

# MORPETH SCHOOL



Teacher of English  
Application Pack

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Dear Colleague,

Thank you for your enquiry about the vacancy for the post of **English Teacher** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website [www.morpethschool.org.uk](http://www.morpethschool.org.uk) will give you a strong sense of the school. You will find the job description / selection criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues with accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedeno ([recruitment@morpeth.towerhamlets.sch.uk](mailto:recruitment@morpeth.towerhamlets.sch.uk)).

**Completed applications should be returned to this address by 12:00 (noon), Friday 23<sup>rd</sup> February 2024. Successful candidates will be contacted by telephone and invited for interview on Monday 4<sup>th</sup> March 2024.**

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



**Jemima Reilly**  
**Headteacher**

Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels.

We are a community:

- committed to learning and achievement
- based on friendship and respect
- where everyone is valued.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration. We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and non-teaching – work together regularly throughout the year to develop our relational practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 150 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

## What makes us different?

### *Our KS4 curriculum structure*

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects (approximately 80%) with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



## *Our inclusive approach*

We support students by:

- focussing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- being trauma-informed – understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 12 pupils from Years 7 – 11.

We have 100 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

## **What do we offer?**

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments with a focus on developing subject pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.



*“A supportive community for students and staff”*

*“A school with a human face, diversity is appreciated”*

*“High professional trust and autonomy”*

*“I feel respected and appreciated”*

*“Supportive colleagues and an opportunity to grow”*

*“Excellent facilities and amazing SEN provision”*

*“Relational practice”*

*“Sense of community felt within the school”*

*“We teach each other something every day”*

*“A school that thinks about all communities and promotes equality and inclusivity”*

*“There is always a smile waiting for you”*





Position:	Teacher of English
Salary:	Inner London Teacher Scale
Contract Type / Working Arrangement:	Full-Time, Permanent
Required for:	September 2024
Closing date for all applications:	12:00 (noon), Friday 23 <sup>rd</sup> February 2024

An appointment as Teacher of English at Morpeth School is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centred focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

**Completed applications should be returned to this address by 12:00 (noon), Friday 23<sup>rd</sup> February 2024. Successful candidates will be contacted by telephone and invited for interview on Monday 4<sup>th</sup> March 2024.**

**How to apply:**

For full details and application pack see the school website [www.morpethschool.org.uk](http://www.morpethschool.org.uk) or if necessary, email [recruitment@morpeth.towerhamlets.sch.uk](mailto:recruitment@morpeth.towerhamlets.sch.uk) or phone 020 8981 0921.

**Please note – we do not accept CVs.**

## Morpeth School - Job Description for All Teachers

### 1. As a member of staff

*Under the guidance and direction of the Headteacher, Associate Headteacher or Deputy Headteacher to:*

- carry out the professional duties of a schoolteacher
- carry out a share of supervisory duties in accordance with published rotas
- participate in appropriate meetings with colleagues and parents/carers
- implement whole school and Authority policies

### 2. As a member of department

*Under the guidance and direction of the Head of Department, to:*

- plan and prepare courses and lessons
- teach the pupils in assigned groups/classes, including the setting, marking, assessing and recording of work carried out by pupils in school and elsewhere
- write reports and profiles as required, including the National Record of Achievement
- communicate with parents/carers re pupils' progress
- participate in arrangements for professional development
- prepare courses of study, teaching materials and training programmes
- maintain positive behaviour among pupils and safeguard their health and safety, both in school and in authorised school activities elsewhere
- participate in meetings relating to curriculum, administration or organisation
- adhere to the school's policy and practice re. cover
- participate in public and internal examination arrangements
- register the attendance of pupils following school guidance
- be responsible for maintaining learning environments with regard to health and safety, good order, appearance and display
- follow the procedures outlined in the Staff Handbook

### 3. As a member of a House or Year team

(Coaches and Tutors or attached staff)

*Under the Guidance and direction of the Head of House (Years 7 – 11) or Head of Year (6<sup>th</sup> form), to:*

- get to know the pupils well
- get to know families well through regular contact, sharing successes and participating in Meet Your Coach / Tutor days.
- plan sessions, reading through guidance notes in advance
- develop skills in facilitating a coaching circle
- promote high standards of work, behaviour, attendance and punctuality from members of the Coaching / Tutor Group
- keep an accurate and up-to-date register following school guidance re. attendance and punctuality
- write reports as required
- prepare initial drafts for references, testimonials and reports to outside agencies, as appropriate
- teach the CPSHE programme as required
- attend assemblies with the group and supervise their arrival, behaviour and departure
- participate in Head of House / Head of Year meetings

## Teacher of English – Selection Criteria

Please address these criteria in your application form and interview

1. Qualified teacher of English.
2. A commitment to inclusive education and the raising of aspiration and achievement.
3. Evidence of highly effective teaching and learning practice, including curriculum development.
4. A secure knowledge of current curriculum developments and approaches to teaching and learning, particularly those relating to English.
5. An understanding of the purpose and use of assessment procedures, and an ability to maintain accurate records to track and support pupil progress.
6. A commitment to continuing professional development and collaborative working.
7. High level communication, administrative and organisational skills.
8. An excellent record of attendance and punctuality.
9. Commitment to the protection and safeguarding of children and young people.

## English at Morpeth School

The English department is committed to ensuring that all of our students not only achieve academic success but also develop a love of reading, writing and communicative skills. Our success in meeting this aim is evidenced by our excellent exam results and the high number of our students continuing to study English at A level.

We are a strong, stable department and pride ourselves on our shared resources and culture of collective working. There are currently fifteen teachers in the team. We know that students enjoy English lessons because of the emphasis we place on oracy and collaborative learning. As part of our commitment to ensuring that the study of English is not limited to the classroom, we host a variety of extra- curricular opportunities (for example reading clubs, film club, debating and visits from authors). As a department we are committed to mixed prior attainment teaching across all year groups.