



LANCASTER ROYAL GRAMMAR SCHOOL

Second in Charge of English Department

The second in charge of English will be an excellent classroom teacher who is able to pass on to pupils an enthusiasm for and love of Literature and Language.

Information

English is a stimulating and creative subject at the core of the curriculum and this is an exciting opportunity for someone with vision and enthusiasm to join our ambitious and high-achieving team. The English Department at LRGS currently consists of one part-time and five full-time English specialists as well as the school librarian, all teachers having their own rooms in the International Building which also houses a department workroom. Due to the retirement of two long serving members of department and the expansion of school numbers we have this vacancy which will take us to six full-time members of staff.

In Years 7-9 English is taught in six un-setted classes throughout, with about 30 students in each form. We are keen for our pupils to develop good reading habits and a love of the written word so in addition to their English lessons all pupils in Key Stage 3 have one lesson a week in the school library, Years 7 and 8 enjoy taking part in the Accelerated Reader programme whilst Year 9 are engaged in activities designed to move their reading on to material for older readers.

At Key Stage 4 the boys move into classes with students from other forms, we have a top set and a bottom set alongside four mixed groups. Pupils are all expected to take an English Language and an English Literature GCSE and we follow the Eduqas exam board. Colleagues are free to teach their choice of texts from the syllabus to enable them to tailor their teaching to the needs and interests of their group.

In the Sixth Form the English Department offers Literature as an option and we are currently following the Cambridge Pre-U syllabus with these classes usually shared between two teachers. We believe this programme of study provides our students with the stretch, challenge and academic rigour they need before moving on to University as well as allowing them the freedom to pursue some of their own passions and interests. From September 2019 we welcomed girls into the Sixth Form and teach mixed classes for this age group.

Teaching English at LRGS is an enjoyable and rewarding experience. As well as English within the curriculum we encourage activities beyond it and are proud that there is so much variety including: competitions at school, local and national level; the opportunity to get involved with the Literature Society; trips to the theatre and the Whewell debating society which continues LRGS's proud debating tradition and can command quite an audience on a Friday lunchtime.

All in all, English is vibrant and there has never been a more exciting time to join the teaching staff at LRGS.

Responsibilities

The second in charge of English will primarily be responsible for the running and resourcing of English at Key Stage 3 including but not limited to:

- Planning and resourcing programmes of study with KS3 teachers to ensure clear progression through the course and ensuring pupils are prepared for the demands of KS4
- Setting the common assessment tasks and end of year exams for Years 7-9 and providing mark schemes
- Using data to monitor and track pupils, identifying pupils with additional needs and working with the department, pastoral staff, mentors and parents to best support their progress
- Working with the HOD to carry out book scrutinies and lesson observations to ensure pupils have a consistency of experience across the department in Key Stage 3
- Working with the English department and pastoral staff to set pupils at the end of Year 9 and facilitate a smooth transition into Year 10
- Keeping abreast of changes in the curriculum, disseminating information to the department and being able to advise on changes, good practice and up to date educational research
- Working with the department and the school Librarian to ensure a consistency of rewards and sanctions regarding Accelerated Reader and a consistency of library lesson provision in Year 9
- Liaising with the HOD regarding the purchase of items necessary to facilitate teaching and pupil enjoyment
- Setting up clear communications with parents and pupils via notice boards, letters, email and the VLE
- Creating opportunities for and facilitate the running of extracurricular events for the Key Stage 3 pupils, both as part of wider whole school enrichment and to enhance their study of English

Other Duties

Part of the role will also involve helping with the pastoral development of pupils, acting as a form teacher who is responsible for registering pupil attendance and for monitoring the overall progress of a group of pupils.

All staff are encouraged to make an additional contribution to the life of the school which depends on their own interests. Possible areas include drama, music, sport, boarding duties and the combined cadet force.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement 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 s/he must report any concerns to the school's Designated Safeguarding Lead or to the Headmaster.

CRITERIA	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS	EVIDENCE
Qualifications and Experience	<ul style="list-style-type: none"> Graduate with Qualified Teacher Status (degree, PGCE, BEd etc) Ability to teach English up to GCSE. 	<ul style="list-style-type: none"> Ability to teach Literature to A2 or Pre-U level. Ability to teach English Language to A2 level. Knowledge of teaching and learning initiatives 	<ul style="list-style-type: none"> <i>Application form</i> <i>Application form</i> <i>Lesson Observation</i> <i>Reference</i>
Knowledge and Experience	<ul style="list-style-type: none"> Vision of successful classroom practice Broad base of subject knowledge Possess a range of teaching and learning strategies Classroom practice that leads to effective pupil progress 	<ul style="list-style-type: none"> CPD on a range of teaching/learning issues 	<ul style="list-style-type: none"> <i>Lesson Observation</i> <i>Interview</i> <i>Letter of Application</i> <i>Interview</i> <i>Letter of Application</i> <i>Reference</i> <i>Interview</i> <i>Lesson Observation</i> <i>Interview</i>
Personal Qualities	<ul style="list-style-type: none"> Ability to work as part of a subject team Good ICT skills Ability to maintain good classroom behaviour Good personal and organisational skills (lesson preparation, scheme of work development, meeting deadlines, record keeping, data handling, being proactive regarding professional development) Good interpersonal skills Hard working, good attendance and health record Can contribute to the whole school ethos 	<ul style="list-style-type: none"> Experience of working with projectors, visualisers, IWBs and VLEs Can contribute to wider school development e.g. boarding, trips, sport, drama, music, clubs and societies 	<ul style="list-style-type: none"> <i>Reference</i> <i>Interview</i> <i>Lesson Observation</i> <i>Reference</i> <i>Interview</i> <i>Lesson Observation</i> <i>Interview</i> <i>Letter of Application</i> <i>Reference</i> <i>Interview</i> <i>Reference</i> <i>Interview</i> <i>Reference</i> <i>Reference</i> <i>Reference</i> <i>Reference</i> <i>Interview</i>