

# Mary Webb School & Science College



Teacher of English



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## Dear Applicant

Thank you for your interest in our vacancy for a English teacher

In this pack you will find the following information:

- Letter from the Head Teacher
- Information about the English department
- Advertisement
- Information about the school
- Job Description
- Person Specification
- Information on how to apply

Thank you for showing an interest in our school. Having read the enclosed information, I trust you will feel encouraged to apply for the teaching vacancy within the English department. We are looking for an inspirational teacher of English who is able to communicate a real excitement and enthusiasm for their subject.

We want students to feel that they are successful and that English can help them to better understand the world they live in. We are interested in applications from suitably qualified graduates, who believe they have the qualities outlined in this brochure. An application would bring you a step closer to working in a busy, but really friendly and supportive, environment.

The English department is a well-established team that delivers a wide range of curriculum opportunities throughout Key Stages 3 and 4. At Key Stage 4 all students study GCSE English and English Literature. Recent GCSE examination results have been excellent. Attainment and progress in 2017 was well above the national average in both English and English Literature.

Extra-curricular provision by the English team is exceptional. The subject pages that follow will give you a flavour of the range of options offered.

The existing English team are looking for a colleague who is excited by teaching and learning about English and is willing to share their ambition and high expectations. In return they will provide a happy, supportive and successful environment to work in.

Mary Webb School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to receiving your application.

Yours sincerely

*A J Smith*

Andrew Smith

Head Teacher

# English at Mary Webb School



## The Department

The English department is staffed by five subject specialists; a strong team containing a wide spectrum of specialist knowledge and experience.

We approach teaching and learning through a 'creative and critical' approach to reading, speaking and listening, and writing; holding fast to the belief that English is a creative subject, essential for students to discover and develop a personal voice as well as a means through which cultural and historical values are explored and discussed.

Essential to this process is the students' wider cultural and educational experience, and recent trips to the RSC in Stratford, 'Poetry Live' in Birmingham, and to the cinema for groups of students are essential to nurture interest and enthusiasm in students.

Smaller groups have taken part in debating competitions, Shropshire Young Thinkers, and reading clubs within school.

A group of students work regularly with a local author to develop their creative writing skills. Many students have had their stories published in Young Writers and other publications.

## The Learning Environment

The department is situated across a suite of 5 rooms close to the School Library.

Each room is equipped with an interactive whiteboard and projector as well as the necessary audio equipment.

The department shares access to two banks of notebooks and the classroom size suite of personal computers situated adjacent to the Library.



The department is well stocked with a range of texts from Shakespeare to modern texts for students. The department also provides reading boxes to the forms across the school for the purpose of whole form reading sessions during registration.

The school has invested in better dictionaries and other resources to support the development of students' vocabulary, which is a whole school priority. Grammar for Writing textbooks and Web-based resources have also been purchased to support the acquisition and application of English grammar in reading and writing.





### Key Stage 3

Transition arrangements from Key Stage 2 to Key Stage 3 are exemplary in terms of continuity and knowledge of students' strengths and weaknesses as they arrive to begin the secondary curriculum.

Students are taught in mixed ability groups of four or five classes per year group. They receive four hours of English per week, with some classes in Years 8 and 9 receiving three hours and an extra hour of literacy-focused work.

Teachers are well-supported by teaching assistants in the classroom, and close working relationships, focused on individual student need are the foundation for the progress of students in English classes.

Accelerated Reader is used in KS3, in form time, and in some Year 10 groups, the school leader on the use of Accelerated Reader across the school being a member of the English team.

Assessments take place over the course of each half-term unit of study and through formal examinations in year groups.

### Key Stage 4

The students follow the new AQA 8700 specifications for English Language and 8702 English Literature GCSE courses.

The teaching of the content of the course begins in the Spring Term of Year 9.

Students are taught in mixed ability groups with four groups in Year 11 and five in Year 10.

Both English Language and English Literature results have improved steadily over recent years, and are significantly above the national average.

Interventions in Year 11 take place during registration periods and after school on Tuesdays, which are well attended by students.

Regular assessments and thorough moderation of standards take place every half term; the speaking and listening component being practised at the end of Year 9 and taken and moderated at the end of Year 10.

The exponential success of our students resulted in Mary Webb School being placed in the top 5% of schools nationally for English Language results in 2017.

This post offers an excellent opportunity for a keen and enthusiastic English teacher. You would be joining a successful and forward-thinking team of teachers who are dedicated to providing outstanding teaching and learning in a supportive, caring and stimulating environment. The department is dynamic and has a proactive approach, thriving on development, innovation and change in the context of existing good practice. Please come and visit us if you have any further questions, we look forward to the opportunity to show you the department.



## Advertisement



**Teacher of English,  
MPR / UPR  
Full-time, Permanent  
Required September 2018**

Governors wish to appoint an outstanding, well-qualified and enthusiastic teacher of English. The successful candidate will be required to teach at Key Stage 3 and 4. Student progress at KS4 in 2017 was in the top 5% nationally. This vacancy would suit experienced teachers or candidates new to teaching. If you would like to join our hugely successful and supportive team, we would welcome your application.

Potential candidates are encouraged to contact the school to speak to the head teacher, Andrew Smith or head of English, Rob Garry. Full details are available on the school website.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Closing date: 12 noon on Thursday, 15th March 2018**  
**Interviews to be held week beginning: Monday, 19th March 2018**



## Information about the school

Mary Webb School is situated in a particularly beautiful location in the village of Pontesbury, just a few miles south of Shrewsbury. The site, surrounded by hills and woodland, provides an ideal setting for a school that aims to provide an educational experience firmly rooted in a modern rural context. We seek to open minds and widen horizons by ensuring that all our students are prepared for the challenges of life in the twenty-first century.



As a relatively small community secondary school of about 650 students, staff and governors, we feel that the school has a number of distinctive features that makes it a little bit special.

We aim to provide an environment in which each and every student can develop and flourish, and where the pursuit of excellence, in terms of personal development and academic achievement, is the aspiration of all. Relatively small class sizes ensures that every student receives personal attention.

The curriculum at Key Stage 4 is based around a core GCSE offer. We believe that this provides students with robust qualifications that support transition to post-16 education, training and employment. GCSE examination results at Mary Webb have been very strong in recent years and are above national averages for attainment and progress across the curriculum. In 2017 the percentage of students gaining a 5+ grade in English and mathematics was in the top 20% of schools nationally at 57%. The school's Progress 8 figure for 2017 was the highest in Shropshire and in the top 20% of schools nationally. We are very proud of our students and the staff that work hard to support them achieve such good outcomes.

To view our latest Ofsted report from May 2015 please [click here](#).



*"Students make **outstanding** progress"*

*"Teachers create positive, constructive relationships"*

*"Teaching is good and much is **outstanding**"*

*"Students behave well and are keen to learn"*

*"Arrangements for transition from the primary schools are **outstanding**"*

*"The school's work to keep students safe and secure is **outstanding**"*

# Job Description

## Purpose

- To share the school's commitment to safeguarding and promoting the welfare of children and young people.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher / form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

## MAIN (CORE) DUTIES

### Teaching

- To teach students, including students from Severndale @ Mary Webb who are in mainstream lessons, according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the schemes of work.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

### Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the form group as a whole.
- To liaise with Key Stage Leaders to ensure the implementation of the school's support/pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHCE according to school policy.
- To apply the school's behaviour policy and management systems so that effective learning can take place.

# Job Description continued

## **Operational/Strategic Planning**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area's improvement plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

## **Curriculum Provision**

- To assist the Subject Leader and SLT to ensure that the curriculum area provides a range of teaching strategies which complements the school's strategic objectives.

## **Curriculum Development**

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

## **Professional Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the school's agreed Performance Management Review Process.

## **Recruitment/Deployment of Staff**

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of designated teams and to contribute positively to effective working relations within the school.

## **Quality Assurance**

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## **Management Information**

- To maintain appropriate records and to provide relevant, accurate and up-to-date information for school's MIS, including registers.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

## **Communications**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.



## Job Description continued

### Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

### Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.



## Person Specification

Quality	Essential	Desirable
Qualified Teacher Status	Yes	
Degree in English or related subject	Yes	
A commitment to safeguarding and promoting the welfare of children and young people	Yes	
A commitment to achieving, maintaining and developing the attributes, knowledge, understanding and skills outlined in the core / post threshold professional standards for teachers	Yes	
Experience of teaching English at Key Stage 3 and Key Stage 4.	Yes	
Confident communicator	Yes	
Confidence in the use of ICT	Yes	
An ability to work in a team	Yes	
An ability and commitment to contribute to raising student achievement	Yes	
A willingness to embrace change and seek new challenges	Yes	
An understanding of the need to take responsibility for personal professional development	Yes	
An ability to self-manage workload	Yes	



## How to Apply

Applications must be made on the official application form which can be found by [clicking here](#) or visiting [www.marywebbschool.com](http://www.marywebbschool.com)

The deadline for applications is 12 noon on Thursday, 15th March 2018, and we will be interviewing week commencing Monday, 19th March 2018. Please do not hesitate to get in touch with me if you have any questions or if you would appreciate an informal chat; I would be delighted to hear from you.

### When completing the application form, please pay particular attention to:

- The guidance notes on the front cover.
- Section 8, Educational qualifications, please ensure you provide details of your qualifications, including GCE O level, GCSE or equivalent level 2 qualifications – a summary is not sufficient. Details of the institutions you studied at are required.
- Section 11, Further Details: Please limit this section to no more than 500 words.  
**In addition to the guidance provided, please outline your views on teaching English to young people in the 11-16 age range and why English is an important part of a broad and balanced curriculum at Key Stage 4.**
- Section 16, References: The requirement for two employment references, one of which **must** be your current or most recent employer. Please include email addresses if possible.
- We use an application form which states that the post is exempt from the Rehabilitation of Offenders Act 1974 and that the successful candidate must apply to have an Enhanced Disclosure from the Disclosure and Barring Service. The application form will request full and complete information about employment history.
- All applicants are required to disclose whether they have any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.
- Incorrectly completed application forms will not be considered

*You can send your application via:*

*Email to: [nmurray@marywebbschool.com](mailto:nmurray@marywebbschool.com)*

*Post to: Mrs N Murray, Mary Webb School & Science College, Pontesbury, Shrewsbury, Shropshire, SY5 0TG*