



ENGLISH AND DRAMA AT CHALLONER'S

We are seeking for September 2018 two full time teachers of English to join our very successful team of nine teachers. We are looking for colleagues to teach across all Key Stages, ideally with the enthusiasm and skills necessary to contribute to the English and Drama team's extensive extra-curricular programme.

The English Team

Our vibrant and friendly team share a keen interest in teaching which is both creative and challenging. Team Leader, Felicity Adi, is supported by John Flower (Assistant Team Leader – Drama and Theatre Studies), Laurel Day (Assistant Team Leader – Key Stage 3 English) and Andrew Millar (Assistant Team Leader – Key Stage 5 English). Responsibilities are very much shared and team working is at the core of our work. We promote a climate for teaching and learning which is reflective, innovative and supportive; team members are encouraged to share resources, ideas and good practice. We aim to reflect the School's motto of 'Excellence with Integrity' in our pedagogy and practice. Committed to the training of new teachers, we are the lead school in the Astra Learning Alliance and there are excellent opportunities for professional development. We are also assisted by a non-teaching Curriculum Support Technician.

Teaching

At Challoner's, teaching is both enjoyable and rewarding. Students are bright, enthusiastic and polite. Our able students work hard and we often find students' writing and analysis are outstanding, original and thought provoking.



At Key Stage 3, students study English for three hours per week. Drama is taught as part of English in Year 7, and as a discrete subject in Years 8 & 9. There are comprehensive schemes of work in place and these are reviewed regularly. Units of work are generally based around a range of challenging literary texts.

At GCSE, we teach AQA syllabus for English Language and English Literature; all students study both subjects. Results are strong: over the last three years an average of 70% gained A/A* in English Literature and 60% A/A* in English Language. Edexcel Drama is also a popular GCSE option.

At A level, we offer AQA specification A English Literature. In Drama and Theatre Studies, the Edexcel specification is followed. In each year there are usually two or three sets of English Literature and one of Theatre Studies and we aim for all staff to have the opportunity to teach the Sixth Form. Results at A level are particularly strong; about 80% gain A* or A each year. Several students take the subject on to university level each year, usually including Oxbridge.

Rooms and Resources

We are based in an attractive suite of classrooms. Our new Studio is an outstanding Drama resource, equipped to professional standards. The Milton Library is integral to our work and has been recently rebuilt as part of the major refurbishment of Sixth Form facilities. Each classroom has a data projector and all teachers their own Chromebook.



Extra Curricular

The English Team makes a key contribution to the extra-curricular life of the School. Plays performed range from musicals (in conjunction with the Music Team and the local girls' grammar) to serious drama, with annual senior and junior productions – including *King Ubu*, *The Winter's Tale* and *Dirty Rotten Scoundrels*, alongside several lunchtime clubs and house competitions. At the moment, there are numerous opportunities for development in Drama and the right applicant would be a valuable contributor to this.

In other areas, all members of the team are involved in our extensive programme of theatre visits for all year groups. We also organise 'Challoner's Speaks', a highly successful public speaking competition for all students in Years 7-10 and excellent, extremely well-attended debating leagues that run at lunchtimes.





DR CHALLONER'S GRAMMAR SCHOOL

TEACHER OF ENGLISH

ROLE PROFILE

Job title

Classroom Teacher/Form/Division Tutor

Job purpose

To promote the academic and personal development of all students.

Objectives

- To encourage and support the learning of all students.
- To ensure the highest possible standards of pupil behaviour
- To promote positive values and attitudes
- To demonstrate professional values and practice.

Principal areas of responsibility

- A Planning and providing challenging learning activities
- B Assessment and support of pupil progress
- C Managing the students for whom you have responsibility as their tutor.
- D Working professionally as a member of subject teaching and tutorial teams

Key Tasks

- A1 To plan and teach sequences of lessons which incorporate an appropriate range and depth of subject knowledge in line with statutory requirements.
- A2 To teach lessons with clear objectives and well pitched tasks which provide pace and challenge using a variety of learning strategies including ICT.
- A3 To understand the responsibility required under the SEN Code of Practice and to seek advice from SEN Coordinator when appropriate.
- B1 To employ a variety of marking, monitoring and assessment strategies to inform planning, develop learning and evaluate students' progress.
- B2 To provide constructive feedback to help students reflect upon and improve their work.
- B3 To make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
- C1 To keep the form register (a legal requirement) and monitor patterns of pupil attendance/ absence.
- C2 To make appropriate use of the school's rewards and sanctions procedures in line with the school's behaviour policy.
- C3 To monitor the progress of students in your tutor group by target setting and through regular inspection of homework diaries, planners and/or other appropriate methods (e.g. students on report).
- C4 To report concerns about individual pupil progress and behaviour to relevant senior staff (Curriculum Managers/Team Leaders).
- D1 To demonstrate consistently high expectations of all students and a commitment to raising their achievement.
- D2 To promote the positive values, attitudes and behaviour expected from all students by treating them with respect and consideration.
- D3 To communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- D4 To contribute towards, and value, the work of teams of staff dedicated to advancing pupil learning and welfare.
- D5 To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

TEACHER OF ENGLISH – PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
Qualifications	<p>Qualified Teacher Status or Post Graduate Certificate in Education</p> <p>Degree level qualification in English</p>	Further professional qualifications
Previous Work Experience	Experience of teaching the subject up A level (either in a substantive post or as a student teacher)	Experience of teaching Drama to at least Key Stage 3.
Professional Skills & Experience	<p>A secure knowledge of the requirements of the new specification changes in the subject (GCSE 9-1 and A level)</p> <p>An understanding of the ways children learn and how individual needs may be assessed and met</p> <p>Continued professional development with recent relevant in-service training (if applicable)</p> <p>Knowledge & experience of Safeguarding & Child Protection issues, and the Prevent strategy</p>	<p>A competent IT user</p> <p>Particular knowledge and experience of Able and Gifted students</p>
People Management Skills	<p>Effective communicator with children, staff and parents</p> <p>An effective team player, working collaboratively with colleagues</p>	Experience in fostering good relationships between all members of the school community
Other Personal Qualities	<p>Appropriate motivation for working with children (one which values each child & shows concern for their personal safety & wellbeing)</p> <p>Well developed planning & organising skills including time management, delegation and administration</p> <p>Emotional resilience & maturity</p> <p>Personal stamina & energy including a good record of attendance and health</p>	<p>An interest in extra-curricular Drama.</p> <p>Sense of humour</p> <p>Willingness to contribute to the wider life of the school.</p>

