



TOWNLEY
— EST 1937 —
GRAMMAR SCHOOL

Teacher

Information for Candidates





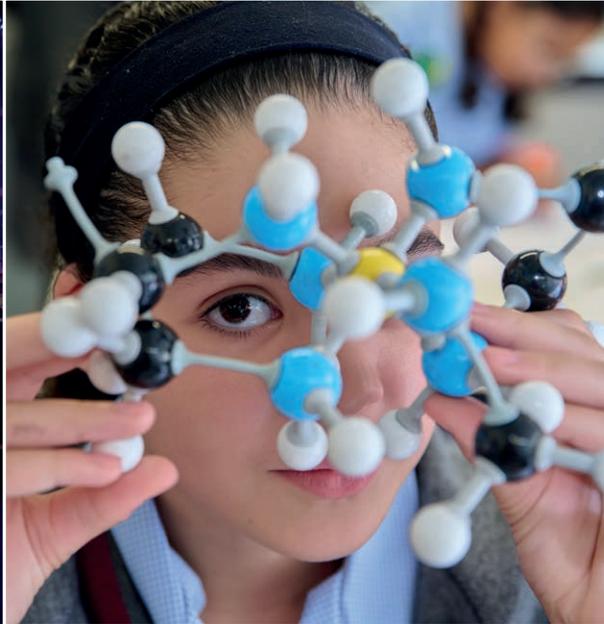
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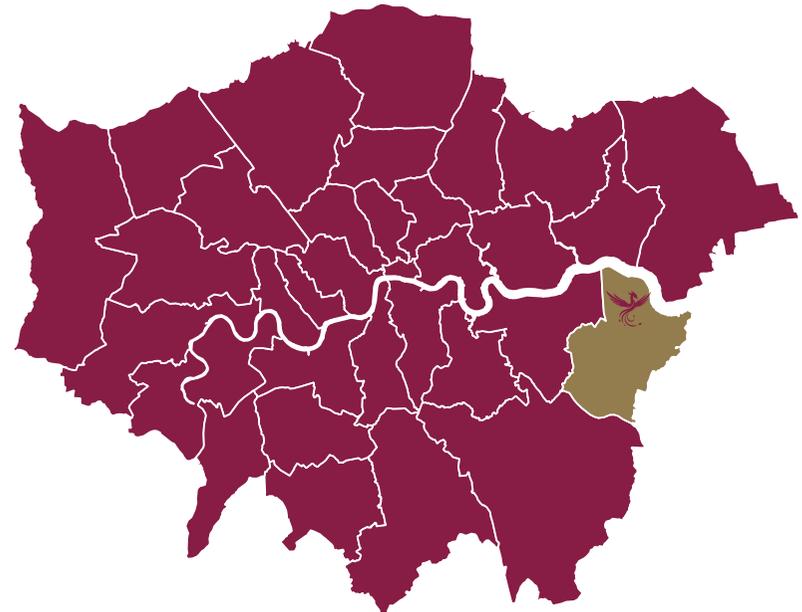
TOWNLEY
EST 1937
GRAMMAR SCHOOL

Townley Grammar School Townley Road,
Bexleyheath, DA6 7AB



Our School

Townley Grammar School is an academically selective and socially responsible girls' state grammar school with a coeducational Sixth Form. Located in the London Borough of Bexley, Townley was founded in 1937 and has over the years established a tradition of academic excellence, scholastic endeavour and lifelong learning. Townley encourages academic, emotional and physical confidence; our students are inspirational learners who have the courage to take risks and the wisdom to learn from their mistakes. The school has exceptional academic, co-curricular and enrichment facilities, including the Townley Theatre, the Ada Lovelace Suite and the Drama and Dance studios.





Why work for us?

Here at Townley, we view Education as a Creative Process.

Townley Grammar School is one of the country's leading grammar schools, committed to developing academic excellence within an ethos of strong pastoral care and a vibrant co-curriculum. By choosing to embark on a career at Townley Grammar School you are opening your professional self to an array of opportunities. We pride ourselves on providing staff with opportunities through a multitude of national and international partnerships, all whilst teaching in a supportive and positive school environment.

Working at Townley is a rewarding and enriching experience. Our large team of often long-standing expert and specialist staff is welcoming and friendly. Individual opportunities for personal and professional development are actively encouraged and broader opportunities are provided to the whole staff body at regular intervals through the year.

Our holistic approach to education nurtures every student, enabling them to develop their potential while making friendships and enjoying life to the full. We believe that learning together in a supportive environment provides the best framework for students to excel at school, to discover new ideas, skills and enthusiasms and to prepare for university and the boundless opportunities in the world of work and life in general.

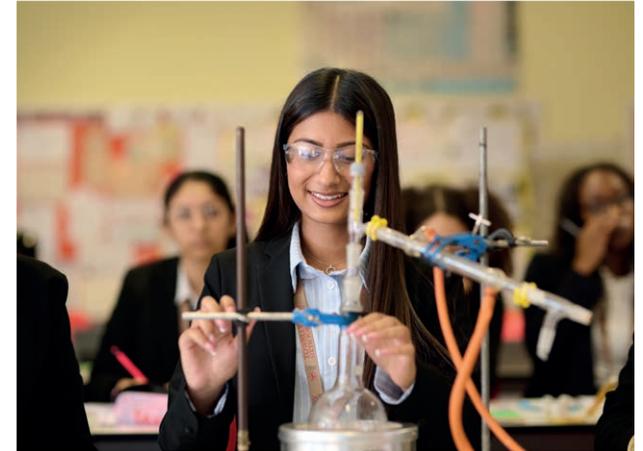
Diversity and Inclusion

We are a diverse and inclusive school community, as a leading grammar school we are conscious of our duty and responsibility to serve our diverse school community and endeavor to narrow opportunity gaps within the national education system for students and staff. The school is actively engaged in ensuring our recruitment drives encourage applications from a wide pool of talent and we actively seek diverse thinkers.



Benefits

- An incredible team of staff who are highly skilled, dynamic and passionate about securing the very best outcomes for the community we serve
- Two-week October half term and 6-week summer break
- 5 INSET Days and an additional 5 Academy Days every academic year, partly flexible to facilitate working from home
- Dedicated professional development time every Monday when school finishes at 2.30pm
- PPA is 10% of timetable (3 lessons per week), with an additional 6.5% (2 lessons per week) of allocated 'free' time (which can be used for cover if and when needed)
- Excellent professional development opportunities with support for external qualifications (for example studying a Masters)
- Opportunities for international travel through the vast array of trips and visits across the globe
- No graded lesson observations
- Marking Policy encourages whole class feedback and other methods to minimise marking and workload
- A thriving staff wellbeing focus with free tea & coffee every morning break, regular staff socials, coffee mornings and opportunities for cross departmental interaction through our Professional Families programme
- On site secure parking
- Childcare Voucher Scheme
- Use of School Gym facilities
- Employee Assistance Programme
- Family Friendly Policies
- Reduced Rate for Facilities Hire
- All teaching staff are provided with their own laptop





Our Staff



My Townley induction was excellent, very informative and really made me feel welcome when joining the school in September. There has been lots of support with regards to settling in and all staff including department and

SLT have made sure that new starters know where they can go for support should they need it. There is a very positive working environment at Townley, it is clear that staff wellbeing is valued. In terms of opportunities since September I have had the opportunity to step into a learning manager role, there its lots of opportunity for progression.

Louis



I really felt welcomed and supported right from the outset. The school's approach to leadership and collaboration seems innovative and equitable. You really have a sense that everyone is working towards the same goals, to provide an

inspirational, challenging and safe environment for young people to learn and flourish. I particularly liked the 'Speed dating' with SLT members, it was a relaxing and fun way to get to know each other.

Jaymie



Consciousness

Exploring Minds,
Igniting Awareness



Courage

Kind Heart, Fierce Mind,
Brave Spirit



Compassion

Nurturing Hearts,
Uniting Lives



Curiosity

Enquire, Envision,
Empower



Job Description

Post Title:	Teacher
Responsible to:	Headteacher, Deputy Headteachers and the Senior Management
Responsible for:	No staff
Main Purpose of the role:	To carry out professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Townley Grammar School is one of the top 100 schools in the country. We are a multicultural girls' selective school with specialism in Performing and Visual Arts with Mathematics and Computing with boys in the Sixth Form. Rated as Outstanding by Ofsted, our students come from a wide socioeconomic background, which makes our school environment richly diverse.

We develop students' knowledge, academic excellence and character by building their resilience, compassion and ambition. These core values provide our young people with the wisdom and independence to make the right choices and lead happy, fulfilled lives. The Post holder will uphold the vision of Townley Grammar School.

Key Duties and Responsibilities:

Assessment and Target Setting

- Setting clear and challenging targets for each pupil that build on prior attainment.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work and set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.



- Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Take responsibility for their own professional development and engage with the Performance Management process.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.
- Establish effective working relationships and set a good example through presentation and personal and professional conduct.
- Evaluate their performance and be committed to improving their practice through appropriate professional development.

Planning

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
 - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.



Teaching

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives.
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Identify SEN or very able pupils.

Continuing Professional Development

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

Teamwork and Communication

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Communicate effectively with learners and colleagues.



- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

General

This job description is intended to provide guidance on the range of duties associated with the post. It is not a comprehensive list of tasks but sets out the main expectations of the school. It will also be necessary for the post holder to undertake additional duties as required by the Headteacher.

Person Specification

Teacher		
	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• QTS (Secondary age range).• Degree level qualification.	<ul style="list-style-type: none">• Further professional qualification.• External examination experience.
Experience	<ul style="list-style-type: none">• Proven track record of successful teaching across the ability range.• Judged as a 'Good' teacher.• Setting and achieving ambitious goals and challenging targets.• Ability to teach up to GCSE and A Level in their specialist area.	<ul style="list-style-type: none">• Participation in whole school initiatives.• Judged as an 'Outstanding' teacher.• Performance management.• Experience of successfully running extra-curricular activities.• Management of staff.
Professional Development	<ul style="list-style-type: none">• Evidence of relevant further professional development.	



Knowledge/special aptitudes	<ul style="list-style-type: none">• Ability to interpret and analyse performance data.• Understanding and commitment to safeguarding procedures.• Good use of ICT as a teaching and learning tool.• High expectations of students and the ability to ensure that all students' needs are met.• The ability to build positive relationships with colleagues, students and parents.• Understanding of a broad range of current relevant educational issues/initiatives.	<ul style="list-style-type: none">• Knowledge of successful intervention strategies.• Extensive curriculum knowledge.
Personal Qualities/skills and Characteristics	<ul style="list-style-type: none">• Ability to prioritise, plan, organise self and others.• Excellent communication, written and verbal.• Sense of humour!	<ul style="list-style-type: none">• Willingness to contribute to whole school improvement.• Ability to cope calmly under pressure.

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

All staff are expected to be committed to the Equal Opportunities Policy.

This appointment is subject to the current conditions of employment of support staff contained in the School Pay and Conditions Document, the Education Act 1997, other current educational legislation, and the school's articles of government.

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. This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification at any time after consultation with the post holder.

SIGNED:

PRINT NAME:

DATED:



Application Process

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK. All staff are expected to be committed to the Equal Opportunities Policy.

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To Apply: Complete the application form found at the link below or scan the QR Code opposite.

<https://shorturl.at/8vBJd>





School Location and Siteplan



📍 Address: Townley Grammar School, Townley Rd, Bexleyheath DA6 7AB

🌐 Website: www.townleygrammar.org.uk