

APPLICATION FOR THE POST OF

Teacher of English

Full Time

Closing date: Midday Wednesday 21 March 2018
Interviews: Week Commencing Monday 26 March 2018
Start date: June or September 2018

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JOB DESCRIPTION

All teaching staff are responsible to a Head of Faculty/Subject Line-manager. Where more than one subject is taught, the line-manager will usually be within the main subject area with regular feedback being provided by the line-manager of the other subject area/s.

Teacher of English

Responsible to: Head of English

The successful candidate will be expected to contribute to the delivery of English at KS3, GCSE and A-level

The post is suitable for either an experienced teacher or recently qualified/qualifying NQT.

General Requirements

All staff are expected to:

- Be committed to safeguarding of children and young people at the College.
- Contribute to the College's extra-curricular programme.
- Actively support the ethos of the College.
- Contribute to the daily running of the College and follow its policies and procedures.
- Organise, plan and prepare lessons
- Share good practice with colleagues wherever possible.
- Take an active role in ensuring the realisation of the College Development Plan.
- Treat each student as an individual with courtesy and respect.
- Teach lessons which meet all pupils' specific learning needs, assess, monitor and record progress and be up to date with developments in their specific subject area.
- Undertake any other duty deemed reasonable by the Principal.

Specific roles:

- Create a stimulating, attractive, healthy and safe environment for students and other staff to work in.
- Deliver engaging and challenging lessons which enable all students to make good progress in their learning.
- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special education or linguistic needs.
- Attend department /faculty meetings and other meetings as required.
- Ensure the effective coverage and delivery of the National Curriculum programmes of study/GCSE/GCE syllabus with the subjects taught.
- Differentiate appropriately for different groups of students including EAL/SEND and AG&T.
- In conjunction with the HOF review syllabuses/specifications and ensure schemes of work and departmental handbooks are an inherent part of subject teaching.
- Support lesson observation and monitor teaching and assessment to embrace current best practice.
- Keep abreast with current research and pedagogy in subject area.
- Work with HOF to ensure consistently high quality of Teaching and Learning within the classroom.

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- Contribute as required to various College publications such as pupil handbooks, option booklets, staff handbook, health and safety manuals and College magazines and newsletters, and ensure familiarity with their contents.
- Contribute to College events, Open Mornings and taster days for prospective students.
- Evaluate student data to assess performance within classes taught.
- Assist in identifying subject resources needs to enable HOF to set appropriate budgets annually.
- Take an active role in the discussion of Faculty Action Plans in line with the College Development Plan.
- Undertake regular line management meetings with direct line manager.
- Assist HOF to develop links with Colleges in the UK and abroad as well as links with business and industry.
- Liaise with their pastoral team to monitor academic progress of students taught.
- Seek opportunities to evaluate the perspectives of students.
- Assist in the development of strategies to ensure effective transition across key stages.
- Ensure that all appropriate College procedures and policies are known and followed.
- Ensure that professionalism and best practice are maintained and reflect national developments.
- Contribute to the marketing and promotion of the College.
- Develop and maintain teaching spaces and resources to motivate students and promote effective learning.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the College in relation to the post holder's professional responsibilities and duties

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Person Specification

Education and Qualifications	Essential	Desirable
Qualified teacher status.	✓	
Degree or relevant qualification	✓	
Commitment to personal/professional development.	✓	
Experience	Essential	Desirable
Experience of teaching English at KS3, KS4. And A-Level. Or equivalent	✓	
Experience of teaching or lesson observation in Post 16 lessons.		✓
Ability and willingness to teach other related subjects, including EAL		✓
Knowledge and Understanding	Essential	Desirable
Secure knowledge and a good understanding of the key skills, concepts in specialist subject.	✓	
Clear understanding of the secondary curriculum and its assessment.	✓	
Employ a range of effective teaching, learning styles and assessment methods.	✓	
Able to use assessment data to inform and set targets.	✓	
Teaching and Learning	Essential	Desirable
Ability to raise the achievement for all.	✓	
Committed to ensuring excellent standards of behaviour at all times.	✓	
Committed to the role of tutor for a group of students and the benefits of pastoral care.	✓	
Experience of teaching a range of courses including KS3, GCSE and A-Level	✓	
Skills and Attributes	Essential	Desirable
Ability to establish good working relationships and effective teamwork.	✓	
Good communication skills	✓	
Excellent role model for staff and students.	✓	
Innovative approaches to curriculum delivery.	✓	
Ability to generate ideas and drive initiatives	✓	
Personal Qualities	Essential	Desirable
High expectations of students and colleagues.	✓	
Highly motivated and able to motivate and inspire staff and students.	✓	
Enthusiastic and committed.	✓	
A passion for teaching.	✓	
A forward thinking approach.	✓	
Excellent interpersonal skills.	✓	
Ability to be reflective and self-critical.	✓	
Display calmness under pressure.	✓	
Potential for further promotion.		✓
Charismatic – having a ‘presence’.	✓	
Willingness to take on other roles and responsibilities within the department.		✓
Other Requirements		
Enhanced DBS Disclosure is required.	✓	
Ability to understand and demonstrate a commitment to equality and diversity	✓	
Safeguarding training	✓	

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St Joseph's College Vision and Values

Core Framework

VISION

Being our Best

MISSION

A Caring, High Achieving Community guided by Christian Values

CORE VALUES

Aspiration

Respect

Confidence

Core Values and Ethos

The following core values and behaviours underpin the ethos of our College.

We believe:

- *That everything we do should be for the benefit of the child*
- *That each child is individual and deserving of an equal educational opportunity*
- *That a community based on integrity, kindness, respect, courtesy and enjoyment creates the best learning environment*
- *In striving for excellence in all that we do, encouraging ambition and aspiration*
- *In the primary importance of actively safeguarding and protecting children*
- *In embracing innovation as well as seeking, reflecting upon, and learning from feedback and experience*
- *In the power of the team and the importance of working collaboratively*
- *That inspirational leadership means leading by example and with humility*
- *That we have an important role to play in the wider community, both locally and globally*
- *In taking a longer term view for the greater good of the College and its pupils*

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The 'essence' of St Joseph's College is learned and lived through the following core values, which underpin our unique ethos and environment. Our ethos is derived from the educational philosophy and faith of St Jean-Baptiste de La Salle, Patron Saint of Teachers, and the example set by St Joseph, Patron Saint of Workers.

- **Faith and trust** - developing an awareness of faith, spirituality, awe and wonder and enduring belief in ourselves and others
- **Confidence and self-belief** - participating in a diverse range of academic, creative and physical experiences with self-assurance of one's own skills
- **Aspiration and achievement** - ensuring everyone makes maximum progress and reaches their potential whilst ensuring that ambitions for future careers, personal goals and life-long dreams can be realised
- **Effort and resilience** – providing a strong academic core and encouraging a desire to succeed, in order to develop adaptable and life-long learning skills
- **Respect and dignity** - developing moral values; an awareness of what it means to be a good citizen and respecting our own and other cultures, religions, values and beliefs
- **Community and compassion** providing a happy, secure and nurturing community, so we develop personally, take a full, active and constructive part in the life of our community and develop a sense of compassion and concern for others locally and globally
- **Creativity and open-mindedness** – seeking to innovate by being imaginative and entrepreneurial whilst searching for and evaluating, conflicting opinions and sources of evidence
- **Contribution and service** - developing a community perspective and awareness (locally and globally) by meeting the needs of others and thinking beyond 'the here and now'
- **Integrity and endeavour** – working with integrity and zeal and communicating reliably and openly
- **Self-regulation and humility** – continually seeking to attain the highest personal standards, whilst appreciating the many ways that people contribute to our world

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Vision

We want to be known locally, nationally and internationally for our high quality, independent, all-round education for boys and girls, which is seamless through from nursery to university and the world of work, including:

- Our ethos, which combines strong **traditional Christian** values with a **unique** approach to **supporting** and **nurturing** children within a **friendly, family** environment
- Strong **academic** performance and **achievement** for pupils of all abilities and skills, enabling children and young people to consistently outperform local and national academic standards
- **Tailored** pastoral and academic support which develops our children into confident, successful, compassionate young people who have integrity, dignity and self-belief
- **Progressive, innovative and effective** approaches to teaching and learning
- Teaching which is **inspirational, challenging** and **engaging**, provided by well qualified and well supported staff
- A **flexible, inspiring and inclusive** 3-18 curriculum which meets the needs of the contemporary world
- Outstanding girls' and boys' **opportunities** and achievement in sport
- The quality and variety of curricular and **extra-curricular** opportunities, including outstanding Music, Art, Drama, Dance and Outdoor Education
- Leading the way in using **new technologies** which enhance and support teaching, learning, communication and administration
- Being a **reflective, open-minded, forward-thinking** organisation which is **receptive** and **responsive** to change, in order to provide the best quality all-round education within a competitive local, national and global market
- Our outstanding **facilities** and **grounds**
- High quality **Boarding** provision, including outstanding pastoral care for a diverse population of students, excellent facilities and a stimulating programme of activities
- An emphasis on **effective and timely communication** which ensures that current and prospective parents and the wider community, are well informed about the College's successes and strengths
- Creating **links** with alumni, businesses and community organisations which benefit our students and our school
- Clear **development planning**, which is underpinned by sound business and financial acumen and management, shared and communicated with stakeholders and reviewed and evaluated annually
- Strong and effective **leadership** and **management across the College**, which supports and enables its staff to develop professionally, personally and to deliver the school's aims within a positive, reflective and professionally community.

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