



TEACHER OF ENGLISH

The successful applicant will begin in January 2019 and fulfil all aspects of the role from that time. We are looking for an enthusiastic and passionate English teacher, committed to the quality of learning and teaching and to providing an engaging and inspiring experience for the pupils. This is a full time post. The ability to deliver Drama to KS3 would be desirable.

The successful candidate is expected to possess the following qualities:

- a passion for English language and literature, and an ability to share this with pupils
- a high level of academic qualification in the subjects
- the ability to plan, prepare and deliver creative and challenging lessons to all stages
- the confidence to use innovative teaching methods that enhance learning and teaching
- the creativity to produce resources which contribute to teaching and departmental development
- excellent organisational skills and punctuality
- willingness to work as part of a team and to share ideas with colleagues

About the English Department

There are four members of staff presently working in the English Department. We are an enthusiastic, collaborative and forward-thinking team. We run a range of subject-related extra-curricular activities, including Debating, Creative Writing and a Graphic Novels club.

2nd and 3rd Form pupils have 4 periods of English per week. Their work is informed by the practice of P6 and P7 Junior School years, and prepares pupils for the future challenges of GCSE. 4th Form and 5th Form have 5 lessons per week and follow the new OCR GCSE 9-1 specifications in English Language and English Literature. A small number of pupils take National 5 English. Sixth form pupils take OCR A level English Literature. Both year groups receive 6 periods of teaching per week, split between two teachers.

A number of students every year will go on to take English or related subjects at University. The associated subjects at Loretto (English as a Second Language and Drama/Theatre Studies) work closely with English but are run as departments in their own right.

The Department is gathered within a suite of rooms around a central resource base.

The successful applicant will be a teacher who understands the importance of this role as well as the broader task of conveying interest and passion for the subject in the classroom. We are looking for a candidate with high expectations of students, who will maintain the high grades achieved in recent years while also promoting literature, literacy and a love of the subject inside and outside the classroom.

We are committed to safeguarding, protecting and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and Disclosure Scotland.

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact, will be to adhere to, and ensure compliance with, the School's Child Protection Policy at all times. If, in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School he/she must report any concerns to the School's Child Protection officer.

Staff at Loretto School are expected to contribute fully to the School's extensive academic, pastoral, and co-curricular programmes. The academic, pastoral, and co-curricular timetable includes teaching on Saturday mornings and weekend and evening duties. Staff act as academic tutors to about ten tutees.

It is expected that the post holder will have full GTCS Registration.

Loretto's pupils

Lorettonians come from a wide range of backgrounds. Some are first generation, some are fifth. 20% of pupils are on reduced fees - 105% bursaries in some cases. Some live in the local area but many live in other parts of the UK as well as abroad. Two thirds of the school are boarders. We are co-ed, half girls, and half boys from 12 to 19.

One third of pupils is highly academic and should achieve top grades in their exams. Nearly all students will achieve A-level grades sufficient for entry to universities. Some of the boys and girls may have been offered a place because they have a particular talent in music, art or sport and may decide to pursue these areas after school.

Successful teachers are able to stretch the more able while encouraging the weakest pupils to obtain high grades.

We aim to achieve the best possible exam results for pupils while maintaining an emphasis on the principle of an all-round education. The students that leave us should be confident and kind with an eye on the past and a hand on the future.

Loretto's staff

We have a very friendly and supportive Common Room with a wide range of interests and life stories.

The demographic of the staff is varied from newly qualified teachers to those who know the school and its history inside out. Some teachers have joined straight from university; others after taking a PGCE and some have taught in the Independent Sector before. In addition several members of staff have also taught internationally. Naturally, with such a wide range of backgrounds and experience the staff at Loretto are professional and encouraging of each other.

All staff members are enthusiastic about their subject and have a willingness to be involved in the life of the school beyond normal school hours. All staff are involved with extra-curricular activities, have an involvement with the boarding community and have a passion for helping the children's learning experience outside the classroom. Staff at Loretto go the extra mile for the pupils in their care.

General Information

Loretto's distinctive ethos and atmosphere are moulded by its unusual history and its willingness to stand by its convictions. The Senior School (12-18) and the Junior School (0-12) have traditionally been deliberately small and virtually entirely boarding. Over recent years, in common with most boarding schools, Loretto has adapted to changing parental demand by going fully co-educational (from 1994 at the Junior School and 1995 in the Senior School) and through admitting a higher proportion of day pupils.

Loretto has always placed great emphasis on each pupil being known individually by fellow pupils and by staff, particularly the Head: the ideal of a school as a family is considered achievable. The distinctive philosophy of Loretto, shaped by the formative early Headmaster, Dr Hely Hutchinson Almond, stressed the importance of full development of mind, body and spirit within a community based on the dictates of reason.

Loretto Senior School remains primarily a full boarding school, with an increasing number of day and flexi boarding pupils. Our boarding school ethos, facilities and atmosphere allow the development of the whole person to be pursued fully. In the Senior School there are currently over 350 pupils accommodated in six Houses (three boys' Houses and two girls' Houses for boarders plus one co-educational House for day pupils).

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The School operates its own salary scheme, based on the Scottish Scale but with recognition of the extra duties and responsibilities with which staff are involved in a boarding school.

The children of members of staff can be educated at Loretto as day pupils at substantially reduced fees.

All members of staff, except those who opt out in writing, must join the Scottish Public Pensions Authority Superannuation Scheme, which is identical to the equivalent schemes in the rest of the UK. Previous contributions and rights under such schemes are transferable. Staff contribution levels can be accessed through the SPPA website (www.sppa.gov.uk).

Application

Further details of the application process are available on request from Mrs Jacqui Wayth, Executive Assistant to the Headmaster at headmastersea@loretto.com or on 0131 653 4441.

Interview procedure

Only those best fulfilling the job specification will be shortlisted. You may be interviewed by some or all of the following: the Headmaster, the Assistant Head (Academic), the Assistant Director (Academic) and the Head of Department.

The selection process and interview questions will be structured around the information given above.

You will be asked to explain any discrepancies or anomalies in the information you have provided either on the application form or in your covering letter as well as any issues arising from references which will have been taken up before your interview. Questions may be asked about child protection procedures and your suitability to work with children.

The School is not able to enter into correspondence with unsuccessful applicants about why they were not appointed or interviewed.