

The South Wolds Academy and Sixth Form



Teachers of English Application Pack

January 2023



January 2023

Teachers of English (2 posts)

1x One Year Fixed term contract

1x Permanent contract with possibility of TLR

Dear Applicant,

Thank you for your interest in this post.

The South Wolds Academy is a popular, high-attaining 11-18 school. Our main aim is to enable every student to achieve their academic and social potential. We strive to achieve outstanding attainment and care, guidance and support, underpinned by a strong programme of enrichment that prepares our students for the rest of their lives. In December 2019 OFSTED judged us to be a good school with many outstanding features and the most recent report can be found on our website. We are regularly one of the 10 highest performing schools in Nottinghamshire and our "culture of high achievement is prevalent in all that we do.

At the centre of our improvements are outstanding staff who are committed to taking every possible step to enable our students to enjoy and succeed. If you are successful in your application for this post then you can rest assured that we will be absolutely committed to your professional development, work-life balance, and career aspirations. Governors, senior leaders and I are committed to enabling all staff to fulfil their roles successfully, to flourish professionally and prepare for the next stage of their career.

Perhaps our school is best summed up by OFSTED who reported that "pupils achieve well within a culture of high ambition" and "teachers have high expectations of what pupils can achieve". We are looking for someone who can make a major contribution to our great school and further enhance our students' experience.

We would urge all candidates to explore the school website www.southwolds.co.uk to find out more about our great school and students. Alternatively, you can follow us on twitter (@SouthWolds) or Facebook for an easier way of staying in touch.

South Wolds is an exciting place to work – a place where staff and students do have a smile on their faces. We would be delighted to hear from you if you decide to apply for this post.

To apply, please visit www.emet.uk.com/vacancies and complete an online application form. In your personal statement, please specify which position you are applying for, or if you would like to be considered for both'. The personal statement should be considering the person specification and indicating why you would be the best person for us to recruit to this position.

If you have any queries then please contact Jo Egglenton by phone or email jegglenton@southwolds.notts.sch.uk

The successful candidate will have to meet the requirements of the person specification in order to be offered the post, will be required to undergo a full enhanced DBS check and must be eligible to work in the UK. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safeguarding checks will be undertaken during the recruitment process and this may include online searches.

We welcome applications regardless of age, gender, ethnicity or religion.

We look forward to hearing from you. **The closing date for applications is 8.00 am on Thursday 9th February 2023.**

We reserve the right to interview suitable candidates prior to that date. Should this prove successful we may close to new applicants earlier so please don't delay in submitting your application.

Yours sincerely

Halina Angus
Head Teacher



English at The South Wolds Academy and Sixth Form

The English Faculty has a well-deserved reputation for delivering high quality teaching, rich learning experiences and good examination results to all learners in the 11-18 age range. At the core of what we do is a desire to ensure all learners make outstanding progress. Our approach for achieving this is to work collaboratively and effectively as a team in all aspects of teaching, learning and assessment.

The successful candidate will have a key role in contributing to the ongoing improvement of outcomes for students and continuing to ensure English is a rich and engaging part of every student's curriculum.

In December 2019, The South Wolds Academy was inspected by Ofsted and English were a focus subject for the inspectors' 'deep dive'. The process allowed us to share what still defines our approach:

- the organisation of our curriculum that prioritises embedding knowledge, building cultural capital and promoting the progression of skills;
- the high quality teaching and learning that takes place in all lessons;
- the clarity and developmental focus of our approach to marking and assessment;
- our collaborative approach as a faculty to all we do;
- the full range of support for each team member's professional development.

As a core subject, all pupils study English up to the age of 16. At Key Stage 3 we teach to a programme of units supported by schemes of learning. A significant emphasis is placed on teaching a skills-orientated curriculum centred on Reading, Writing, Speaking and Listening assessment objectives. In the past year, this has been remodelled with significant work invested in creating a curriculum that is engaging, varied but also provides a clear foundation for GCSE.

At the end of Key Stage 3 and throughout Key Stage 4, we prepare students for the AQA GCSEs in English Language and English Literature with nearly all students studying both courses. Both Key Stage 3 and 4 classes are organised into target level classes based on learners' ability.

There is a well-established A Level course in English Literature (AQA) and also English Language (AQA) and these are a popular choice with students.

We pride ourselves on the learning environment we create within the English block and our approach to recognising and celebrating the achievements of our learners. The Faculty is housed in a suite of eight teaching rooms. All classrooms are equipped with interactive whiteboards, visualisers and other audio-visual equipment. In addition, we have direct access to the school's library which has been remodelled and been subject to recent investment as part of our mission to develop the reading culture within the academy. The English Faculty also enjoy the benefits and comfort of a work room which includes personal workspaces and a small kitchen area.

The successful candidate will join a team of eight other specialists. We are a well-integrated, good-humoured and friendly team with considerable experience. We are always open to new ideas and look forward to being joined by a dynamic, innovative and committed practitioner who will strive to raise the standard of teaching and learning whilst endeavouring to secure outstanding progress for all learners.



Job Description for a post of Responsibility – Teaching Staff

Title of Post

Teacher of English – Engagement and Reading Lead

1. Name of Teacher

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2. Salary

Main Scale + TLR 2a

3. Accountable and responsible to:

English Performance Leader

4. Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

1. Inspire trust and confidence in pupils and colleagues
2. Build team commitment with colleagues and in the classroom
3. Engage and motivate pupils
4. Demonstrate analytical thinking
5. Improve the quality of pupils' learning

5. Basic Tasks of a teacher:

1. TEACHING

- 1.1. Appropriate preparation to meet the needs of the groups of students concerned.
- 1.2. Effective classroom management to enable and encourage learning.
- 1.3. Marking and response to all work.
- 1.4. Setting and marking homework according to the academy's agreed schedule and policy.
- 1.5. Reaching agreed teaching standards and ensuring the safety of all students.
- 1.6. Working to ensure that all students achieve their full potential.

2. PASTORAL CARE/AND AS A FORM TUTOR

- 2.1. Managing your tutor group to create a positive personal and group relationship.
- 2.2. To know every student in the tutor group and to recognise their needs.
- 2.3. To offer solutions to those identified needs as appropriate.

- 2.4. To counsel, encourage and nurture all students in your tutor group in all aspects of their social and academic development.
- 2.5. To foster close and effective relationships between the academy and parents.

3. PERSONAL SKILL DEVELOPMENT

to work in co-operation with your 'line manager' to maintain a personal development programme which:

- 3.1 Further enhances and develops subject related skills.
- 3.2 Increases professional skills as a tutor and a teacher.
- 3.3 Encourages the development of colleagues. Involves the sharing and taking of responsibilities within the academy and department.
- 3.4 Encourages and maintains a high level of motivation amongst students.

4. THE DEPARTMENTAL AND WHOLE SCHOOL COMMUNITY

contributing to the improvement and maintenance of an effective school.

- 4.1 To contribute to the development of effective teamwork throughout the academy.
- 4.2 To attend and contribute towards all relevant meetings
- 4.3 To contribute towards the development of departmental teaching materials and the review of syllabi and schemes of work.
- 4.4 To encourage and foster the development of extra curricular activities.
- 4.5 To maintain and present a professional attitude, appearance and conduct at all times.
- 4.6 To respond to the challenges and opportunities offered in a Community Academy

6. Engagement and Reading Lead:

The teacher will lead on the following areas:

- 7.1 Leading reading across the academy, supporting the work of the Assistant Head Teacher responsible for KS3 Progress and Inclusion.
- 7.2 Organising curriculum based enrichment opportunities for students to enthuse and inspire.
- 7.3 Ensuring stretch and challenge is embedded across the department.
- 7.4 Supporting the continued growth of numbers choosing to study English at A level

7. Main purpose of job:

To carry out the following professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Headteacher.

Knowledge and understanding

- Maintain an up to date knowledge of good practice in teaching techniques
- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements
- Have a secure knowledge and understanding of their specialist subject(s) (for secondary equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula)
- 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

- Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s)

Planning and setting expectations

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment
- Identify pupils who are very able or 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)
- Understand and apply effective classroom management
- Understand and apply a range of teaching strategies
- Positively target and support individual learning needs
- Maintain high levels of behaviour and discipline
- Make best use of all resources

Teaching and Managing Learning

- Demonstrate appropriate consistent progress
 - For the majority of pupils
 - Across all teaching areas
 - Across all spectrums of background, ability and behaviour
 - That compares favourably with pupils in similar settings
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Effectively use homework and other extra curricular learning opportunities
- 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, setting clear targets which build on prior attainment

Assessment and evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS4 and post-16 courses
- Assess and record pupils' 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 pupil is achieving

Parents

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

Students

- To monitor the progress made in meeting targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Secure progress towards pupil targets

Managing own performance and 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.
- Effective use of time available
- Understand their professional responsibilities in relation to academy policies and practices
- Set a good example to the pupils they teach in their presentation and their personal conduct
- Evaluate their own teaching critically and use this to improve their effectiveness
- Contribute to the development and/or implementation of academy policies
- Use the Performance Management process to advance pupil learning and enhance professional practice in line with the academy's aspirations and priorities
- Promote the wider aspirations and value of the academy

8. Health and Safety

1. To be familiar with the Academy Health and Safety policy.
2. To advise the English Performance Leader on Health and Safety matters as the need arises.

9. Further Statement

The contents of this job description and allocation of particular responsibilities may be amended after consultation from time to time.



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Person Specification – English Teacher

This is the specification to which we shall be working throughout the selection process. Your letter of application will be part of this process and will need to address these areas wherever possible.

	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> ▪ Qualified Teacher Status ▪ Degree or PGCE ▪ An enhanced CRB check 	<ul style="list-style-type: none"> ▪ Good honours degree ▪ 'A' level average of C or above (or equivalent)
Training and professional development	<ul style="list-style-type: none"> ▪ Evidence of recent and relevant CPD 	<ul style="list-style-type: none"> ▪ Relevant Higher Degree or Diploma
Experience	<ul style="list-style-type: none"> ▪ Successful experience of teaching English throughout Years 7 – 13 ▪ Successful tutor group experience 	
Skills and abilities	<ul style="list-style-type: none"> ▪ Excellent classroom practitioner ▪ Ability to work under pressure ▪ An ability and enthusiasm to exploit the possibilities and potential of English within and beyond the classroom ▪ Evidence of good organisational skills ▪ A good team player ▪ An ability to use and interpret data in order to design and implement intervention for individuals or groups of students who are underperforming 	<ul style="list-style-type: none"> ▪ A reputation for fair but firm management of student behaviour ▪ Coaching skills
Knowledge and understanding	<ul style="list-style-type: none"> ▪ An excellent understanding of the English curriculum across all key stages ▪ Basic understanding of the nature and implications of recent research into what makes for effective learning 	<ul style="list-style-type: none"> ▪ An awareness and understanding of the likely consequences of curriculum change
Personal Attributes	<ul style="list-style-type: none"> ▪ A proven ability to relate well to young people ▪ A proven ability to relate well to colleagues ▪ A commitment to helping students of all abilities to achieve the very highest standards of which they are capable ▪ Adaptability, flexibility and capacity for hard work ▪ A desire and determination to make a significant contribution to the school 	<ul style="list-style-type: none"> ▪ Clear and broad vision for education and schooling ▪ Ambition to progress further in the profession
Equal Opportunities/ Safeguarding	<ul style="list-style-type: none"> ▪ Understand and demonstrate a willingness to promote positively the Equal Opportunities Policy and safeguarding policy of The South Wolds Academy and Sixth Form 	