

# King Edward VI School



## Teacher of English

Recruitment Pack

December 2022

# Teacher of English

**Required for September 2023 (or Easter if available)**

**Full time/permanent**

**MPR/UPR**

Are you passionate about teaching and learning in English Language and Literature? Do you have the skills and aptitudes necessary to join a committed and cohesive team of teachers who all aspire to deepen their passion for our craft and help students fulfil their potential in English? We are looking for an ambitious, reflective and talented teacher to join our team at King Edward VI School and ensure an even better learning experience for our students.

King Edward VI CEVC School is a successful, oversubscribed 11-16 school. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and a 30 minute drive to Cambridge.

We are seeking to appoint a person who:

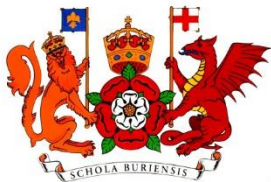
- is passionate about English and is able to inspire our students with a similar love for the subject
- is committed to comprehensive education, and to improving outcomes for young people
- can work effectively as part of a team, and make a positive contribution to our ethos and values

**Closing Date**

**9 am Friday 6 January 2023**

**Interviews**

**Wednesday 11 January 2023**



# King Edward VI School

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Telephone 01284 761393  
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Headteacher Deri O'Regan

## Letter to potential applicants – December 2022

Thank you for your interest in the position of Teacher of English at King Edward VI School. As Headteacher of King Edward VI School I believe that teachers need the freedom and support to plan innovative and exciting lessons for our students. I am passionate about removing the barriers to great teaching and ensuring every teacher has the resources needed to deliver high quality lessons. I believe in strong team work and can assure you that colleagues here are highly supportive and great at developing both new and experienced teachers.

King Edward VI School has been inspiring young people in Bury St Edmunds since 1550, and we are held in the highest repute for our academic traditions, our incredibly broad and successful programme of enrichment activities, and our strong ethos as a fully comprehensive and inclusive Church of England School. We have an exceptionally supportive body of students, staff, parents and governors, and a palpable desire to develop teaching and learning further, to collaborate with each other in developing our practice, and to utilise the partnerships we have with agencies locally, nationally and overseas to enhance the lives of all in our school community.

You will have excellent support from our Senior Leadership Team and there is also access to a full range of materials to help your teaching across the age and ability ranges.

We enjoy extremely fruitful relationships with our partner primary and secondary schools in Bury St Edmunds. Transition into Year 7 is significantly enhanced by our membership of the Bury Schools Partnership, a flourishing network of schools committed to sharing resources and best practice. We also have a close relationship with Abbeygate Sixth Form College, built on our site, and there may be opportunities for teachers teaching A level over the next few years.

You will join the school at a most exciting stage of its development. We are a founding partner in the Lark Teaching School Alliance and have strong links with the Cambridge Teaching School Network and the University of Cambridge PGCE.

Our core values are respect, aspiration and creativity. They are the fundamental principles which govern our life and work here, and you can read more about them in the following pages. Our students are wonderful ambassadors for the school, are courteous and kind, and strive to be the best they can be. We want them all to be inspired by what we offer so that they can thrive in the future.

In short, we are looking for someone who is not afraid to innovate; to contribute to the team and help us shape the agenda for learning in this subject area. We will provide excellent opportunities for professional development, a caring school ethos, children who have a genuine desire to excel and parents who are fully supportive of our work. If you still feel that this post is for you, then we look forward to receiving your completed application form. If you have any questions about the post, do not hesitate to get in touch with our Subject Leader, Megan Reynard [rd@king-ed.suffolk.sch.uk](mailto:rd@king-ed.suffolk.sch.uk) or myself at [Head@king-ed.suffolk.sch.uk](mailto:Head@king-ed.suffolk.sch.uk)

We welcome candidates from a diverse range of backgrounds and are fully committed to equality of opportunity.

Thank you for your interest in King Edward VI School.

Deri O'Regan  
Headteacher

## ***The English department at King Edward VI School***

The English Department at King Edward VI School expects the highest standards of work and effort from our students. We believe that every student should achieve their full potential in English. We look to excite and inspire students of all ages and abilities. We believe that consistency and sharing good practice is important. What this does not mean is that we all teach in exactly the same way, nor that there is a right and wrong way to do things. We work together to make English relevant to the lives of our students through a variety of teaching methods and discussion. Our team is willing to experiment and try new approaches to foster learning. Above all, we are supportive of our colleagues and our students alike. There are 11 members of the team. As well as the Subject Leader, we have TLR positions overseeing each of the Key Stages.

### ***Key Stage 3***

The aim of this course is to equip students with the skills required for the GCSE qualifications in English Language and English Literature. Teachers have the choice and flexibility to teach the texts they enjoy and are best suited to the students in their classes. Furthermore, we ensure that all students are equipped with the fundamental tools of reading, writing, speaking and listening. The course takes a streamlined approach focusing on language, poetry, prose and plays – both modern and Shakespearean. There is a focus on reading whole texts selected from a range of high quality, challenging literature. As part of the curriculum, students benefit from an Enrichment Programme allowing them to develop cultural capital to enhance their understanding of their main texts. KS3 classes are all taught in mixed ability. We have an excellent relationship with our Primary partner schools to ensure a smooth transition into Year 7.

### ***Key Stage 4***

Students in Year 10 and 11 follow the AQA specification in GCSE English Language and English Literature courses. It is our aim that lessons not only adhere to the requirements of the specification but are also engaging and relevant to our students. All students complete both GCSE English Language and GCSE English Literature. It is our belief that the lessons students experience should be rigorous, focused and, above all, should enable all students to appreciate and engage fully with a range of literary and non-fiction texts.

Since September 2018 the department has taught Years 10 and 11 in sets based on the ability and attainment of students.

[English - King Edward VI School \(king-ed.suffolk.sch.uk\)](http://king-ed.suffolk.sch.uk)



# Our Core Values

King Edward VI School has been in existence since 1550. We have always held close to a set of principles – standards which govern what we do and how we operate. As a Church of England School, we cherish and celebrate life in all its fullness. We actively promote the well-being, hope and dignity of all members of our school and the wider community

Below are our three *core* values. These are the things we hold most dear;

## Respect

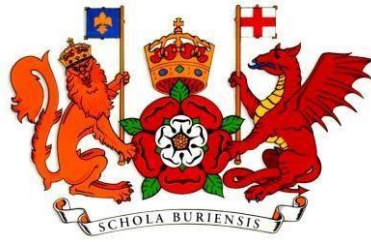
*As a truly inclusive school, we understand and value the rights, feelings, beliefs and wishes of others. Thus we live honestly, with civility, tolerance and social conscience. We are truthful, kind and we care for each other.*

## Aspiration

*In an atmosphere which encourages a deep love of learning, we all aim to be the very best we can be. Thus we are ambitious, courageous, determined, resilient and we believe that anything is possible.*

## Creativity

*We are an inspirational and outward-looking community. We seek to create opportunities, both in and out of the classroom, for students and teachers to thrive for the rest of their lives.*



# Our vision

As a Church of England School, our vision embraces the **spiritual, physical, intellectual, emotional, moral, cultural** and **social development** of children and young people. Our vision is rooted in our values of respect, aspiration and creativity.

What follows sets out our vision for the school we will be in 2022.

We will achieve this vision through the implementation of our Strategic Objectives and School Development Plan.

We will be a school where, through our creation of opportunities for children and adults to **thrive** and be the best they can be, students **achieve** the very best outcomes they can.

- We will be a school which is proactive in seeking out and developing new and innovative ways to attract, retain and develop the very best teaching and support **staff**. We will enable our staff to flourish in their roles.
- We will be a school where there is **consistency** in everything we do. We will recognise and celebrate innovation and diversity in teaching practice, whilst setting clear expectations to ensure that students benefit from a rigorous and consistent approach to behaviour for learning, information and guidance, and pastoral care.
- We will be a school where we have successfully completed the **transition** from a 13-18 Upper School to an 11-16 organisation working in tandem with a brand new Sixth Form Centre.
- We will be a school which nurtures **partnerships** with local, national and international agencies and through this we will have improved the educational opportunities and well-being of our students and staff.
- We will be a school which, through our close partnership with local **primary schools** as well as Abbeygate Sixth Form Centre, enhances learning throughout our community.
- We will be a school which is distinctly **outward-facing** and **forward looking**, helping our young people succeed in an ever-changing world.
- We will be a school which has found innovative ways to make the most of our available **resources**, and to create more, in order to deliver the best we can for those in our care.

**King Edward VI School**  
**JOB DESCRIPTION**

**TEACHER OF ENGLISH**

**1. INTRODUCTION**

**1.1 NAME OF POST HOLDER:**

**1.2 Post Title: TEACHER OF ENGLISH**

**1.3 Key responsibility:** To plan and teach lessons that provide a rich, enjoyable and challenging learning experience for students and to assess their progress

**1.4 Post Purpose:** Under the reasonable direction of the Headteacher, to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

- 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.

**1.5 Reporting to:** Subject Leader and (as a tutor) to the Head of Year

**1.6 Responsible for:** The provision of a full learning experience and support for students.

**1.7 Liaising with:** Headteacher, Leadership Team, teachers and support staff, LA representatives, external agencies and parents.

**1.8 Working Time:** Full time as specified within the STPCD

**1.9 Salary/Grade:** Classroom Teachers' Pay Scale

**2. TEACHING**

- To undertake a designated programme of teaching designed to challenge and interest students of all abilities
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student 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 ensure that ICT, literacy, numeracy, work-related learning and other whole school themes are reflected in the teaching/learning experience of students
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- 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

### **3. OPERATIONAL/ STRATEGIC PLANNING:**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department
- To contribute to the teaching team's development plan and its implementation.
- To fully plan and prepare courses and lessons

### **4. CURRICULUM PROVISION:**

- To assist the Subject Leader and other leaders in the department in ensuring that the curriculum provides a range of teaching which complements the school's strategic objectives

### **5. 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 aims

### **6. PROFESSIONAL DEVELOPMENT:**

- To take part in the school's staff development programme within and beyond your subject by participating in arrangements for further training and professional development, including a defined number of lesson observations each year
- To participate in whole-school training, making links with teaching styles and approaches in other subjects
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the performance management review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

### **7. STANDARDS:**

- To use targets and data to provide students with challenging but attainable targets in their work.
- To review and record student progress regularly
- To promote actively the school's corporate policies, including the dress code

### **8. MANAGEMENT INFORMATION:**

- To maintain appropriate records and information
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning

### **9. COMMUNICATION & LIAISON:**

- To follow agreed policies for communications in the school
- 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 take part in liaison activities such as parents' evenings, review days and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies
- To abide by the school's absence management policy, giving due notice of absence where possible and setting high quality cover work

### **10. RESOURCES:**

- 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, department and the students



**11. PASTORAL SYSTEM:**

- To be a Tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the tutor group as a whole
- To liaise with Head of Year regarding the well-being and progress of students in your care
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To write reports, deal with progress checks and attend target-setting/reviews days as form tutor

**12. SCHOOL ETHOS:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To apply the school's house style on behaviour management so that effective learning can take place
- To undertake a duty around school in which you actively supervise students
- To comply with the school's health and safety policy and undertake risk assessments as appropriate

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**13. SIGNATURES:**

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed \_\_\_\_\_ Signed \_\_\_\_\_  
(Teacher) (Headteacher)

Dated \_\_\_\_\_ Dated \_\_\_\_\_

# King Edward VI School Person Specification

## Teacher of English

Selection Criteria	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status (or evidence that you are on track to achieve this	✓	
Good degree	✓	
Evidence of appropriate continued personal and professional development		✓
<b>Experience and Attributes</b>		
Successful teaching experience (including ITT placement &/or as a fully qualified teacher)	✓	
Teaching experience in a fully comprehensive school		✓
Secure knowledge of the characteristics of effective learning, teaching and assessment	✓	
A proven track record in ensuring students make excellent progress.	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour	✓	
The ability to lead, motivate and inspire students, and to forge positive relationships with parents.	✓	
An excellent understanding of student assessment and target setting for individual student improvement and how that analysis contributes to high standards	✓	
Willingness to be involved in the broader life of the school through extra-curricular activities		✓
<b>Personal Qualities</b>		
Ability to help develop and to support a vision of high-quality education based on the moral integrity of the school's core values.	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
Ability to analyse information and use sound judgement in complex situations	✓	
Ability to support a team ethos and culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining appropriate work/life balance	✓	
A sense of humour, cheerful demeanour and positive, can-do attitude	✓	
A capacity for hard work and willingness to "go the extra mile"	✓	