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Brinsworth Academy – part of LEAP MAT

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LEAP

**TEACHER OF ENGLISH**

2 POSTS: 1 PERMANENT

1 MATERNITY COVER APRIL – JULY 2018

February 2018

## **BRINSWORTH ACADEMY**

Post Title: Teacher of English (MPS) – 2 posts: Permanent Post and Maternity Cover

This is an exciting opportunity for an enthusiastic, driven and well-qualified teacher of English to join this successful department. The post would be suitable for NQTs, whilst applications from experienced colleagues are also welcome.

The maternity cover post is a part time (0.8) temporary (to cover maternity leave) post with a start date of Monday, 9<sup>th</sup> April 2018 through to July 2018. The permanent post has a start date of September 2018.

**Applicants should state which post(s) they are applying for.**

### **The English Department**

The English Department at Brinsworth Academy is a passionate, friendly and supportive team of 12 staff members, including TLR holders for all Key Stages, led by Amy Rozmus as Head of Department. We are looking for a teacher who can inspire students to achieve excellence in English, believing that English lessons should be engaging and inspirational, promoting thinking, discussion, and developing skills, not only necessary for exams, but more importantly, for life. Each member of staff will mainly be based in their own classroom and all classrooms have interactive whiteboards.

The English Department achieved a very pleasing and successful set of results last year at GCSE with 70% of students achieving 4-9 in English Language and 74% of students achieving 4-9 in English Literature. We are striving to continue and build upon this success in the coming years, in order to become an 'Outstanding' department, and to contribute to the school's continuing success. We teach AQA GCSE for both English Language and English Literature, AQA for A Level English Language, Edexcel for A Level English Literature, and Eduqas for A Level Film Studies.

At GCSE we teach: An Inspector Calls, A Christmas Carol, Power and Conflict Poetry and Macbeth as well as the reading and writing skills necessary for both Language papers.

We have a two year KS3 which develops the skills that students will need for Key Stage 4. All schemes of learning are currently being developed by the team, working collaboratively, to ensure the development of skills for GCSE are being taught in an engaging manner. New members of the department will be able to share in the process of adapting our KS3 scheme of work, to complement the strong skills base that students already develop by the end of Year 8.

We teach students in sets by ability in all year groups. Students are placed in achievement bands for KS4 and this allows us to keep group movement to a minimum but to ensure students are correctly placed according to their ability. We usually have one sixth form class for each year group and our subject is traditionally a popular option with students wishing to stay on at our successful sixth-form.

There are many opportunities for staff development within the department and through our Academy's extensive CPD program. We look forward to welcoming staff who will contribute to our ongoing success. We look forward to working with a colleague who is highly motivated, passionate about English and who seeks to continue in and further the success of the department.

The school teacher's pay and conditions document sets out the statutory responsibilities of all staff. This job description complements that document and provides the specific context for the post. The post-holder will be expected to undertake duties in line with the teachers' standards.

**Job Description:**

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

<p>Planning, Teaching &amp; Classroom Management</p>	<ul style="list-style-type: none"> <li>• identifying clear teaching outcomes and specifying how they will be taught and assessed;</li> <li>• setting tasks which challenge students and ensure high levels of engagement;</li> <li>• setting appropriate and demanding expectations;</li> <li>• setting clear learning goals, building on prior attainment;</li> <li>• be aware of and make provision for students' differing needs;</li> <li>• providing clear structures for lessons maintaining pace, motivation and challenge;</li> <li>• making effective use of assessment and ensure coverage of long term plans;</li> <li>• maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;</li> <li>• using a variety of teaching methods to:             <ul style="list-style-type: none"> <li>• match approach to content, structure information, present a set of key ideas and use appropriate vocabulary</li> <li>• use effective questioning, listen carefully to students, give attention to errors and misconceptions</li> </ul> </li> <li>• ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;</li> <li>• ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered and disciplined environment;</li> <li>• evaluating own teaching critically to improve effectiveness;</li> <li>• ensuring the effective and efficient deployment of classroom support;</li> <li>• contributing to the development of schemes of learning in the subject;</li> <li>• liaise with the Subject Leader to ensure the implementation of department policy and best practice.</li> </ul>
<p>Monitoring, Assessing, Recording &amp; Reporting</p>	<ul style="list-style-type: none"> <li>• assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching;</li> <li>• mark and monitor students' work and set targets for progress;</li> <li>• assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;</li> <li>• undertake assessment of students as requested by examination bodies, departmental and academy procedures;</li> <li>• undertake assessment of students and participate in the academy's system for reporting to parents.</li> </ul>

Pastoral Duties	<ul style="list-style-type: none"> <li>• be a Form Tutor to an assigned group of students;</li> <li>• promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;</li> <li>• liaise with the Head of Year to ensure the implementation of the academy's pastoral system;</li> <li>• register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;</li> <li>• alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;</li> <li>• communicate, as appropriate, with parents of students.</li> </ul>
Other Professional Responsibilities	<ul style="list-style-type: none"> <li>• have a working knowledge of teachers' professional duties, teacher standards and legal liabilities;</li> <li>• operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities;</li> <li>• know subject(s) or specialism(s) to enable effective teaching;</li> <li>• take account of wider curriculum developments;</li> <li>• establish effective working relationships and set a good example through their presentation and personal and professional conduct;</li> <li>• co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;</li> <li>• contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy;</li> <li>• take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;</li> <li>• take responsibility for own professional development and duties in relation to academy policies and practices including health &amp; safety policies;</li> <li>• liaise effectively with parents.</li> </ul>

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

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

## Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills and Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I
	Sensitive to the varying needs of young people and individuals	A/I/R
Personal Attributes	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

\* A – Application form; R – Reference; I – Interview; C - Certificates