



## TEACHER OF ENGLISH (Full Time)

### ILPS

#### Required for September 2018

Thank you for your enquiry about the post of Teacher of English at Dunraven School. The school's aim is "Excellence for All" and the governors wish to appoint a candidate of significant ability and enthusiasm, aware of and stimulated by the challenges and potential of a successful multi-ethnic co-educational school and keen to share in the leadership of our All Through Provision. We advise early applications from candidates as we will be reviewing submissions as they come in.

## DUNRAVEN SCHOOL OVERVIEW

Dunraven School's results are strong, remaining well above national averages and representing positive 'value-added'. Recognition of its marked progress has been significant and its journey as a school is important to us. For example:

- In February 2011 we were designated as both a National Support School and a Leading Edge School.
- In August 2011, we converted to Academy status.
- In 2012 we began our development as an All Through School with children starting in Reception in September 2013.
- In summer 2013 our £20 million BSF programme was completed.
- In October 2014 we were judged as outstanding in all areas, including both Early Years and the Sixth Form, by Ofsted.
- In 2016 we were designated as a National Teaching School and an Academy Sponsor. The Dunraven Educational Trust was established.

If you are successful in your application, you will share in the leadership and management of a staff who are hard working, committed, positive in outlook and dedicated to the achievement of our students. We offer:

- a high standard of professional practice, with bespoke in-house CPD provision, and affiliation to nationally recognised courses and providers (SSAT, Teaching Leaders, Future Leaders, NPQs);
- clear pathways for career development and progression with a proven track-record of success in developing leaders;
- a supportive and collegiate environment, with regular staff social and sporting activities (such as yoga, football and House events);
- excellent opportunities for leading work with external partners (National Support School, National Teaching School);
- a culture of high trust and accountability that values creativity and innovation, leading practice locally and nationally in a range of fields.

Further details about the post and how to apply can be found here <https://dunraven.careers.eteach.com/>. We look forward to receiving your application

The closing date for receipt of applications is

**Midday on Wednesday 23 May 2018**

Interviews are planned for **Friday 25 May 2018**

Shortlisted applicants will be given a tour of the school site on the day.

***Dunraven School is committed to the safety and protection of its students. A satisfactory enhanced DBS check is a condition of employment for all employees.***



## TEACHER OF ENGLISH (SECONDARY PHASE)

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### THE ENGLISH DEPARTMENT

The English Department at Dunraven School includes a team of ten specialist teachers. It is a popular and respected department, held in high regard by students and staff alike. Results across all three key stages are very good and significantly above the national average. As far as possible, teachers have the opportunity to work at all levels, from Years 7 to 13.

The English Department's lessons aim to be stimulating and enjoyable, but rigorous in their delivery of ambitious learning objectives for students. The Key Stage 3 curriculum is varied and challenging, and has been recently refreshed in light of the recent changes at GCSE. Assessment is diagnostic and on-going, based on targeted units of work in KS3 and an interleaved curriculum at KS4 and KS5.

The members of the Department have worked closely together to establish a shared vision that combines academic rigour within the curriculum and extracurricular opportunities including theatre visits, creative writing club, poetry performance evenings, a comprehensive public speaking programme and debating from Years 7 to 13.

All students are entered for both language and literature at GCSE and we follow the AQA syllabus. At Key Stage 5, students follow the AQA Literature Spec A syllabus for the linear A-level. The Department works collaboratively and has a regular pattern of meetings and workshops to develop effective practice. All teaching rooms have an interactive whiteboard and projector.

Areas of current interest include:

- The ongoing development of KS5/KS4 materials and practice especially in light of the recent curriculum changes
- Public speaking training to underpin all learning both in the English department and across the school, which has led to considerable success in the Jack Petchey and ESU speaking competitions
- Development of whole school literacy through whole school INSET
- The further development of teaching and learning styles, including the use of growth mindset
- The increased use of students' own writing as a resource, through the production of booklets, displays, and magazines
- Extending strategies to raise the performance of the most able students
- All teachers are members of both a Departmental Team and a Year Team, either as a tutor or co-tutor. All staff are encouraged to play a full part in the life of the school in addition to the core tasks of preparation, teaching, marking and assessing progress.

Dunraven is keen to support all aspects of staff development, personal and professional, and has a strong staff development policy. It has had Investors in People status for many years.

Shortlisted Candidates will be expected to teach a sample lesson.

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## SELECTION CRITERIA

Candidates will be expected to have the following skills and knowledge:

1. A thorough knowledge of their subject area, particularly in relation to the new National Curriculum, GCSE, and 16-19 developments.
2. The appropriate skills required to be an efficient and effective teacher and interest in developing this practice further.
3. The ability to plan, organise, assess, monitor and evaluate effectively, and to maintain a stimulating learning environment. Knowledge of assessment including at Advanced Level.
4. Effective interpersonal, written and oral communication skills.
5. Effective skills in the use of ICT, particularly in relation to English programmes.
6. The skills required to be an effective form tutor.
7. The ability to devise strategies for implementing policies leading to equality of opportunity.
8. An understanding of and commitment to whole-school issues in a diverse school and the willingness to be involved in all aspects of the work of the department and to contribute to the wider life of the school.
9. The potential to develop management and leadership qualities.

S/he will be required to carry out the duties of a school teacher according to the School Teachers' Pay and Conditions Document, and in the light of the school's changing needs. Job descriptions are reviewed regularly and may be subject to modification or amendment after consultation.

**All shortlisted candidates will be invited to interview on Friday 25 May.**

Please note: Dunraven School is committed to the safety and protection of its students. Dunraven is a non-smoking environment.



## JOB DESCRIPTION

### PURPOSE:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ Form Tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

### REPORTING TO:

Director of Learning – English

### RESPONSIBLE FOR:

The provision of a full learning experience and support for students.

### LIAISING WITH:

Principal/Head of School/Deputy, teaching/support staff, LA representatives, external agencies and parents.

### WORKING TIME:

195 days per year.

### SALARY/GRADE:

ILPS

### DISCLOSURE LEVEL:

Enhanced



## MAIN (CORE) DUTIES

### OPERATIONAL/STRATEGIC PLANNING:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

### CURRICULUM PROVISION:

- To assist the Director of Learning and to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

### CURRICULUM DEVELOPMENT:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

### STAFFING (STAFF DEVELOPMENT, RECRUITMENT/DEPLOYMENT OF STAFF):

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### QUALITY ASSURANCE:

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### MANAGEMENT INFORMATION:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

### COMMUNICATIONS:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

# Dunraven School

Co-Educational All-Through School: 4-18

Roll 1600

[www.dunraven.org.uk](http://www.dunraven.org.uk)



## MARKETING AND LIAISON:

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

## MANAGEMENT OF RESOURCES:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Director of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

## PASTORAL SYSTEM:

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Director of Learning - students to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE and citizenship and enterprise according to school policy
- To apply the Behaviour management systems so that effective learning can take place.

## TEACHING:

- To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

## OTHER SPECIFIC DUTIES:

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- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

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 a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by school leaders reflect or anticipate changes in the job which are commensurate with the salary and job title.

May 2018