|---|---|--|
| • High expectations of all students                         | ✓ |  |
| • Ability to contribute to the corporate life of the school | ✓ |  |
| • Commitment to their own professional development          | ✓ |  |
| • Commitment to equal opportunities                         | ✓ |  |

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## Knowledge and Understanding

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|----------------------------|---|--|
| • Good Honours Degree      | ✓ |  |
| • Qualified Teacher Status | ✓ |  |

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## Teaching and Classroom Management

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|--|---|---|
| • Ability to inspire and motivate learners   | ✓ |   |
| • Ability to plan lessons on the basis of learning objectives and information about prior learning                                 | ✓ |   |
| • Ability to select and prepare appropriate resources  | ✓ |   |
| • Understanding of and compliance with safe practices  | ✓ |   |
| • Understanding of and compliance with the requirements of the National Curriculum programmes of Study and related schemes of work |   | ✓ |
| • Understanding of the importance of literacy, numeracy and Citizenship within their subject area                                  |   | ✓ |
| • Ability to use new technologies to support and accelerate learning   |   | ✓ |

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## Monitoring and Assessment

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|---|---|--|
| • Ability to assess students' learning and to use this assessment to plan future teaching and raise student achievement | ✓ |  |
| • Understanding of the importance of Assessment for Learning  | ✓ |  |
| • Understanding of the use of success criteria and grade/level descriptors when making assessments                      | ✓ |  |

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## Communication

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|--|---|--|
| • Have written and oral skills of a high order   | ✓ |  |
| • Be able to build professional relationships and work sensitively with a wide variety of people | ✓ |  |
| • Demonstrate good presentational skills   | ✓ |  |

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## Personal Qualities

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| • Ability to work as part of a team  | ✓ |   |
| • Verbal and written communication skills suitable for working with parents, colleagues and students | ✓ |   |
| • Experience of working with young people outside the classroom                                      |   | ✓ |
| • Have a love of teaching and learning and sensitivity to young people                               |   |   |
| • Have integrity, optimism, flexibility, resilience  | ✓ |   |
| • Have stamina to cope with the demands of the post  | ✓ |   |
| • Be able to adapt to changing circumstances and new ideas   | ✓ |   |
| • Show commitment and reliability  | ✓ |   |



# How to Apply

Applicants should complete an application form in full before your application can be considered. It is available to download from our website [www.toynbee.hants.sch.uk/vacancies](http://www.toynbee.hants.sch.uk/vacancies). Please submit your application so that it is received no later than the closing date and time to:

## Toynbee School

Bodycoats Road, Chandlers Ford, Hampshire, SO53 2PL

## FAO: HR Manager

Email: [recruitment@toynbee.hants.sch.uk](mailto:recruitment@toynbee.hants.sch.uk)

Please ensure that the application form is fully completed including the Equality Monitoring Form. Two referees must be supplied, as indicated on the application form

## Shortlisting Process

Shortlisted candidates will be invited to interview. Interview days usually involve time for applicants to get to see the school and staff they will be working with, as well as a number of assessment activities, depending on the post. Interviews are normally arranged within three weeks of the closing date. We will not always be able to reply personally to all unsuccessful applicants, but please be assured that we will take the time and trouble to read each application carefully.

