



SEDBERGH  
SCHOOL

FOUNDED 1525

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Candidate Information Brochure  
**TEACHER OF ENGLISH**

**1ST SEPTEMBER 2018**

**FULL-TIME/PERMANENT**



# Introduction

Sedbergh School, founded in 1525 by Roger Lupton, Provost of Eton, is an Independent Co-educational Boarding School. The Headmaster is a member of the Headmasters' and Headmistresses' Conference. Set in the spectacular Yorkshire Dales National Park, it also benefits from fast motorway and rail access to the rest of the UK.

The School is a vibrant, demanding and supportive community which encourages pupils and staff to be involved in as broad a range of activities and interests as possible. Art, Drama and Music are especially strong, and the School has a national reputation for Sport. Sedbergh has its own Prep School located approximately five miles away at Casterton.



# The English Department

This Department comprises some of the most experienced Teachers in the School, including the Assistant Headmistress, two House staff, and the Head of Year 9, and is at the very heart of everything the School does. The Head of Department, Dr Gareth Downes, is an expert on twentieth-century literature and modernism. He has published essays, articles and book chapters on James Joyce and David Jones in a number of scholarly journals and collections and over the last couple years has delivered research papers on Dylan Thomas and James Joyce at international academic conferences.

The appointed candidate would expect to teach in all Year groups and all ability levels within those Year groups. All year groups are set by ability. At present, GCSE sets are taught for Years 10 and 11 by the same Teacher and Sixth Form sets are usually shared between two Teachers.

## Curriculum

In Year 9 all pupils follow a foundation course in English and participate in a Reading Programme. The objectives of this foundation syllabus are: (a) to introduce pupils to the range of speaking, listening, reading, writing and close textual analysis skills that they will need to succeed at GCSE English Language and English Literature; (b) to introduce students to key ideas and concepts in literary culture from the medieval to the modern period through the study of a series of thematically linked 'gateway' texts; and (c) to raise levels of wider, independent reading and develop creative writing skills.

In Years 10 and 11, since September 2015, we have followed the new Edexcel 9-1 GCSE courses in English Language and English Literature. The skills developed during the course logically follow those already acquired in Year 9 and provide a good preparation for those wishing to pursue the study of Literature into the Sixth Form and beyond.

The virtues and rigour of A Level English Literature are well known. Although set sizes vary from year to year, a relatively large number of pupils take A Level English Literature (a total of 48 in 2017-18). Having taught the CIE A Level course in English Literature for many years, the Department began teaching the new OCR two-year linear A Level course in English Literature in September 2017. The text choices are traditional and offer a good balance of Pre and Post 1900 texts.

The pass rate at GCSE is high with typically 90-100% of pupils achieving A\*-C grades, or 9-4 under the new grading system. Our first cohort to complete the new 9-1 GCSE course in English Language and English Literature did so in 2017; 38% of pupils attained grades 9-6 in English Language, while 57% of pupils achieved grades 9-6 in English Literature. A Level pass rates have been 100% for most years, and last year 74% attained A\*-B grades at A Level. Every year a number of pupils choose to go on to read English at Russell Group Universities.

The Department endeavours to create a culture within the School that encourages reading and the enjoyment of literature, both at an academic and an extra-curricular level, supporting initiatives such as the Brantwood Literary Society, House Reading Groups, School Book Club and Shared Year Group Reading (the Sedbergh School Battlefields Trip Anthology of War Poetry is read before the Year 10 Battlefields Trip, for example). Wherever possible, pupils are taken to see theatrical productions and screening of the texts that they are studying. In recent years, theatre trips have included going to see *Richard III* at the Theatre Royal in York, *Julius Caesar* at the Lowry Theatre in Manchester, and *As You Like It* at the RSC in Stratford-upon-Avon. The Department is also passionate about introducing pupils to their literary heritage in the North of England. For example, pupils have been taken on curriculum enhancement trips to the various Lakeland places that inspired William Wordsworth and Samuel Taylor Coleridge; to John Ruskin's house, Brantwood, on Lake Coniston; and to the grave of the modernist poet, Basil Bunting, who is buried in the Quaker churchyard in Brigflatts, across the fields from Sedbergh. We hope very much that, upon leaving Sedbergh, the experience of studying English will have helped all pupils mature and develop into enlightened citizens of the world.

The School operates a two week timetable with lessons lasting for 55 minutes in the morning and 50 in the afternoon. There are three lessons on a Saturday morning.

## Facilities

The Department is based in a suite of five rooms among the Main School Corridor. The Department has an extensive stock of literary texts and critical literature and an extensive DVD library. The beautiful, well-stocked School Library is a major resource and the Boarding Houses have their own Libraries, many of which have undergone development over recent years. The five principal teaching rooms are all equipped with projectors, computers and DVD players and all have WiFi access. Two teaching rooms are also equipped with Apple TV and HD projector to support use of iPads in the classroom for teaching purposes.

## Responsibilities of the Role

The successful applicant will be expected to teach English from Year 9 to Year 13. The following roles are expected:

- To teach high quality, inspirational lessons that enable and encourage all pupils to fulfil their potential
- To support pupils by offering extra help to those who need it
- To contribute to the running of the Department
- To fulfil the general roles and responsibilities of a Teacher at Sedbergh School

The role offers great opportunities for personal and professional development in a School that aspires to be the market leader in all areas of Boarding School life. A proactive attitude to INSET training is encouraged and supported by the School.



# Person Specification

## ESSENTIAL QUALIFICATIONS:

- Educated to Degree level in English or other relevant subject area
- Experience of teaching English in a School

## ESSENTIAL CHARACTERISTICS:

- Strong empathic and interpersonal skills, coupled with a genuine interest in young people
- Excellent subject knowledge and a genuine passion for literature and reading
- Excellent administrative and organisational abilities
- The ability to inspire and motivate pupils to succeed
- A willingness to share your expertise with colleagues
- A flexible approach and a genuine desire to work in a team

## DESIRABLE CHARACTERISTICS:

- Familiarity with Boarding education

## Beyond English

The successful candidate would be expected to contribute to the pastoral life of the School, as a Resident or Non-Resident Tutor in one of the nine Boarding Houses.

There is also a strong expectation that the successful candidate will participate fully in the School's extensive extracurricular activity programme. All talents are most welcome and the ability to coach Sport at a high level would be desirable. The School has a national reputation in Rugby and other Sports. Because of our natural environment, candidates with Outdoor Education experience and qualifications would also be welcome.

In May 2017, the School was graded 'Excellent' in every category of provision by an ISI Inspection; pupils' personal awareness and the provision of extra-curricular opportunities were identified as a particular strength.

## Salary & Accommodation

Sedbergh has its own salary scale. The salary of the successful candidate will reflect age and experience. School accommodation may be available.

## Application and Appointment Process

All applicants must submit an application form giving the names of three referees. A supporting letter and CV will be welcome. Applications may be sent electronically or in hard copy to:

HR Department, The Bursary, Malim Lodge, Sedbergh School, Sedbergh, Cumbria, LA10 5RY  
Email: [hradmin@sedberghschool.org](mailto:hradmin@sedberghschool.org)

Applications will be acknowledged by email.

The closing date for applications is Friday 26 January 2018, at 4.00pm.

Interviews will take place on Tuesday 6 February; candidates will be required to arrive on the evening of Monday 5 February.

The interview process will include:

- Supper in a Boarding House and overnight stay with a Housemaster/Housemistress
- Assembly
- A tour of the School with pupils
- Lunch in a Boarding House
- Teaching, observed by a member of staff (details to be provided with interview information)
- Time in the Department (details to be provided with interview information)
- Interviews with the Headmaster and other Senior staff
- A compliance meeting with the HR Manager

The successful candidate will be contacted by telephone in the first instance and the appointment will subsequently be confirmed in writing. Unsuccessful candidates will be notified by telephone and by email; we will be willing to provide a debrief on request.

## Roles and Responsibility of all teaching staff at Sedbergh School

Sedbergh School is a boarding School which welcomes Day pupils. The nature of a Sedbergh education is that it is broad and encompasses the full range of human development; Academic, Physical, Aesthetic and Social.

It is a requirement that all teaching staff are directly involved in all areas of School life for four reasons:

1. Teaching staff are role models for the pupils. Pupils have to embrace a broad education and staff must model this behaviour;
2. Pupils live in School and are engaged with School life at all times, they respect staff who demonstrate a similar level of commitment to their own;
3. The School places a high value on teamwork. A shared commitment within the Common Room is essential to the working of the School;
4. The School is operational at all times during Term and staff must be flexible in order to respond to changes of circumstances including boarding arrangements.

The boarding nature of the School means that certain working practices take place which are not found in every School. These affect all teaching staff. Amongst these (but not excluding others) are the following:

1. Teaching on a Saturday morning throughout the year, followed by activities in the afternoon, social duties in the evening and on occasions, until late at night;
2. Teaching lessons or activities until 6pm on weekdays;
3. Administrative meetings which take place in the evening, often starting at 7.30pm after teaching has finished;
4. Provision of Clubs and Societies which may start at 9.00pm after Prep;
5. Activities on Sundays associated with House activities.

This level of commitment is common to major boarding Schools and the staff who work in them do so because they are attracted to the opportunities that such a high degree of vocational commitment conveys. The Common Room is a close community and social involvement within it is a further collegiate expectation and opportunity.

The Job Description that follows is common to all Teaching Staff.

Additional responsibilities do not diminish the commitment expressed in the following Description. Part-time roles or job-sharing may be considered where it meets the needs of the School on an individual basis at the time of application.





# Teacher

## CONTRIBUTE TO THE COLLEGIATE LIFE OF THE SCHOOL

Responsible for: Maintaining the School Ethos and Reputation of the School

Responsible to: Second Master

1. Maintain high standards of personal and professional conduct at all times and thereby act as a role model for pupils.
2. Uphold the School ethos and rules, taking due regard for professional standards and advice from senior staff.
3. Take responsibility for the behaviour of pupils.
4. Help colleagues who may experience difficulties in their role.
5. Take part in duties as may be reasonably directed by the School's management.
6. Contribute to the spiritual life of the School by attending Chapel and Assembly.
7. Attend staff meetings unless apologies are given and accepted.
8. Complete administrative tasks according to deadlines and with due regard for colleagues.
9. Communicate clearly and promptly with parents if requested to do so.
10. Be informed about, and adhere to Safeguarding regulations and policy.
11. Foster your own professional development by participating in appraisal.

## TEACHING

Responsible for: Teaching Subject(s)

Responsible to: Head of Department

1. Be knowledgeable about the subject and its recent development.
2. Be knowledgeable about syllabus content and examination requirements.
3. Foster a spirit of enquiry, a love of knowledge and a delight in the pursuit of excellence.
4. Teach students how to 'think' rather than simply 'know'.
5. Teach in an effective manner taking account of the subject, examinations and pupils' needs.
6. Maintain an effective working atmosphere in class and a stimulating environment in the classroom.
7. Teach the strategies needed to pass exams.
8. Plan lessons to achieve these aims.
9. Set Prep and holiday work in an appropriate manner.
10. Mark accurately and constructively, keep records.
11. Ensure that pupils' efforts are properly rewarded.

## CONTRIBUTE TO THE WORK OF THE DEPARTMENT

1. Contribute to departmental development and organisation as agreed with the HoD.
2. Share resources ideas and disseminate examples of good practice.
3. Act as an advocate of the Department and advise pupils about option choices at the appropriate times.
4. Provide written reports to contribute to School references.
5. Harbour School and departmental resources so they are used efficiently and stored securely.
6. Contribute to the setting, management, marking and administration of internal and external exams.
7. Contribute to external visits, field-courses etc. that are relevant to the subject.

## ACADEMIC TUTORING

Responsible for: Tutoring pupils

Responsible to: Housemaster / Housemistress

1. Review pupils' academic effort and attainment every week and devise responses as may be required.
2. Co-ordinate additional work if required.

3. Support tutees' wider development by attending plays, concerts, matches, etc in which they appear.
4. Ensure tutees are informed about option choices, education and UCAS opportunities, drawing on colleagues for support and guidance as may be required.

## BOARDING DUTIES

Responsible for: Welfare of Pupils in a Boarding House

Responsible to: Housemaster / Housemistress

1. Be informed about the House and pupils within it, including health, social and family matters.
2. Be familiar with the organisation and routines of the House.
3. Participate in House events and activities that may include (but not exclusively), music, drama, sports, outings.
4. Maintain a high level of involvement and visibility within the House through dining-in and presence at social events.
5. Take responsibility for the House as directed by the Housemaster/ Housemistress. This is likely to be at least one day per week and on occasional weekends.
6. Apply any School sanctions consistently and with due regard for natural justice.
7. Be informed about School and National policies with regard to Boarding Standards and adhere to those policies.

## SPORT AND EXTRA-CURRICULAR ACTIVITIES

Responsible for: Coaching and teaching pupils

Responsible to: Director of Sport / Head of Girls Games / Senior Master/Mistress (Extra-Curricular)

1. Take responsibility for the coaching, teaching or development of:
  - a) Sports squads or Teams
  - b) Outdoor Pursuits groups
  - c) Voluntary Service activities
  - d) Musical productions
  - e) Drama productions
2. Organise and support Academic Societies and Clubs.
3. Organise and support extra-curricular visits and events.
4. Undertake all activities according to School and National Governing Body policies and guidelines.





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Sedbergh School is committed to safeguarding & protecting the welfare of children.  
Applicants must be willing to undergo child protection screening appropriate to the post,  
including checks with past employers and the Disclosure and Barring Service.

Registered Charity No 1080672