

Teacher of English

Recruitment Pack



An ambitious learning community where PRIDE brings out the best in everyone.



The John Roan School

The best in everyone™

Part of United Learning

Dear Candidate,

Thank you for your interest in the position of Teacher of English at The John Roan School. As you will be aware, The John Roan School is a mixed Secondary Academy which joined the United Learning group of schools in September 2019 and, supported by the expertise and guidance that this brings us, is rapidly improving outcomes for students. As we continue our school improvement programme, we are looking for someone who shares our values and passionately believes that all children can achieve, no matter what their starting point, background or needs.

Our vision is of being **an ambitious learning community, where PRIDE brings out the best in everyone.** We live our PRIDE values, expecting our students to be proud, respectful, involved, determined and excellent in everything that they do at school. We demand that lessons are disruption free so that teachers can teach, and students can learn at all times and prioritise knowledge within this learning, delivering a knowledge-rich curriculum structured and sequenced in line with cognitive science.

We are looking for the right people to join our team. The Teacher of English position would suit a highly motivated and skilled practitioner looking to join a thriving school as a middle leader. We want to hear from applicants who wish to build on or improvements, share our vision for providing an outstanding environment for learning and character development and who, like us, value drive, integrity, scholarship and contribution.

The Teacher of English is a hugely important role as The John Roan School continues to grow and thrive. You will be joining a school that is ambitious for its future as well as the future of all its students and so we are looking for colleagues who share that ambition and are uncompromising in their commitment to doing what it takes to secure the potential of the young people here. You can find further information about the role in the job description at the end of this pack.

The John Roan School values personal development, and on joining the school you will have a wealth of opportunities to develop through our internal CPD programmes and within the United Learning group of schools. We are also ambitious about diversity and inclusion, so very much look forward to meeting candidates whose values reflect those in the job description to follow.

We hope that you find the information you need within this pack and on our school website, but we are also very happy to host a visit from prospective candidates so that you can get a full sense of the school. If you would like to visit, please email tracey.arnold@thejohnroanschool.org.uk.

Application closing date: Wednesday 8th November - Midday

Interview date: TBC

The John Roan School is committed to safeguarding and promoting the welfare of children and young people. Therefore, this appointment will be subject to vetting, including online checks and enhanced DBS disclosure.

The John Roan School

Founded in 1677, The John Roan School is one of the oldest state schools in the country, and we are looking forward in 2027 to the 350th anniversary of its foundation. With the highest expectations for all of our students, our vision is to be an ambitious learning community where PRIDE brings out the best in everyone, helping young people thrive and grow through developing their character as well as achieving excellent educational outcomes.

The school is a mixed ability co-educational 11 – 18 school set across two sites a short walk apart. The Sixth Form building on Maze Hill was built in 1928 and overlooks Greenwich Park and the Royal Observatory, while the main school site was built in 2014 with all modern facilities. In addition to having access to high-quality support and networks from United Learning, we have partnerships with local and national organisations and universities and are linked to the Don McMath charity that supports the education of children in The Gambia.

Our long history brings with it the advantages of being part of the John Roan Foundation and their commitment to enhancing and enriching the experiences of our students, especially those who are disadvantaged, through English and Sports provision in particular. We are fortunate to have priority access to the Hope Memorial Residential Centre in the Lake District and extensive playing fields in Kidbrooke, a short drive from the school. Our parent association is strong, vibrant and focused on increasing parental engagement as well as fundraising for the school.

We also have a Centre for Autism with 16 commissioned places for students with Autistic Spectrum Disorder, a thriving SEND provision and growing numbers of students with English as an Additional Language.

Our staff team is diverse and reflects the multicultural student population of the school at all levels. This is an exciting time to join us as we move the school into a new era of success!



PROUD

RESPECTFUL

INVOLVED

DETERMINED

EXCELLENT

“The culture of the school is like nothing I have experienced. The staff and environment make it a pleasant place to be.”

“I like that I am given opportunities and supported by the school to improve as a teacher and leader. Students are respectful and polite, colleagues are supportive and there is a bank of lessons, reducing preparation time.”

(Anonymous Staff Survey Feedback)



United Learning

United Learning is the largest Multi Academy Trust in the country and since 1884 has been committed to providing the best education and opportunities for children and young people in a variety of schools. The United Learning mission is to bring out the best in everyone, providing exceptional education and preparing young people for life. The Trust has four strategic aims to support this mission:

1. Great places to learn: UL schools aim to bring out the best in all their pupils, regardless of their starting points or backgrounds.
2. Great places to work: UL schools bring out the best in all the adults who work in them, for the benefit of the children they serve and their own careers.
3. A great group to join: UL aims that every school in the group can express its own identity while benefitting from being part of a wider group.
4. A great contribution beyond the group: UL aims to have a positive impact on local communities beyond the school, the national education system and the wider world.

As part of ensuring that United Learning is a great place to work for all staff, various commitments are made to all colleagues who are part of the Trust. They are based on the fact that UL sets high expectations for all staff, both in schools and in the central team, so in return, they should expect excellent support to enable them to give of their best. They therefore will:

- Work in a purposeful, calm environment where staff and pupils show respect for one another
- Have access to high-quality centrally-developed resources, tools and expert support
- Have access to high-quality, professional development aligned with their role/career stage
- Be encouraged to show leadership and take responsibility for their own work
- Be developed through meaningful professional conversations to learn in their role
- Be equipped with the digital tools and resources they need to do their jobs effectively
- Be rewarded well for what they do, with competitive pay rates and meaningful wider benefits.

United Learning is a growing group, with over 90 schools across the country, presenting plenty more opportunities to progress your career within the Trust, with the chance to work in contrasting schools in different regions. It also means you've got a ready-made network of colleagues across the country with whom you can share ideas, best practices and knowledge. When you join United Learning, you'll be invited to attend the annual **Best in Everyone Conference** induction event providing opportunities to meet other colleagues and find out more about our work and the rewards and benefits available.

Above all, United Learning we are committed to ensuring that employees feel valued and appreciated. There are a number of core benefits, which include competitive rates of pay when compared to the maintained sector; access to a contributory pension scheme relevant to your role; enhanced parental leave policies to support parents and carers and tailored Continuous Professional Development (CPD). They've also partnered with Perk Box to offer every United Learning employee over 250 exclusive benefits, all through an easy-to-access platform and app.

Your Wellbeing

At The John Roan School we aim to provide a working environment that allows all staff to be the best they can be. A cycle of continuous review driven by a **Wellbeing Committee** determines how we support and care for our staff within the context of delivering the very best experiences for our students at all times. We believe that prioritising staff health, balance and workload will ultimately bring out the best in everyone, including our students. Our guiding well-being principles are around fairness and openness, with a **Caring for our Staff** document outlining what our school offers staff to support their growth, development, and well-being. Our commitment to staff well-being includes:

- A dedicated HR team committed to supporting staff through their time at the school.
- An employee assistance programme provided by CiC to all staff free of charge, providing confidential care anytime day or night.
- Access to the Perk box range of offers and discounts.
- Refreshments provided in staff areas (tea, coffee and milk) as well as access to microwaves. There are staff spaces on both sites allowing you to relax away from computers and students.
- Careful consideration is given to term dates, aiming to create the most restful holiday possible between terms. We have 5 training days and 3 further planning days (with no students on site), which allow flexibility with term dates as well as a staggered start to the school year to help staff get set up. Parent Evenings are now online to allow for further flexibility (with the exception of key exam groups).
- All teaching and support staff are entitled to a Work from Home morning or afternoon each term.
- Policies for Leave (maternity, paternity, adoptive and special) are provided. Where a member of staff has been on long-term leave, we always work with colleagues to provide the necessary support settling back in.
- There are a variety of initiatives to celebrate and praise staff, including postcards from the Principal, extra mile certificates and our 'Pay it Forward Award', shared in the staff bulletin.
- Communication is carefully thought through, with weekly briefings and bulletins used to convey key messages. Emails are only sent outside of working hours when necessary.
- All professional development is research-driven, needs based and followed up on. We offer a range of CPD opportunities for staff including:
 - Weekly Deliberate Practice sessions on teaching and learning strategies.
 - Weekly curriculum implementation time with departments
 - Half termly Twilight sessions
 - Excellence visits to other schools.
- Reducing the workload for teaching staff is a school focus. We decrease workload through centralised detentions and curriculum, whole class feedback rather than marking books and providing visualisers in all classrooms for modelling. We all keep data input to a minimum, with no written reports, and use various online platforms to support setting homework.
- We have many opportunities for staff socials throughout the year organised by the Wellbeing Committee, including an annual 'Food Fest', Christmas lunch, Summer BBQ, tea and cake afternoons, as well as staff sport, Pilates and meditation over the course of the year.

Teaching and Learning

First and foremost, we believe that all teachers are entitled to disruption-free learning for every minute of every lesson at the school. We support this through a series of 'Roan Routines' ensuring that calm, scholarly classrooms are the norm across the school. A visible Senior Leadership Team supports any issues, with students removed from lessons where necessary to continue working on the lesson content in our Disruption Free Learning space.

We also have a consistent set of expectations for what excellent teaching and learning looks like in lessons, codified in our Teaching and Learning guide and 18 'Roan Rs', teaching strategies to help prioritise routines, ratio and rigour across lessons.

All teaching and learning at the school use Rosenshein's Principles of Instruction as the framework for lesson planning and delivery. Our lessons all begin with retrieval practice and then move through the 'I do – we do – you do' sequence of instruction, modelling and independent practice. Lessons all finish with a round-up of learning. We use the 'Teach Like a Champion' techniques to support great learning in a disruption-free environment.

We are committed to establishing ways to reduce the pressures on teaching staff:

- Most departments have access to a central curriculum framework within United Learning, led by expert subject advisors who frequently meet with Heads of Department and are able to support teams with bespoke CPD as required.
- All subjects are part of group-wide networks where good practice is shared and discussed.
- Whole class feedback is encouraged and research supports this as a highly effective tool to promote strong progress in all students.
- We use a range of online learning platforms to set homework and individual learning tasks.
- Students without their own devices at home can take a long-term loan of a Chromebook from the school.
- 30-minute CPD sessions are run weekly as Deliberate Practice sessions.
- An open door policy allows middle and senior leaders to provide regular, high-leverage feedback to support all teachers, no matter their career level, to develop and refine their practice.





“Staff look out for each other and genuinely care about each other’s mental wellbeing. This is really encouraging and makes me feel very valued.”

“Students are amazing - polite and bags of character. Positivity in the SLT and wider staff team. It's a new era at TJRS and I'm proud to be part of it.”

(Anonymous Staff Survey Feedback)

The John Roan Sixth Form

The John Roan Sixth Form is based on our site at Maze Hill, a beautiful 1920s building where around 200 students aged 16-18 take A-Levels and Level 3 BTEC qualifications.

We are a deliberately smaller Sixth Form, which allows us to focus on each of our students as individuals. Our overarching focus is to get our Sixth Form students to the destination of their dreams, whether that be university, an apprenticeship or in the workplace. Each of our students should leave us set up for success when they get there. We do this by providing an environment that challenges all students to reach their full potential.

The core principles that guide our Sixth Form are those qualities which we hope our students will leave us embodying: **inspired confident and ambitious**. We aspire that at our Sixth Form, students will be **inspired** by our commitment to their destinations. They will feel **confident** in their abilities and prospects because of our teaching and curriculum and they will be **ambitious** because of the opportunities we provide.

Our Sixth Formers are role models for the rest of the school community, showcasing our whole school's PRIDE values of proud, respectful, involved, determination and excellent. The Sixth Form students work with younger students by mentoring them and by helping with interventions.

Over the last two years, our Sixth Form has gone from strength to strength: numbers have climbed over the last two years from 46 in a year group to 120, and we are always looking to respond to the needs of the local community and increase our course offering. Our students also have increasing ambition: this year, four students received offers from the universities of Oxford and Cambridge.



SEND Support

At The John Roan, we provide an ambitious, inclusive, and safe environment which enhances the learning of all students and helps them achieve their full potential. We believe that all children can exceed their expectations, no matter their prior attainment or experiences. We recognise that some students may need additional support at specific times during their school career to meet challenges, whilst others may need ongoing support. Therefore, we are committed to providing outstanding support to all students, planned, delivered, and reviewed, to the highest standard by all teaching and support staff.

We do this by:

- Ensuring high-quality teaching in all students
- Ensuring students gain the highest specialist subject knowledge from their teachers by accessing mainstream lessons.
- Creating a culture of ambition and high aspirations
- Calm learning environment free from disruption
- Building a strong community based on fairness and personal responsibility.
- Valuing and respecting all who come to our school.
- Being reflective and committed to our ongoing development as teachers and leaders, in our continuous strive for excellence.

Our Specialist Learning Coaches have expert training in working with children with specific learning difficulties. The team works with all school staff to identify and assess students' needs, plan for these needs and put into appropriate identified strategies, using a range of evidenced-based literacy and numeracy resources available and use these tools to support the progress of SEND students, aiming to reduce any gaps in learning. A wide variety of support is put in place depending on the needs of the child. This can range from individual and small group withdrawal sessions, with our specialist Learning Coaches or external professionals.

Centre for Autism

The CFA is a separately funded provision, within the mainstream school, and has a total of 16 places for students with autism across Years 7-11. CFA students have the potential to access 50% of their lessons in mainstream and to achieve at the same level as their peers, given the right level of support. CFA students follow individual timetables which reflect their needs. They are taught both in the mainstream and in the CFA. CFA staff deliver the mainstream curriculum. Some mainstream staff come to the DSP to deliver their subject specialism.

The CFA provision is comprised of an Autism friendly classroom and a sensory room. Small breakout spaces are also available when needed by individuals dependant on their needs. There are 4 full time members of staff, with additional support from the wider Inclusion Team. All CFA students will have access and support through the whole school Inclusion Team and its resources. In addition to the mainstream curriculum, the team make time for each student's special interests. The CFA Team work closely with families and encourage parents and carers to contact them very regularly.

Post Details			
Job Title:	Teacher of English		
Salary:	PT/EPT + TLR	Full-time contract	Teacher of English
Reports to:	Head of English	Responsible for ensuring that every student receives his or her statutory entitlement to high-quality learning within English across Key Stages.	

The Role

We are looking to appoint a highly motivated, experienced, and innovative experienced Teacher of English to join an ambitious and successful English team.

Are you the person to stretch, challenge, support and inspire our students in and outside of the classroom? Do you share our ambition to inspire and engage students with your subject knowledge?

You will play an important role in passing on your subject knowledge through inspiring teaching to our students, ensuring that you can bring out the best in everyone.

Key responsibilities:

General:

- To Create an exciting learning environment securing department improvement, raising attainment and achievement.
- To Plan, resource, and deliver lessons to a high standard that ensures real learning takes place and students make good progress.
- To Prepare, develop, and deliver lessons in the timetabled subject, according to the schemes of work agreed within the department.
- To Ensure that all students achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level.
- To Monitor and record the performance of students.
- To Foster and maintain high standards of effort and discipline amongst the students by the use of appropriate school-based rewards, negotiated goals, and sanctions.
- To Encourage effective learning by the appropriate use of formative assessment, target setting, and the development of teaching and learning styles.
- To Foster an atmosphere of mutual respect with students in all classroom activities.
- To Develop and foster good working relationships with all staff.
- To Be prepared to undertake the pastoral role of a form tutor.
- To Comply with all Examination Board regulations regarding the teaching of examination subjects and the completion of coursework.

- To Attend meetings as directed by the Head of Department.
- To Attend Academic Review Process as appropriate.
- To Care for and maintain such equipment and books as may be in use in the teaching base or location.
- To Display work or materials which enhance the learning environment.
- To Contribute positively to the extracurricular life of the school.
- To Be proactive in the pursuit of continuous professional development ensuring you maintain an up-to-date knowledge of teaching practices.
- To Liaise with the department on assessment.

Wider Professional Effectiveness:

- Actively contribute to the creation of the school's ethos and culture.
- Raise the profile of the school in the community, are aware of and contribute positively to ULT's objectives, and contribute to continuous school improvement.

Professional Characteristics:

- Excellent organisational ability
- Ability to organise own teaching resources and activities to deadline and quality standards.
- Ability to plan, manage, organise, and assess teaching objectives.
- Ability to contribute to the design of subject units, curriculum development and new teaching approaches.
- Inspire, challenge, motivate and empower the school community to carry forward a shared vision.
- Build and maintain effective relationships.
- Listen to, and reflect on, feedback from others, including colleagues and governors.
- Think creatively to anticipate and solve problems.
- Prioritise, plan, and organise themselves and others.
- Set & achieve ambitious, challenging goals and targets.
- Specialism in Chemistry or Physics

Other:

To receive all visitors in a courteous manner and direct them as appropriate and in compliance with the schools' code of practice and ethos.

Job descriptions are subject to annual review and specific responsibilities may change to take account of the school improvement plan and staff professional development.

All staff should promote the school ethos, health and safety, and contribute to continuous school improvement. They should contribute to the well-being and development of the school by teaching, inspiring, guiding and caring for students inside and outside the classroom. All staff should ensure that all students make outstanding progress and achieve targets and fully implement policies and procedures.

This job purpose reflects the core activities of the post. As the School and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary. Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.

Organisational Information

All staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the Schools Equal Opportunities Policy.

Be committed to safeguarding and promoting the welfare of children and young people.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the school's Health and Safety Policy



PERSON SPECIFICATION: Teacher of English

Qualifications and Professional Development

Essential

- Qualified teacher status
- Good honours degree in relevant subject
- Evidence of continuing professional development relating to leadership and management

Experience

Essential

- Detailed knowledge and understanding in the subject of English with an ability to teach Key stage 3, 4 to GCSE Level.
- KS5 Experience
- Ability to apply knowledge and skills from theory to practical classroom context.
- Ability to motivate and encourage children.
- Effective classroom manager
- Ability to create effective relationships with a variety of different people.
- Excellent experience and knowledge of IT to support learning.
- Excellent use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life.
- Experience of marking for examinations boards.
- Evidence of ability to teach across the whole of the 11-16 age range.
- Evidence of use of strategies for raising achievement and achieving excellence.
- Evidence of use of strategies for ensuring inclusion, diversity and access.
- Ability to develop and sustain positive relationships with parents/carers, staff and students

Desirable

- Highly successful teaching including exam result success at all key stages for a least 3 years.
- The ability to teach A level

Knowledge, Skills and Abilities

- Ability to prioritise, plan organise and manage work life.
- Ability to work as an effective team player, understanding the strengths and weaknesses of others to help team development.
- Excellent time management and organisational skills.
- Excellent interpersonal, presentation and communication skills, both written and spoken.
- Ability to contribute effectively to the Curriculum Implementation team at The John Roan School
- An ability to communicate a vision and inspire others.
- An ability to build effective working relationships.

Desirable

- Ability to manage and deliver own course units and contribute to team taught course units.
- Ability to contribute to wider school administration and initiatives.

Disposition/ Attitude

- A commitment to getting the best outcomes for all students and promoting the ethos and values of the school.
- High aspirations for all students at The John Roan School
- A creative and innovative thinker who is able to deliver rapid school improvement.
- An ability to work under pressure and prioritise effectively.
- A 'can do' approach to work in school.

Commitment and other requirements

- A commitment to maintaining confidentiality at all times.
- A commitment to safeguarding and equality.

The Recruitment Process

If you feel that The John Roan School is a place where you will be able to grow and thrive and one where you feel you can make a positive contribution, then we want to hear from you. ECTs are welcome to apply.

You may feel that you would like to visit the school and / or talk to someone at the school about the role. If this is the case, please contact the Principal's PA tracey.arnold@thejohnroanschool.org.uk

Deadline for receipt of application	8 th November 2023 – Midday
Shortlisting will be on	8 th November 2023
Shortlisted applicants to be contacted by	Shortly after
Interviews on	TBC

Please note that for most positions there are a number of stages in the recruitment process. An interview day (or days) will include a variety of tasks and meetings designed to allow you to demonstrate your suitability for the post and for us to see what you will bring to the school. If you are applying for a teaching position, you should expect to be asked to teach a sample lesson as part of the process. All classrooms have a PC with a projector and screen as well as a visualiser. Our computers do not take USB devices and so you should email any presentation to the school in advance of your interview.

