

Teacher of English from September 2019

Thank you for your interest in this post and we look forward to receiving your application.

We are seeking someone with the commitment and enthusiasm to be part of a lively, well managed and successful team. The staff in the English department enjoy their work and strive to deliver interesting and stimulating lessons. There is a supportive climate in which there is much cooperation, resulting in detailed schemes of work and excellent resources.

The successful candidate will be given full support and will be encouraged to engage in further **professional development** which we believe will benefit both the individual and the school. We have a strong induction programme, particularly for NQTs who will be accredited through the George Abbot Teaching School Partnership, and whose salaries will be backdated to 1st August. The successful applicant is likely to be a form tutor. As the school transitioned from being a Local Authority Community School to forming a MAT, a key element was maintaining the full benefit and protection of the **national Pay & Conditions**. Similarly, staff appointed from other academies are not disadvantaged, e.g. by counting service towards sick pay and maternity leave. The school takes a constructive approach towards Performance Management & Appraisal and Pay Progression and offers many opportunities for career development through paid responsibilities.

Please note that NQT salary is backdated to 1st August

This document contains information about the department and the person specification. Separately, there are documents:

- overview information about the school including extracts from the January 2015 Ofsted report and information about being a Leadership Partner School
- an introduction to the school, its ethos and approach
- new staff welcome package (including Summaries and extracts from the ‘Investors in People’ Reports in the last 4 years)
- examples of how staff have joined the school and developed their careers
- a location map for the school

Applicants should submit the Application Form and a letter of application which should not normally exceed two sides. A curriculum vitae is not necessary as all relevant information should be included on the application form or in the letter.

Visit our website www.ashcombe.surrey.sch.uk for information about the school. In particular, if you look at the “About the School” section, there is a range of information including “Information for prospective staff”.

This school/college is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS)

Candidates selected for interview will be informed by telephone. We do not generally contact candidates who are not shortlisted.

Thank you for taking the time to complete your application.

Current Information on The English Department

Introduction

The department was praised in the last OFSTED inspection ("Teaching is consistently good in English." "In one lesson students were observed reciting sections from Macbeth and clearly enjoyed doing so."), and is keen to develop still further the academic successes which have been gained by the pupils right across the ability range including a number of students going on to study at degree level at Oxbridge and other universities. At GCSE, there is high attainment (typically 80% 9-4 / A*-C) and very positive value-added e.g. EBacc English value-added was "significantly above" national; the school has always entered pupils for both English Language and English Literature.

Courses and grouping arrangements

Year	Course & materials	Lesson allocation*	Grouping
7	KS3 course following schemes of work devised within the dept.	3	Mixed – tutor groups
8		2	Setted – 4 sets in each half of the population X and Y - three levels of sets: 2 upper, 1 middle, 1 lower
9		2	Setted – 4/5 sets in each half of the population V and W - Three levels of sets: 2 upper, 1 middle, 2 lower.
10 & 11	KS4 AQA GCSE courses in English and English Literature.	3	Setted –9 sets across the whole population. (2 bands decided by English and Maths jointly to allow for five sets in higher band and 4 sets in lower band – English and Maths can decide setting within each band independently of one another)
6 th form	English A level: OCR Media Studies A level: AQA	L6: 4 U6: 3½	English: 2 or 3 groups each in L6 th and U6 th . Media Studies: 1 group each in L6 th and U6 th
	English one year / retake	1	One class

* out of 20 x 70 minute lessons per week

Texts Studied

Year Group	Texts
7	Writing the natural world Alone on a Wide, Wide Sea by <i>Michael Morpurgo</i> Uncle Montague's Tales of Terror by <i>Chris Priestley</i> Macbeth by <i>William Shakespeare</i> Greek Mythology
8	Trash by <i>Andy Mulligan</i> Romeo and Juliet by <i>William Shakespeare</i> Poetry Unit Oliver Twist by <i>Charles Dickens</i> Language Unit
9	Hound of the Baskervilles by <i>Arthur Conan Doyle</i> / Jekyll and Hyde by <i>R.L Stevenson</i> A Midsummer Night's Dream by <i>William Shakespeare</i> Creative Writing Poetry Of Mice and Men by <i>John Steinbeck</i>
GCSE AQA Literature and Language	Poetry Unit: Conflict and Power A Christmas Carol by <i>Charles Dickens</i> Lord of the Flies by <i>William Golding</i> / An Inspector Calls by <i>J.B. Priestley</i> Unseen Poetry

	The Merchant of Venice by <i>William Shakespeare</i> Language Unit
L6th	Paradise Lost BK 9&10 by <i>John Milton</i> Measure for Measure by <i>William Shakespeare</i> Jerusalem by <i>Jez Butterworth</i> 1984 by <i>George Orwell</i>
U6th	Coursework (two pieces) Paradise Lost BK9&10 by <i>John Milton</i> A Doll's House by <i>Henrik Ibsen</i> Measure for Measure by <i>William Shakespeare</i> 1984 by <i>George Orwell</i> The Handmaids Tale by <i>Margaret Atwood</i> Dystopia Unseen Unit

Staffing

Nearly all of the staff in the English Department are English specialists, teaching the full age and ability range, including A-level.

Head of Department	<i>Caroline Petrie (on maternity leave)</i>
2 i/c & KS4 Co-ordinator	<i>Carly O'Toole (Acting HoD)</i>
KS3 Co-ordinators	<i>Kerry Pitman (acting 2 i/c)</i>
Full-time teachers	<i>Amy Bland</i> <i>Savannah Garcia</i> <i>Rebecca Hipple</i> <i>Louise Murphy</i> <i>Katie Palmer</i> <i>Jonathan Pearson</i>
Part-time teachers (or full-time, but based in other Depts)	<i>Margaret Jones</i> <i>Roland Marshman</i>

Accommodation

All main school English lessons take place in departmental rooms. Three of the rooms are in a corridor of the 'original building' (R6, R7, R9), five are in a corridor of the extension (R15, R16, R17, R18, R19) and two are in the sixth form block (S2, S4). There is a small departmental office with two desks and a small seating area. Staff are also able to work in the Ranmore staff work area with members of all departments from around the school. R11 has 32 networked computers (which can be used as desks also) for the use of English and Media Studies classes.

Teacher of English (MPS) - Person Specification

In selecting candidates for interview and eventual selection, the Governors will be looking for teachers with relevant education, experience, job related knowledge, aptitudes and skills, and many of the personal qualities listed below. The Governors welcome applications from teachers who consider that they could meet most if not all of the requirements listed.

EDUCATION / QUALIFICATIONS

- Qualified teacher status
- First degree or equivalent in English or related subject
- Evidence of continuing professional development

EXPERIENCE

- Either successful progress on PGCE course (or equiv. training scheme) or in a teaching post.
- An excellent record of attendance and punctuality

JOB RELATED KNOWLEDGE, APTITUDE AND SKILLS

The curriculum:

- Commitment to the comprehensive ideal and to equal opportunities
- The knowledge and vision to put these into practice in order to meet current and future challenges within the English area
- A keen interest in children as individuals and in how they learn
- A keen interest in developing International and European links and curricular aspects

Contribution to the Department

- An ability to teach the full age range 11-18 in the subject
- An ability to contribute to the coherence, effective planning, implementation, monitoring and evaluation of the English development plans within the school development plan
- A commitment to the development of a collaborative approach to decision-making, implementation and evaluation of the work in the department
- A commitment to using a wide range of teaching and learning styles to suit the needs of a comprehensive intake
- An ability to communicate effectively both orally and in writing
- A willingness to use or acquire relevant I.T. skills for administration purposes and to enhance the teaching of English

PERSONAL QUALITIES

- Confidence, imagination and drive; flexibility and adaptability
- A sense of humour and perspective
- A capacity for hard work, the ability to manage its pressures and the ability to be self-critical
- An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues