

# Now Recruiting



## Stamford School

Teacher of English

#greatplacetowork



Stamford  
Endowed  
Schools

independent schools for independent minds

“I love the idea of preparing our kids from the school room to the boardroom in the 21st century, wherever that boardroom is in a rainforest in Brazil or as a CEO or working with a charity in India. Just as we have a big responsibility, so will they. I want them not just to be content to live in the world but to change it. Exciting!” *Principal, Will Phelan*

**83%**  
OF A LEVEL  
RESULTS  
AT GRADES  
**A\*-C**

**46**  
MUSIC CLUBS  
RUNNING EACH WEEK

**1:10**

**ILIC**

**300**  
TEACHING AND  
TEACHING SUPPORT STAFF

**262**  
SPORTS  
TEAMS

**80** PERFORMANCES  
A YEAR

**27** A-LEVEL SUBJECTS  
TO CHOOSE FROM

STAFF TO PUPIL RATIO  
NURSERY STAFF ADHERE TO  
REGULATIONS SET BY THE EYFS

INDEPENDENT LEARNING  
& INTELLECTUAL CURIOSITY

**673**

STUDENT ATTENDANCES  
AT MUSIC ACTIVITIES A WEEK

**360+**  
CO-CURRICULAR ACTIVITIES  
OFFERED THROUGHOUT THE YEAR

**500+**  
STAFF WORKING ACROSS  
ALL THREE SCHOOL

**114**  
SPORTS  
CLUBS

# Welcome to the Stamford Endowed Schools



**Our unique team provides opportunities, experiences, influences and support that ignite fires within our pupils and encourages the spirit to succeed.**

Commitment, care, enthusiasm and integrity underpin every aspect of life at the Stamford Endowed Schools. Our children are educated in an environment where learning is regarded as a privilege and key to unlocking all of life's possibilities.

Our teachers dedicate themselves to inspiring intellectual curiosity in the students in evermore innovative ways, whilst promoting and protecting the wellbeing of the children in their care.

As a community our Schools work in harmony, blending students of different backgrounds and broadening their horizons with the many opportunities available in and beyond the classroom. As a result, the students are equipped not only with exceptional examination results, but a wide range of experiences which prepare them for whatever path they choose in life.

**Will Phelan, Principal**







# Introducing the Head



“I believe it is essential that from an early age we encourage children to develop a desire for learning and it is through an exciting and engaging curriculum that we can achieve this.”



**Mr Nick Gallop**  
**Head of Stamford School**

Stamford School has been educating boys for over 475 years. Today, we maintain our traditional values but with a very modern outlook. We understand how to build in our pupils a love of learning and develop intellectual curiosity, to instil the values of teamwork and competition on the sports field and through adventure and to fire imaginations through music, art and drama.









# The Role



The post provides an excellent opportunity for an enthusiastic, well-organised and focused teacher to take on a key role in this successful Department. The post would be suitable for an NQT or a more experienced teacher.

The successful applicant will be expected to teach English to all age groups, including IGCSE/GCSE, A Level English Literature and AS Level English Language. There is also an expectation that the

candidate will make a contribution to departmental activities outside the classroom. A willingness to offer support to other aspects of the extra-curricular life of the school is required.





# The Department



The department is ambitious for itself and its students. Students with a wide range of ability opt for the subject in the Sixth Form and are supported and encouraged as appropriate. Extension work is offered and supported along with regular sessions for students who find the subject challenging. The successful candidate would be expected to work in collaboration with the Head of Department and the English team across the Schools, to uphold the standards and expectations core to the department.

English is taught by an experienced team of specialist subject teachers. It is a happy, friendly, supportive and successful department with a palpable sense of team spirit, and has an excellent record of achievement in public examinations.

We have developed our own programme of study for Years 7 – 9, to give a thorough and challenging grounding as a preparation for KS4. All teachers are encouraged to use a variety of texts and we place a great emphasis on learning through literature in all years. At the same time, initiatives are taken which will enable all pupils to build on and extend basic levels of literacy.

In Years 7 students are taught in mixed ability form groups for English. In Years 8 and 9 students are placed in bands to facilitate ability setting. In Key Stage 4, all students currently follow the CIE IGCSE English Language specification, with the majority entered for the AQA GCSE English Literature

examination at the end of Year 11. One smaller set will focus solely on the English Language IGCSE qualification. All students are entered for Higher Tier IGCSE components.

Students in Years, 7, 8 and 9 visit the School Library fortnightly and there is continued focus on literacy and core skills throughout Key Stage 3 and 4.

English Literature is a popular option at A level. OCR A Level syllabus (H472) and we have recently launched an AS Level in English Language, an enrichment option which is currently proving very popular. SES Joint Sixth Form teaching necessitates close collaboration between the departments at Stamford School and Stamford High School. Across the two schools, in each of Years 12 and 13, we normally have four to five sets, each of around 12 students. Two teachers share the teaching of each set in Years 12 and 13.







# Teaching at Stamford School



Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach...

## A TEACHER MUST:

- |   |  |
|---|--|
| 1. Set high expectations which inspire, motivate and challenge pupils | 5. Adapt teaching to respond to the strengths and needs of all pupils          |
| 2. Promote good progress and outcomes by pupils                       | 6. Make accurate and productive use of assessment                              |
| 3. Demonstrate good subject and curriculum knowledge                  | 7. Manage behaviour effectively to ensure a good and safe learning environment |
| 4. Plan and teach well-structured lessons                             | 8. Fulfil wider professional responsibilities                                  |

## PERSONAL AND PROFESSIONAL CONDUCT

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

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|---|---|
| <ul style="list-style-type: none"> <li>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</li> <li>Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.</li> <li>Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</li> <li>Showing tolerance of and respect for the rights of others.</li> </ul> | <ul style="list-style-type: none"> <li>Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</li> <li>Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> <li>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul> |
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# Candidate Specification



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## ESSENTIAL

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- A committed and enthusiastic qualified teacher.
- Possess the ability to inspire and motivate students of all abilities.
- Hold a good honours degree.
- Willing to undertake further training.
- Strong practitioner who is prepared to contribute to a friendly and hardworking team.
- Willing to play a part in promoting the subject throughout the school.
- The desire to develop a good working knowledge of all current and new examination specifications.
- Possess a thorough understanding of the English secondary curriculum.
- Possess a good appreciation of the potential of ICT in the teaching of English.
- Competent in the use of ICT.
- Ability to communicate persuasively with students both collectively and individually.
- Show a positive regard and empathy for young people.
- Work flexibly and to be able to prioritise.

*NOTE: Full training will be given on the software used in school.*

# A Great Place to Work



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**LARGEST  
EMPLOYER  
IN STAMFORD**

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**COMMITMENT TO  
STAFF WELLBEING**  
WITH DEDICATED WELLBEING  
GROUP AND INITIATIVES  
TO SUPPORT STAFF

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**ABOVE AVERAGE  
SALARIES WITH  
STAMFORD**

ENDOWED SCHOOLS  
**PAY SCALES**

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**SUPPORT FOR**  
EMPLOYEE PERSONAL &  
CAREER DEVELOPMENT AND CPD

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**ACCESS TO  
PENSION  
SCHEME**

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**ACCESS TO A  
CONFIDENTIAL  
EMPLOYEE  
ASSISTANCE  
PROGRAMME**

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**A DEVELOPING STAFF  
SOCIAL SCENE**

INCLUDING JOINT SPORTS,  
CRICKET, NETBALL AND  
OTHER SOCIAL EVENTS

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**SUBSIDISED FAMILY  
MEMBERSHIP  
TO SES SPORTS CENTRE**

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**SCHOOL FEES REMISSION ARRANGEMENTS**

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# The Application

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Candidates should download the application form and send the completed form along with a covering letter of application to Kay Rainsby, Head of HR at [recruitment@ses.lincs.sch.uk](mailto:recruitment@ses.lincs.sch.uk) or to The HR Department, Stamford High School, High Street, St Martin's, Stamford, Lincs, PE9 2LL.

Informal discussion with Louise Scotcher via email in the first instance [LScotcher@ses.lincs.sch.uk](mailto:LScotcher@ses.lincs.sch.uk)

Closing date for applications is **Friday 23rd February** at 12 noon.

Interviews will be held **Thursday 1st March**.

# Stamford School



Stamford School is one of the nation's most historic independent schools.

Founded in 1532, it is one of only five 'chantry' schools that, along with Eton College, Winchester College, Berkhamsted and St Albans, survived the Reformation era, largely due to the personal intervention and support of one of its former pupils, Old Stamfordian Sir William Cecil (later Lord Burghley).

Today, Stamford School is a thriving community of mostly day pupils, alongside a vibrant and growing boarding community of around 100 boys.

Perhaps the first aspect to emphasise is our

structure: five years of single gender teaching and learning (ages 11-16) followed by a co-educational learning environment in the Sixth Form, spanning two schools across the town. It is a structure that has not been stumbled upon by chance or accident, but one that allows us to provide an education that is finely tuned to boys in those hugely formative years and, we believe, is the reason why Stamfordians emerge from the school as well-rounded and well-skilled as they do; highly aspirational for themselves, but also highly considerate of others.

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## EXTRA SUPPORT

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One of the aspects that regularly strikes newcomers to the school is the supportive, compassionate, service-orientated ethos at the school's heart. This can be seen through subject prefects and peer mentors supporting the younger years in tutor groups, clubs and societies. It is also regularly seen through the many thousands of pounds raised, and many hours of time freely given to charitable organisations that support some of the most vulnerable in our society, such as Cancer Research, #TeamGeorge, the Matt Hampson Foundation, Lincs to India, the Evergreen Care Trust, the Leprosy Mission.

At the core of the schools lies a creative and innovative learning community: the boys

thoroughly enjoy their lessons and the positive relationships that they have with their teachers. Our curriculum is adapting to embrace higher-level metacognition skills – self-awareness, self-reflection and deeper thinking – at an earlier age; a diverse and enriched Sixth Form curriculum that includes over 25 subjects as well as a Sport BTEC, MOOCS, Microsoft accredited courses, and excellent engagement and results with the Extended Project Qualification.

This is all supported by outstanding pastoral care in boarding houses (Browne, Byard and St Martins) and in day houses, which provide engagement and enjoyment for all pupils.

## CAREERS AND ENRICHMENT

The school has an excellent track record of careers and university advice to support pupils into the most selective universities, whilst also recognising the growing diversity of routes into careers and professions. The majority (90%+) of our pupils go on to university, and 90% of those are successful in achieving entry to their university of choice. However, a small but growing number are taking advantage of some excellent alternatives such as undergraduate schemes with the merchant navy, Royal Navy, and private firms like Mercedes and Jaguar Land Rover; internship in Architecture; degree apprenticeship with BAE Systems.

We have a tremendously diverse academic enrichment programme with a wealth of

opportunities for all: foreign language exchanges – including to Russia, Germany, France and Spain; success with reading passports; entry rates to National Poetry Day; excellent participation academic/business competition; the Engineering Education Scheme, the Cambridge Chemistry Challenge; Mathsfest; Stem projects; the thriving Junior debating club on Monday lunchtimes; the Y10 boys who won the regional final of Coca Cola's Real Business Challenge and qualified for the National Final; success for our younger pupils in the Spanish spelling competition; a wide range of clubs and societies, including astronomy, dissection, genealogy, robotics, and an extensive programme for academic scholars.

## CO - CURRICULAR

Another aspect is our outstanding support and achievement in drama, music and the creative arts. Productions include musicals (Grease, Les Miserables) and classics such as Arthur Miller's The Crucible and Tom's Midnight Garden. Music is such a crucial and core part of life at the school: well over 200 individual music lessons for boys take place every week at Stamford School and the Vox choir sees well over 40 boys in the lower years attending each week.

We also have a really vibrant and prosperous adventure and outdoor pursuits programme. Extensive support for the school's DofE programme, bush-craft and climbing clubs, a Combined Cadet Force that encourages participation and success: our RAF cadets came 5th nationally in the Air Squadron Trophy competition out of several hundred school CCF sections that entered. In overseas trips, pupils have

visited many dozens of sites and locations from Cambridge to Croatia; Bosworth to Barcelona; Poland, Washington, New York.

Finally, the school has a national reputation for sport and games. For instance, amongst many others, we field 23 rugby teams a week, 21 hockey teams, 15 cricket teams, 8 tennis teams. Across Years 7 and 8 more than 90% of boys have represented the school in some sporting form over the course of a year. Strength and enjoyment is far wider than the major team sports: our gymnasts won silver at the Nationals; our badminton U18 B team had 8 wins from 8; our younger years in the pool all had winning seasons as did our squash players. The U15 cricket team reached the national semi-finals as regional champions whilst in Hockey the boys were county champions in 5 age groups, with the 1st XI reaching that last 8 nationally.

**The Schools are a part of the great heritage of Stamford and a symbol of its vibrancy and evolution. Consistently providing a first-class education for their children. Today the Schools remain interwoven with Stamford life, to which our students, teachers and parents contribute greatly.**



# Part of the Community



Children of families from all walks of life have the opportunity to gain a place at our Schools and the surrounding community enjoys and benefits from the presence, activities and facilities of the Schools.

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## ROUNDED AND GROUNDED

Stamford School has a strong reputation for success, from academic excellence to outstanding achievements in music, drama, sports and adventure. We foster within our boys a sense of personal responsibility, service to the community and leadership, underpinned by a pastoral ethos which places the well-being of the boys at the heart of all we do. A Stamford School boy is rounded and grounded.

The pupils experiences at Stamford School will promote a sense of intellectual curiosity and

a love of learning which will remain with him throughout life. A broad curriculum coupled with innovative and enthusiastic teaching provides an environment in which young minds are stimulated and developed. Academic learning is enriched by a wide variety of educational visits and international exchanges. Our extensive co-curricular programme completes a well-rounded learning experience, giving our students the opportunity to develop their interests and abilities in an impressive range of activities.

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## PASTORAL CARE

Our pastoral programme is given the highest priority, as we know that happy, cared-for children are most likely to thrive. There are many structures in place to ensure that the welfare of every child at our School is safeguarded and that their progress is monitored carefully. Form Tutors develop good relationships with each member of their set and

are quickly able to identify problems. The house system mixes boys across the School, providing the younger boys with good role models and creating within the older boys a sense of responsibility. Student mentors support the younger boys and are willing to discuss any issues they might have.

# Additional Information



Further details can be found on the School's website,  
**[www.ses.lincs.sch.uk](http://www.ses.lincs.sch.uk)**

Boarding is a thriving part of SES. Single accommodation may be available to suitable candidates willing to make a contribution to this important area of school life.

We offer a wide range of extra curricular activities and would require the successful candidate to make a regular commitment to leading and supporting an activity or sport.

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## INDUCTION AND PROFESSIONAL DEVELOPMENT

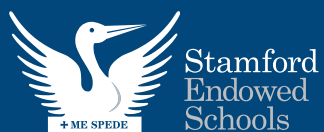
There is a sharp focus on the professional needs of the teaching staff and coaches. The Schools have a generous INSET budget and teachers/coaches are encouraged to extend their professional development through the attendance of courses. There is an effective Professional Review system.

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## SAFEGUARDING

The Stamford Endowed Schools are actively committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).





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