

Teacher of English Qualified or Unqualified Information Pack



Respectful Employable Aspirational Courageous Happy
The Appropriate Provider for young people in the South of Birmingham





Dear Colleague,

I am delighted you are considering joining us at REACH School. We are an Alternative Provision in Kings Heath, Birmingham taking students from across the South Area Network and beyond. We are committed to providing a curriculum that is nurturing yet challenging, balanced yet individualised whilst being high quality, engaging and broad to ensure we meet the needs of our students. All students are challenged to exceed their own expectations in an environment that puts their individual needs at the centre of everything.

Ofsted recognised that we continue to do a good job in 2024 and help to make significant difference to the life chances of our students. We are very proud of the achievements our students make academically and in many other spheres. We have around 60 children across two KS4 years with a range of behavioural needs.

Your application must be received by **8am on Monday 8th July 2024**. Please write a letter to accompany your application form that outlines your experience and achievements that equip you for this role and how you will make an impact in our school. Your letter must be no longer than two sides of A4 with a minimum font size of 11. Interviews will take place on **later in the week beginning Monday 8th July 2024**.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'John Gibson'.

John Gibson
Headteacher

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REACH School, 9 High Street, Kings Heath, Birmingham B14 7BB
www.reachschool.co.uk 0121 675 8989 info@reachschool.co.uk Headteacher: John Gibson



Post Title: Teacher of English
Salary/Grade: Unqualified Pay Scale Point 1, £20,598 to Point 5, £29,772 pr MPS scale
Contract Type: Full Time
Contract Term: Permanent
Contract Start Date: September 2024

Our mission is to ensure that each young person leaves REACH on the correct pathway to be able to fulfil their best educational outcomes and life chances. Many students have a range of needs including social and emotional difficulties which can often impact upon their learning. Consequently, the ability to engage with challenging and vulnerable learners is an essential part of this job.

We are looking for an engaging and passionate English teacher (Qualified or Unqualified) to join us in supporting our students with academic progress to secure positive GCSE grades. We cater for students in year 10 and 11 so strong knowledge of the subject area and quality first teaching are essential for the position.

We would be keen to support qualifications and upskilling to achieve QTS.

Our perfect candidate will:

- Have the potential to become an outstanding practitioner
- Be committed to exceptional standards of teaching and learning
- Be able to motivate, challenge and inspire students to achieve their best
- Be able to establish and develop outstanding relationships with students and staff

Together we form a friendly and dedicated community. We pride ourselves on being a welcoming team that provide an inclusive and supportive environment for our students and staff alike. All staff take an active role in supporting our students, parents and carers, developing positive relationships.

REACH School is based on Kings Heath High Street in Birmingham, with a private car park. We have a gym onsite that staff are welcome to use outside of school hours.

Our application pack can be found on our website <https://www.reachschool.co.uk/>. Completed applications with an accompanying covering letter explaining how you meet the requirements of the role must be received before 8am on Monday 8th July 2024. Interviews will take place later on in the week beginning Monday 8th July 2024.

If you would like to visit the school before making an application please contact Emma Holland, on 0121 675 8989.

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Working Time: Full-time or Part time as specified within the current STPCD and to also work as a classroom teacher and form tutor.

Core Purpose: Ensure that students make positive progress against prior attainment.

Responsibilities for all teachers:

- Meet the relevant Teachers' Standards
- Promote the values and aims of the school
- Follow all relevant school policies
- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- Create and maintain effective partnerships with parents and carers
- Treat students, parents and colleagues fairly, equitably and with dignity and respect
- To comply with the school's Health & Safety policy and statutory requirements
- Plan lessons and sequences of lessons, ensuring lessons have pace and variety, that learning is personalised to meet individual learning needs and that teaching caters for the full range of learning styles of students
- Ensure that teaching reflects the diversity of backgrounds of students and promotes mutual respect
- Contribute to regular curriculum review to help maintain a relevant, stimulating and innovative curriculum provision
- Take responsibility for personal continuing professional development to ensure that knowledge and skills are kept up to date with respect to subject(s), pedagogy and curriculum developments plus wider school, local and national issues
- Assess progress of students in line with policy and records to ensure regular feedback and encouragement is given to students to take responsibility for their own learning
- Instigate measures to address the causes of identified underperformance and monitor the effectiveness of those measures
- Submit assessments to the school database, and complete students' reports for parents' consultation deadlines in school calendar, ensuring they provide an accurate record of the progress of each individual and meeting high quality standards
- Complete registers to monitor attendance and punctuality and take action to address any issues
- Utilise appropriate behaviour management strategies in lessons in line with school policy
- Participate in lesson observation and other measures to monitor delivery of learning outcomes and quality of teaching and implement measures to address any improvement issues identified
- Participate in the appraisal process, identifying personal professional development priorities which will impact on students' learning

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While every effort has been made to explain the main duties and responsibilities of the post, each individual task is not identified. Employees will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.

The post is on the Teachers' Pay Scale and therefore comes under the Teachers conditions of service.

REACH School is an equal opportunity employer and is committed to the safeguarding and to promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role

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Person Specification

Post Title: Teacher of English

Qualifications & Experience	Essential E/ Desirable D
<ul style="list-style-type: none"> • Qualified to degree level. • Right to work in the UK • Relevant experience in a classroom setting • Knowledge requirements of the GCSE qualification • Evidence of further professional development • Any impact of working with young people 	D E E E D E
Skills and Abilities	
<ul style="list-style-type: none"> • An excellent communicator • An excellent knowledge of English curriculum and its assessment • Ability to foster a positive classroom ethos which motivates students to fulfil their potential • Evidence of achieving good or better progress for students • Good written and oral communication skills • Excellent interpersonal and organisational skills • Ability to use ICT effectively for teaching and management • Ability to analyse data and make informed judgements 	E D E D E E E D
Other Attributes	
<ul style="list-style-type: none"> • Clear vision and moral purpose • Commitment to multi-cultural education • Optimistic, enthusiastic and generous of spirit • Commitment to the safeguarding of children and young people • Resilience • Good judgement • Highly credible and lead by example • Evidence of ability to lead and work as a team member • Evidence of contributing to the wider life of a school through extra-curricular activities • Reflective practitioner • Ambitious and committed to own professional development • A sense of proportion and humour 	E E E E E E E E E E E E

NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.

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Reach School is a respectful and caring community. Pupils' best interests are at the heart of everything that happens. Pupils try hard in lessons and they do well.

OFSTED 2024

Pastoral Care

Many of our students start REACH having been disengaged from learning with the vast majority having Social, Emotional or Mental Health issues, so supporting our students in recognising and managing these areas is a priority. At REACH School we understand the importance of supporting our students' mental health and physical wellbeing through curricular and extra-curricular activities such as the gym, Life Skills, Pathways and our Active Citizenship, where students investigate their emotions and develop coping strategies. We work with our students through targeted literacy and emotional literacy interventions to not only improve our students' ability, but to help them develop their own social/emotional resilience so that they are better equipped for future pathways.

What we can offer you

We are a small but strong team who have excellent staff/student relationships. We value our staff both as individuals and as professionals and are committed to their personal and professional development. We pride ourselves on being friendly and welcoming to everyone who visits and works with us.

We have a private car park and a fully equipped gym that staff are able to use outside of school hours. We take our work life balance seriously and ensure that workload does not exceed manageable levels. We have a staff workload discussion group that meet once a term to review this.

At REACH we actively promote career professional development through bespoke training to an option of additional certificated and qualifications dependent on need or interest.

Curriculum

At REACH school, we understand the importance of a broad, spiralled and ambitious curriculum to prepare our students for their further pathways, and for their future as global citizens.

"Leaders have put in place an ambitious curriculum. Pupils work towards GCSE qualifications in core subjects, as well as studying a further two options. Alongside this, pupils can also achieve qualifications in functional skills. The curriculum is well structured and sequenced. Careful thought has been given to the order in which topics are studied, as well as the wider content pupils should learn" OFSTED 2022

Our curriculum needs to be flexible, inclusive and offer continuity, coherence and progression, motivating and challenging all of our students, whatever their ability, and promoting achievement for all.

Reaching all Educating to Achieve through Challenge and High Expectations

Pupils join the school having previously experienced difficulties in their education, so when pupils start, staff make sure that they get to know them quickly. They find out what pupils do well and the help that

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they need. As a result, pupils settle in fast and learn to meet the high expectations of the school. Behaviour in lessons and around the school is well managed.

OFSTED 2024

Life Skills

Life Skills at REACH School is an aspect of how deliver PSHE through the curriculum. Through work in lesson time and a wide range of activities across and beyond the curriculum, students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

Subject overview- all students have the opportunity to study:

- GCSE English, English Literature, GCSE Mathematics, GCSE Double Science
- Life Skills
- Two or more optional GCSEs
- Functional Skills in Maths
- AQA Unit Awards

Enriched curriculum

- **CEIAG** is integral, ensuring all students have access to support and opportunities to enable them to make informed decisions about their future.
- **In Year 10, Work Related Learning** uses the context of work to develop knowledge, skills and understanding that are needed in a work environment. Students attend their work placement on a weekly basis for 5 hours where they gain employability and vocational skills, alongside level 1 or 2 vocational qualifications.
- **In Year 11, Pathways** provides the opportunity for students to reflect on their own skills and attributes, and to focus on developing and applying employability skills in their future careers. All Year 11s have a one to one careers interview with Birmingham Careers Service and have a bespoke careers action plan created to widen Post 16 aspirations and support students on their journey.
- **Active Citizenship** helps all student to develop a positive and resilient identity through experiential learning. The curriculum will give students the opportunities to develop character virtues through both classroom teaching and outdoor opportunities.

Many pupils enjoy the school's 'active citizenship' days. These have a focus on developing pupils' character through lessons and off-site activities. Pupils experience a range of trips, including for indoor caving, mountain biking and walks in the Malvern Hills.

OFSTED 2022

- **RSHE** is a integral part of the curriculum at REACH and teaches our students the importance of positive and healthy relationships, family life and respect for themselves and others. Our RSHE curriculum empowers our students to develop and form their own positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

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