



THE BILLERICAY SCHOOL
A MATHEMATICS AND COMPUTING COLLEGE
JOB DESCRIPTION



Job Title	Teacher of English – Maternity Cover
Grade/Salary	Main Scale
Hours	Full Time
Date Required	September 2021
Closing Date	17 May 2021 at 09.00 am
Interview Date	Week Commencing 24 May 2021
Reporting To	Head of English

Details

We seek a committed and enthusiastic teacher of English to join an excellently resourced English department. Teaching to A level is available.

Potential candidates are encouraged to get in touch with any questions they might have or to arrange a visit to the school.

Principal Responsibilities

- To participate in the development of appropriate syllabuses, materials and schemes of work.
- To be Form Tutor of an assigned form and to carry out related duties in accordance with the general job description of Form Tutor.

General Duties

- To carry out a share of supervisory duties in accordance with published rosters.
- To participate in appropriate meetings with colleagues and parents relative to the above duties.

About the School

The Billericay School is a heavily oversubscribed comprehensive in Essex with a specialism in Mathematics and Computing. The school has polite and engaged students who want to learn and benefits from good parental support.

The English Department has a strong ethos of collegiality and has a track record of consistent success in all key stages. With a range of full and part time teachers, we draw on wide-ranging talents and interests to create innovative practices to encourage effective learning. All English classes at The Billericay School are mixed ability. As a reflective Department, we are keen to find ways to build on our good practice and to improve our teaching,



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sharing resources and strategies to improve outcomes for all students. Our GCSE results have been consistently above national averages and English is a popular subject at Key stage 5. We are currently looking to recruit a new member to our high-achieving and successful and supportive team.

The Vision

Our philosophy is one of flexibility, changing our practices to suit the needs of individual students and various cohorts. We aim to provide the following for each student:

- A broad and challenging curriculum
- Active learning
- Independent learning opportunities
- Personalised learning targets
- A range of teaching methods and styles
- A variety of resources to enhance varied learning styles
- Specific intervention strategies for individual students

English at KS3

Students cover a range of units of study, with shared resources banks providing teachers with choices of materials to adapt for their specific classes. There is a focus on developing competency skills, including working with others, speaking collaboratively, independent learning, resilience and self-evaluation. With the recent, national changes at GCSE and at KS2, KS3 is being continually developed so that challenge and rigour is embedded within innovative and engaging lessons.

English at KS4

We follow the AQA syllabus for both English Language and English Literature. Study of the two courses is integrated, with clearly defined units of study and, again, shared resources. Our success rate for students' progress at GCSE is excellent and we intend to continue to offer our examination classes' high quality teaching to allow them to achieve their full potential.

English at KS5

The numbers of students opting to take one of our two A Level courses is testament to their success and appreciation of their experience at GCSE. We follow the OCR syllabus for English Literature and English Language and Literature. Students take the full A Level with exams and coursework in Year 13. We take a seminar approach to some of our A Level lessons in response to students' changing needs as scholars and in preparation for their possible transition to higher education.



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Departmental Priorities are:

- Provide an extensive curriculum at Key Stage 4 and 5 so that our students have the best chances to succeed.
- To develop our Key stage three programmes of study to ensure that students build rapidly on the work done at Key stage 2 and are fully prepared for the challenge of GCSE English at Key stage four.
- Continue with, and refine, our current revision and intervention strategies to support our students to be successful.
- Challenge all learners, allowing them to become independent and resilient.
- Collaboratively, within the department, develop our schemes of learning and a range of resources that enthralls and engages all learners.
- Provide CPD for all staff within the faculty to allow them to continue to develop as all outstanding practitioners should.

With direct links to the 'Outstanding' Billericay Educational Consortium, The Billericay School is renowned for the high standards of CPD it delivers as well as the collaborative and supportive ethos it promotes amongst staff.

Our Governing body is committed to safeguarding and promoting the welfare of all children and young people and expects all staff and volunteers to share in this commitment. The post is subject to satisfactory medical checks, enhanced DBS clearance and references.

How to apply

When applying for this position, please use The Billericay School application form, which can be found on our school website under Vacancies: <https://www.billericayschool.com/vacancies/>

Please do not hesitate to contact us if you have any questions.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.



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PERSON SPECIFICATION



Category	Essential	Desirable
Application	<ul style="list-style-type: none">• Supportive reference/s• Well-structured supporting letter	
Qualifications	<ul style="list-style-type: none">• Supportive reference/s• Well-structured supporting letter	
Experience	<ul style="list-style-type: none">• Qualified Teacher status• Degree in a relevant subject	<ul style="list-style-type: none">• Good honours degree in English
Professional Development	<ul style="list-style-type: none">• Evidence of successful classroom teaching• Track record of teaching and motivating all ages and abilities (at Key stages 3 and 4)• Ability to demonstrate high standards of classroom practice	<ul style="list-style-type: none">• Previous teaching experience• Involvement in /commitment to extracurricular activities• A level experience
Skills	<ul style="list-style-type: none">• Ability to motivate and encourage students across the age and ability range• Ability to work successfully as part of a team, sharing good practice	<ul style="list-style-type: none">• Ability to communicate effectively in a variety of situations• Ability to offer teaching in other subject disciplines
Special Knowledge	<ul style="list-style-type: none">• Knowledge and experience of using a wide range of teaching and learning strategies (including successful use of differentiated material)• Knowledge of effectively using assessment data to inform teaching and learning	<ul style="list-style-type: none">• Use of ICT in supporting all aspects of school and professional life• A clear vision and understanding of the needs of secondary students
Personal Attributes	<ul style="list-style-type: none">• Ability to demonstrate enthusiasm and sensitivity whilst working with others• Caring attitude towards students and parents• A good health and attendance record• Emotional stability, can cope with pressure and use humour to good effect	<ul style="list-style-type: none">• Ambition to progress further in due course• Flexibility and adaptability in order to be able to mix and work with a wide range of people• Interests beyond teaching/school• Evidence of being able to build and sustain effective working relationships with staff, governors, parents/carers and the wider community• Ability to initiate and manage change with successful outcomes