

# Welcome to

## Sunbury Manor School

### Teacher of English

### Applicants Information Pack



Commitment | Community | Responsibility | Kindness | Respect



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# Message from the Headteacher

Thank you for your interest in our school and I hope that you find all of the information that you need to continue with your application to join our school. Since I joined Sunbury Manor School in September 2021, I have found a vibrant, energetic school with students who want to learn, who want to do well and most importantly, are proud members of their community. Staff are completely committed to our students and to providing a high-quality education in a happy and purposeful environment.

We are incredibly proud of our academic, wider curricular and sporting successes and the contributions and commitment our students and their families give to our school. We are a truly comprehensive school in the heart of the Sunbury On Thames community. Our school is one where students come to be inspired, challenged and supported; in and out of the classroom, a school with high aspirations for every student.

Kind regards,



Michelle Prentice  
Headteacher



# Message from Head Students

Sunbury Manor School is a supportive environment that we believe has encouraged all of us to thrive on our own personal pathways. No matter your ambition you will always be pushed to succeed by both our teachers and students. Not only does Sunbury Manor acknowledge an individual's strengths, but recognises and supports when you need more help.

We feel that one of the greatest aspects about Sunbury Manor School is its unique opportunities that it offers all of its students, covering all areas of interest. One of our amazing sporting opportunities that our school offers is the chance to become a Ball Boy or Ball Girl at the Wimbledon Tennis Championships in Year 9 and 10. Other extra-curricular sporting activities that students are encouraged to participate in consist of football, rugby, netball, badminton, cricket, rounders and many more. These can result in outstanding trips to venues like The Oval for cricket, Twickenham Rugby Stadium and the Copper Box. As well as this, our school provides us with the chance to become Sports Captains and Leaders to gain leadership skills. If sport is not your thing, Sunbury Manor provides multiple amazing opportunities such as Youth Speaks, subject trips, an annual drama production, college trips and the chance to apply to become a prefect, senior prefect, House Captain or Head student.

The school's House System encourages a friendly competitive nature around the school, which promotes involvement in a variety of House challenges and competitions. The Student Council provides a strong student voice, which contributes greatly to decision making within the school. These work together to push the school's five core values; commitment, community, kindness, responsibility and respect. Overall, Sunbury Manor School is a safe and inclusive environment, which guides all students to thrive and develop as people throughout their five years.





# About Sunbury Manor

**COMMITMENT**

**COMMUNITY**

**RESPONSIBILITY**

**KINDNESS**

**RESPECT**

We aim to be an exceptional school at the heart of the community. We create opportunities for our

A warm welcome to Sunbury Manor School, a proudly comprehensive, mixed 11-16 Single Academy Trust school with approximately 1200 student on roll, with capacity to grow. We are located on the edge of Surrey and Southwest London. We were graded Good by Ofsted in October 2019. Sunbury Manor is a happy, successful and highly inclusive school.

Students in Key Stage 3 study a full curriculum for three years. Option subjects for Key Stage 4 continue to remain broad and balanced. The fundamental role of our school is to provide a high-quality learning experience and all teachers strive to deliver well planned, challenging and engaging lessons. We are committed to maintaining a strong and cohesive teaching staff of qualified subject specialists in all areas of the curriculum. This allows us to provide a high-quality experience in the classroom for all learners. We believe our students deserve the very best when it comes to their learning, which is why we aim to provide quality training and continued professional development for all our staff. This is essential to ensure that all staff are up to date with their subject knowledge and awareness of an ever-changing educational landscape. We are clear in our mind that students learn best when they can develop a trusting relationship with their teachers and support staff; people they know who have their best interests at heart and can guide them to make improvements by monitoring their progress over time. We believe that homework is an essential tool for helping students to develop their skills and become independent learners; something that is clearly essential when it comes to preparing young people for the wider world of further education and work.

Extra-curricular and leadership opportunities are wide and varied enabling our students to experience different challenges and activities including; debating competitions, board game clubs, Duke of Edinburgh, Wimbledon ball girl/boy trials, home cooking club, trips to Barcelona, WW1 battlefields and many more.

Please take a moment to read our prospectus and newsletter, we hope it gives you a sense of the wonderful opportunities we offer. We also welcome visitors to our school if you would like to take a tour.

# Message from Head of Faculty

Dear potential colleague

Thank you for your interest in the post of Teacher of English at Sunbury Manor School. I hope that the information outlined here will give you a good insight into the English Faculty and the important role it plays in the curriculum and wider life of the school.

The English Faculty is made up of a team of 8 fully qualified specialists who teach in a suite of dedicated rooms; we have a wealth of experience and are passionate about our various disciplines, which include English Language, Literature, Theatre Studies, Creative Writing and Media. The team is led by a Head of English who sets the curriculum and the direction of the teaching and learning within the faculty and is supported by a Deputy Head of English. A strong emphasis is placed upon teamwork. Each member of the team has a unique part to play and there is plenty of opportunity for collaboration, ranging from regular formal faculty meetings to less formal subject sessions which are used to develop good practice and curriculum planning. Everyone contributes in some way to extra-curricular activities. We run book clubs, writing competitions, revision classes and the Young Reporter and Youth Speaks competition. We also run a range of trips and staff are encouraged to support this.

Throughout years 7, 8 and 9 students are timetabled in English for 7 hours per fortnight and have the opportunity to study a range of Literature, including A Christmas Carol, Of Mice and Men, Poetry from Other Cultures and Romantic Poetry amongst others. Students are formally assessed on their reading and writing skills in every unit of work.

Texts are also used as a springboard into successful writing. We teach students how to write precise, technically accurate and expressive texts for a variety of audiences. Our lessons are just as much about students finding their own voices and expanding their imaginations. Again, students are formally assessed on their writing once in every unit of work.

For GCSE we follow the EDUQAS syllabus and all students study GCSE English Language and GCSE English Literature during Years 10 and 11 over 8 hours per fortnight. All staff are expected to teach GCSE. In Language, students study complex articles from the 21<sup>st</sup> and 19<sup>th</sup> centuries, and transactional writing skills. They consider a range of sophisticated fiction and look more closely at how 20<sup>th</sup> century writers craft their work for effect. Our Literature course allows for the study of Shakespeare, Stevenson, Priestley and the Eduqas Poetry Anthology. It is a robust, challenging programme of study and our students thrive. We are so proud of their successes.

At both Key Stage 3 and 4, students are predominantly taught in mixed ability groups and are not set. Ability to differentiate work, or a willingness to develop in this area is essential. Our lessons are 'pitched-up' to meet the needs of the most-able, meaning differentiation and scaffolding to support others is a must.

You would be joining the team at a very exciting stage of its development as we continue to adapt our curriculum and practice in order to give our students the best learning experience possible following the disruption from the pandemic. We are always keen to embrace new ideas and initiatives and would welcome the input from a keen and talented individual who would like to join us on this journey.

I hope the information above will encourage you to apply for the post. If you would like any further information, would like to talk about the post in more depth or wish to visit the school before applying, please contact [lcannon@sunburymanor.surrey.sch.uk](mailto:lcannon@sunburymanor.surrey.sch.uk) who will be happy to arrange this.

I look forward to hearing from you.

Yours sincerely



Sherryl Wright  
Head of English





## **Teacher of English**

**(potential for TLR for right candidate)**

**Salary: £31,350 - £47,839 | Permanent | Start date: January 2024**

**Required for January 2024**

**Are you passionate about teaching and learning?**

**Are you passionate about your subject?**

We are seeking to appoint an inspirational and dedicated Teacher of English to join a school that has high expectations and high aspirations for all of our students. Applications are welcome from both experienced and early career teachers able to teach across the ability range and across Key Stage 3 and 4. The school offers an excellent induction programme for all staff and ECTs are fully supported, encouraged and developed as they grow through their induction period.

You will be supported by strong leadership in the English department with a fantastic team spirit and genuine collegiality across the team and across the school. Staff are engaged with professional development and are supported in exploring new ideas.

Sunbury Manor School is a mixed, 11-16 Single Academy Trust. We are proudly comprehensive and serve a wide community on the edge of Surrey and Southwest London, that is vibrant and ambitious. Sunbury Manor is a Good school (Ofsted, October 2019).

Sunbury Manor has a very clear ethos and you will see it if you visit our school; strong, positive relationships that create an environment where teachers can teach exceptional lessons and students can make exceptional progress.

We offer an excellent Professional Development programme at all stages of a teacher's career, we also offer Westfield 24/7 Employee Assistance Programme, Westfield Health Cash Plan, Westfield Rewards (discounts from hundreds of leading retailers, restaurants and destinations), cycle to work scheme, free gym membership at the neighbouring leisure centre, staff laptop and an active staff Health & Wellbeing group.

To apply please use the apply now button and complete the online application form.

**Closing date: 8th January 2024 @ 9 am**

**Interview date: w/c 8th January 2024**

Sunbury Manor School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

# Job Description

## Classroom Teacher

### RESPONSIBLE TO

Subject Leader

### OVERALL RESPONSIBILITY

- To plan and develop high quality lessons and courses, using a variety of approaches, to continually enhance teaching and learning.
- To maintain and build upon the teaching standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

### SECTION 1 - GENERAL TEACHING DUTIES

#### Teaching and Learning

1. Manage student learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Work effectively as a member of the Department team to improve the quality of teaching and learning.
7. Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
8. Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.
9. To ensure where possible, that appropriate work is set to cover absences.

#### Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
2. Contribute towards the planning and recording of appropriate actions and outcomes related to set targets.
3. Assess students' work systematically in line with departmental policy and use the results to inform future planning and teaching.
4. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.



5. Keep an accurate register of students for each lesson.

### **Subject Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and specifications for examination courses.
2. Keep up-to-date with research and developments in pedagogy and the subject area.

### **Professional Standards and Development**

1. Be a role model to students through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with all staff.
6. Be involved in extra-curricular activities such as contributing to after-school clubs and visits.
7. Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
8. Consider the needs of all students within lessons (and implement specialist advice) especially those who:
  - have SEN;
  - have high academic potential; are not yet fluent in English.
9. Uphold and maintain the practice, ethos and policies of Sunbury Manor School at all times.

### **Health and Safety**

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Notify the site team immediately of any concerns in the classroom environment that might compromise the health and safety of students and staff
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

### **Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support either the ECT or Performance Management process – evaluating and improving own practice.
4. The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

**N.B:** Every subject teacher will be expected to have pastoral responsibilities.

This job description will be reviewed from time to time and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

# Person Specification

|                                    | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Desirable                                                                                                                                                                                                                    |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Current Circumstances</b>       | <ul style="list-style-type: none"> <li>Currently teaching in the UK or has the right to live and work here</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                              |
| <b>Qualifications and Training</b> | <ul style="list-style-type: none"> <li>Good honours degree in an appropriate subject</li> <li>Qualified teacher status (UK or approved equivalence)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Evidence of continued professional development</li> </ul>                                                                                                                             |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>Evidence of successful teaching practice or experience of teaching students aged 11-16</li> <li>Experience of teaching and motivating students of all abilities</li> <li>Ability to demonstrate high standards of classroom practice</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Involvement in working with students in extracurricular activities</li> </ul>                                                                                                         |
| <b>Knowledge and understanding</b> | <ul style="list-style-type: none"> <li>Knowledge of National Curriculum</li> <li>Knowledge and experience of using a wide range of teaching and learning strategies (including successful use of differentiated material)</li> <li>Able to devise and implement strategies for raising students' achievement in lessons</li> <li>Understanding of current issues in learning</li> <li>Able to use assessment data to inform teaching and learning</li> <li>Able to set realistic targets for students' future attainment</li> <li>Awareness of safeguarding agenda</li> </ul> | <ul style="list-style-type: none"> <li>Safeguarding training</li> <li>Able to develop relevant use of ICT in lessons</li> <li>Involvement as a tutor and/or the delivery of personal, social and health education</li> </ul> |
| <b>Skills</b>                      | <ul style="list-style-type: none"> <li>Ability to motivate and encourage students across the age and ability range</li> <li>Ability to work successfully as part of a team, sharing good practice and inspiring others</li> <li>Ability to support and help manage change</li> <li>Ability to communicate a passion for their subject and instil this in their students</li> <li>Ability to manage workload and meet deadlines</li> <li>Strong communication skills</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Experience of some aspects of whole school initiatives</li> <li>Proficient in the use of ICT</li> </ul>                                                                               |
| <b>Personal attributes</b>         | <ul style="list-style-type: none"> <li>High personal standards</li> <li>Excellent attendance and punctuality</li> <li>Sense of humour</li> <li>Enthusiastic and lively</li> <li>Self-reflective</li> <li>Positive and appropriate role model for students and colleagues</li> <li>Forms and maintains appropriate relationships and personal boundaries with students</li> </ul>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Ambitious with a clear Professional Development Plan</li> <li>Optimistic and positive</li> <li>A willingness to contribute to the wider life of the school</li> </ul>                 |