



Dinnington High School

Teacher of English (TLR)

Part of

LEAP

Multi Academy Trust

Post Title: Teacher of ENGLISH (TLR)

This is an exciting opportunity for an enthusiastic, driven and well-qualified teacher of English to join our team.

This post is full time, permanent with a start date of 1st January 2023. It also attracts a TLR2a allowance.

The closing date for applications is Monday 28th November 2022.

The Department

Staffing

The English Department at Dinnington High School is a talented, creative and enthusiastic team. There are currently 7 full-time and 4 part-time teachers in the department. We have strong relationships and we really do work as a solid unit. We share ideas, we support each other and we constantly strive to do the best that we can for the young people we teach, putting students at the heart of all that we do.

Department Vision

We have a strong vision for English – we want to give our students the best possible experience at Dinnington to foster a love for the subject and give them skills they will need to be successful in life. We have developed a rich and innovative spiral curriculum which is designed to embed cultural capital, expose students to a range of literature from contemporary to historic, and embed the skills they will need at GCSE, A level and beyond. We have a strong focus on vocabulary and oracy – recognising that improving our students' ability to communicate is key to driving their progress and improving their life chances.

Subject Information

English is an essential part of the Core Curriculum in years seven to eleven. At KS4 we follow AQA GCSE English Language and AQA GCSE English Literature. A Level English Literature and English Language are popular choices and we would welcome applicants with the ability and enthusiasm to deliver at post 16.

At KS3, Y7 starts with a curriculum which aims to take the students on a journey through the history of English, teaching them, through texts, how we came to speak the language that we do today and embedding contextual understanding that they can draw on at GCSE and beyond. We also study the popular novel 'My Swordhand is Singing'. Y7 have one lesson of 'accelerated reader' a week in the library to help support our whole-school culture and ethos of reading for pleasure and progress. In

Y8, our curriculum is all about how language is used to create an identity, and through different texts we explore our relationships with ourselves and each other. We are currently reading the engaging novel 'Haunt: Dead Scared' with our Y8 students to challenge and engage them, whilst being a befitting text to support an introduction to the gothic genre which students will shortly be learning about.

At KS4, through years 9-11, we study a mixture of exam texts (A Christmas Carol, Romeo and Juliet, An Inspector Calls and the Conflict Cluster poetry) and non-exam texts, on which we hinge language paper 1 and 2 style-question, as well as developing oral skills and promoting a love of reading. We have a set of free read texts to help develop an enjoyment of reading at KS4 and deliver these as 'fast-reads' across the curriculum where possible, and signpost students to them at other times, to further support reading for pleasure.

All our curriculum is tightly planned and all schemes are fully resourced with high quality, engaging, challenging lessons which all feed in to the 'bigger picture' of our vision for English. Staff are expected to adapt these schemes to suit the needs of their group, whilst ensuring key knowledge is covered.

In Years 7&8, students have four lessons of English per week. In Year 9-11, they have 5 periods. A Level courses have five periods per week.

Resources

The department is based in a suite of rooms in the new building. In addition to pleasant classrooms, all with interactive whiteboards, we have two stock rooms, an English work room, and a kitchen on each corridor. We have close links with the librarian and full access to library resources.

Opportunities

Members of staff are encouraged to develop skills and experience through in-service training and departmental responsibility. All teachers are expected to contribute to departmental resources and initiatives. We embrace new ideas and are always keen to develop our curriculum to ensure it is the best it can be.

We would love to hear from colleagues who have excellent subject knowledge, or are willing to develop it; who are self-motivated and who have a passion for teaching English.

Job Description

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

Planning Teaching & Classroom Management

- identifying clear teaching outcomes and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of engagement;
- setting appropriate and demanding expectations;
- setting clear learning goals, building on prior attainment;
- being aware of and making provision for students' differing needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of long term plans;
- building positive relationships with students;
- implementing academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- using effective questioning, listening carefully to students, giving attention to errors and misconceptions
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered learning environment;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- contributing to the development of schemes of learning in the subject;
- liaising with the Subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessing, Recording & Reporting

- assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and academy procedures;
- undertake assessment of students and participate in the academy's system for reporting to parents.

Pastoral Duties

- be a Form Tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Head of Year to ensure the implementation of the academy's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students.

Other Professional Responsibilities

- have a working knowledge of teachers' professional duties, teacher standards and legal liabilities;
- operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;

- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;
- contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;
- take responsibility for own professional development and duties in relation to academy policies and practices including health & safety policies;
- liaise effectively with parents.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills & Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I
	Sensitive to the varying needs of young people and individuals	A/I/R

Personal Attributes	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

* A – Application form; R – Reference; I – Interview; C – Certificates

Dinnington High School's mission is to help all students to "Achieve Excellence" via quality first teaching, responsive pastoral care and decisive leadership.

We welcome contact to discuss this post, as well as visits to our school.

Completed applications should be returned either by post to: Dinnington High School, Doe Quarry Lane, Dinnington, Sheffield, S25 2NZ or by email to recruitment@din.leap-mat.org.uk

The Learner Engagement and Achievement Partnership is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the disclosure of criminal records can be found at <https://www.gov.uk/disclosure-barring-service-check>.

We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may face.

Dinnington High School
Doe Quarry Lane
Dinnington
Sheffield
S25 2NZ

Tel: 01909 550066
info@dinningtonhigh.co.uk