

 OVERTON GRANGE SCHOOL

Details of the post and appointment procedure

Teacher of English

# POST

**Title of Post:** Teacher of English

**Full or Part Time** Full Time

**Salary:** Teachers Main Pay Scale/UPS including Outer London Allowance

**Commencement Date:** September 2018

**Equal Opportunities:** Overton Grange School is committed to Equal Opportunities.

**Safeguarding Children: “**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment”.

Appointment is subject to a satisfactory medical report, two suitable references and successful candidates will be required to undergo the Disclosure and Barring Service (DBS) enhanced disclosure process.

All applicants should be eligible to work in this country and will be asked to provide evidence at interview.

Applications are welcomed both from Newly Qualified Teachers and experienced teachers.

# APPOINTMENTS PROCEDURE

**Closing Date for Applications 23 April 2018\*** Applications to PA to Headteacher/HR Officer, Linda Owens, Overton Grange School, 36 Stanley Road, Sutton, Surrey, SM2 6TQ. Candidates should complete the application form and address the person specification in a statement of no more than 2 sides.

 Provision will be made for the acceptance of applications in alternative formats, where appropriate. For example, information can be received on audiotape, typed on a separate sheet or completed on behalf of the applicant. CVs alone will not be accepted as they will not address the person specification and relevant details may be omitted.

**Visits to the school:** Prospective candidates are welcome to visit the school. Please telephone Mrs Owens on 020 8239 2310 to arrange an appointment.

**Interview Date: \***To be confirmed. However, it is recommended that applications are submitted as soon as possible. Many of our advertisements attract a high volume of response and suitable candidates will be called for interview, and, if successful, made a job offer, prior to this date.

**The selection procedure will include:**

* The candidate teaching a lesson
* An interview

You should be aware that in addition to assessing your ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children and young people including:

* motivation to work with children and young people;
* ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* emotional resilience in working with challenging behaviours;
* attitudes to the use of authority and maintaining discipline.

* Candidates will not receive any further communication unless they are shortlisted.
* Overton Grange is a no smoking school.

**REFERENCES**

Please give full postal address for all referees, including, wherever possible, an e-mail address and fax number. Open references and testimonials are not acceptable. If shortlisted, any relevant issues arising out of references will be taken up at the interview.



 OVERTON GRANGE SCHOOL

Job Description

 Teacher of English

**Title of Post:** Teacher of English

**Full or Part time:** Full Time

**Responsible to:** The Head of the English Department

**Responsible for:** Teaching English across all 3 Key Stages

**Salary:** Teachers Main Pay Scale/UPS including Outer London Weighting

You are required to carry out the duties of a school teacher as set out in the relevant paragraphs of the current Teachers Conditions of Employment document. All subject teachers are expected to contribute to the school in the following ways:

1. **The Learning Experience of Pupils by:**

(a) teaching their main subject across the full range of ability across potentially 3 key stages following departmental schemes of work, the National Curriculum and the

 relevant subject specifications.

 (b) contributing to the development of departmental schemes of work and assessment;

 (c) setting and marking homework according to school and departmental policies;

 (d) integrating the development of key skills (numeracy, literacy and ICT) into their teaching;

 (e) monitoring and assessing students according to departmental and whole school policies;

 (f) actively promoting the school expectations;

(g) teaching other subjects as required and according to departmental schemes of work;

 (h) contributing to departmental meetings;

 (i) maintaining a safe and attractive learning environment.

 (j) taking on roles of responsibility after discussion with subject co-ordinator

 (k) a willingness to teach a second subject as required.

**2. School-wide Activities by:**

 (a) promoting the school's ethos and equal opportunities policy;

 (b) contributing to the further development of whole school policies and practices;

 (c) serving as a tutor with responsibilities for student academic tutoring, behaviour, welfare, guidance and for liaison with parents;

 (d) carrying out appropriate school duties, including general lunchtime duties on a

 voluntary basis;

(e) promoting and safeguarding the welfare of students for whom they have responsibility or with whom they come into contact.



 OVERTON GRANGE SCHOOL

Person Specification

 Teacher of English

|  |  |  |  |
| --- | --- | --- | --- |
| **ATTRIBUTES** OVERTON GRANGE SCHOOLPerson Specification Teacher of English  | ESSENTIAL | DESIRABLE | **EVIDENCE** |
| QUALIFICATIONS | 1. A good degree in English
2. Qualified teacher status
 |  | * Application form
 |
| **PROFESSIONAL** **DEVELOPMENT** | 1. Commitment to undertake professional training / development relevant to the post.
2. Clear and firmly held personal philosophy of education
3. Good subject knowledge
4. Seeking Career Progression
 | 1 Up-to-date knowledge of  wider current educational developments/Legislation  | * Letter of application
* Application form
* References
* Interview
 |
| **EXPERIENCE** | 1. An excellent classroom practitioner
2. Ability to teach English across all Key Stages
3. Strategies to improve students’ attainment and achievement
4. Effective approach to behaviour management
5. Ability to teach the subject and basic skills across the full secondary age
 | 1. Producing and evaluating Schemes of Work
2. Provision of extra-curricular activities
3. Ability to oversee tutor group’s academic, social and personal development
 | * Letter of application
* Application form
* References
* Interview
* Lesson

 Observation |
| **SKILLS ANDPERSONAL****CAPABILITIES** | 1. Commitment to promote the vision of the department and maintain its high profile
2. High level of written and oral communication skills
3. Ability to relate effectively to students, colleagues and parents
4. Ability to demonstrate enthusiasm and originality within the classroom
5. Ability to incorporate IT into the teaching, learning and organisation of their department.
6. Ability to monitor, evaluate and review
7. Ability to work calmly and effectively under pressure
8. Strong organisational, personal time management and planning skills
9. A shared approach to problem-solving and achieving goals; ability to work as a member of a team
 | 1. High level ICT literacy
2. Interest in developing collaborative ways of working
 | * Letter of application
* Application form
* References
* Interview
* Lesson

 Observation |
| OTHER PROFESSIONAL ATTRIBUTES | 1. Individual requirements of job description
2. Contribute to the whole school and extra curricular activities
3. Teach other subjects as required at least to the lower school
4. Commitment to contribute to school life
5. Set a good example with regard to dress, punctuality and attendance.
6. Energetic and self motivating
7. High expectations of self, students, department and college
8. Enjoyment of challenge
9. Willingness to implement the School’s Equality and Diversity Policy and to work within the School’s Health and Safety Policy
10. Commitment to safeguarding and promoting the welfare of children and young people and willingness to work within the School’s Child Protection Policy and the ability to contribute to pastoral work.

  | 1. Interest in developing links / partnerships with feeder primary schools / the wider community
 | * Letter of application
* Application form
* References
* Interview
* Lesson

 Observation |

The English Department comprises over ten highly skilled and committed teachers. There are eight dedicated English rooms where the majority of the classes are held. The rooms are equipped equally well and each one contains its own computer. The department is well resourced and we have access to a number of television/video/DVD players/interactive white boards plus a digital camera and mobile LCD data projector. English is mainly taught in broadly banded ability groups although there is provision for the most and least able in each year group. Lessons are 60 minutes long with a five minute ‘change over’ period in between.

 OVERTON GRANGE SCHOOL

English Department Information

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English Department Information

Currently, teaching is driven by the dictates of national strategies and relevant specifications, with emphasis given to allowing our students to make the maximum possible progress in their skills of Reading, Writing and Speaking & Listening. Formal assessment of these areas is to be regularly undertaken and records of student achievement kept in order to ensure continuity across year groups and key stages. The department has also adapted its practice to the requirements of the Post 16 curriculum, in particular to the teaching of English Literature, English Language and Media at both A/S and full A level. Staff are encouraged to teach across the full range of key stages as part of Continuing Professional Development.

All KS4 students are prepared for terminal examinations alongside a programme of continual assessment in the form of controlled assessments, which are designed in accordance with the statutory requirements and which are updated as necessary. To this end, we focus not only on developing the communicative competence of our students in both oracy and literacy, but their skills of analysis, comprehension and reflection. We aim to offer a balanced schedule of creative, discursive, deductive and ‘frame-worked’ learning opportunities. This involves not only a traditional literary approach, but an attention to the linguistic also, the intention being to provide the broadest and richest possible curriculum. We currently teach the AQA specification.

Reading is a key area and is highlighted through the regular use of the library lesson. Reading is further encouraged through the library reading records which encourage students to read a range of texts and then to complete ‘Book Projects’ on specific types of book which they have read. Interaction with texts is further encouraged through the teaching of specific schemes of work through whole class as well as individual or small group reading. We have also taken part in the ‘Carnegie Medal’ reading list each year as a means of encouraging the most able readers, as well as offering ‘paired reading’ between Year 7 and Year 12 students.

All staff who teach English are encouraged to vary their teaching techniques as appropriate, taking account of the need for differentiation, the use of ICT and the need for varied teaching and learning contexts. Drama is a discrete subject in Year 9 but forms an important aspect of our schemes of work throughout Years 7 and 8. A regular programme of intra-departmental observation is intended to provide support and address the need for common aims, practices and standards in our teaching. Diversity of approach, is not only welcome but essential to the successful teaching of English

The KS3 schemes of work have been adapted to meet the requirements of the new GCSE specifications. Generally, we teach common half-term units as our resources allow and we have adopted a collaborative approach to planning. Each unit contains several different activities, which generally build to at least one main group presentation of speaking and listening task and one written assignment that is developed throughout the unit. Once every half term, students are encouraged to select a piece of work from the unit and this is assessed by the teacher and by themselves. This allows students to reflect critically upon their work and helps to develop a self-reflective and independent approach to their own study.

The schemes of work aim to integrate the teaching of drama, media, language study and ICT into the main body of work. It is important that these areas are given relevance to the students’ work at all times. These areas will have greater impact on students if shown to have practical application to the work in hand. Also, the units aim to develop larger ideas about language such as audience, purpose, tone, register, accent and dialect.

During department meetings we aim to rationalise administration. This provides us with the opportunity to evaluate our work, moderate students’ work and share good practice.

**Nathan Foad**

**Head of English Department**

**March 2018**