

COOMBE
 preparing you
 for a world of
 opportunity



Main Scale Teacher of English

Appointment Information Pack

Message from the Headteacher

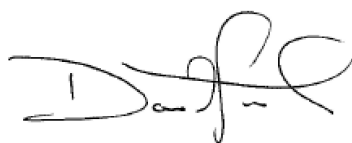
At Coombe Boys' School we are passionate about providing learners with opportunities that they would never have had before. We aim to fire the imagination and develop an aspiration and a work ethic that will enable learners to achieve their ambitions.

We believe that it is essential that school is a challenging, inspirational and transformational experience. We also believe that it must provide a moral framework for learners to live their lives by and that students perform to their best abilities when they feel supported, confident and happy.

We are enormously proud of our academic, sporting and cultural successes, however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school

Thank you for taking the time to look at the information relating to this post. Please do contact the school if you have any queries or would like a tour of the school.

Kind Regards,



David Smith
Headteacher



Coombe prepares each student for their World of Opportunity by enabling individuals to flourish through:

innovative teaching that is inspirational, compelling and fun. It engages every learner in their journeys of self-discovery, fulfilment and academic excellence;

a community in which empathy, tolerance, integrity and shared purpose promote exemplary behaviour and outstanding relationships between all;

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Coombe Boys' School English Department

The English department at Coombe Boys' School proudly achieved English Language results of 72% 9-4 in 2019 which have been maintained through 2020 and places us 18% above the national average for boys only. We hope to continue this success in 2021 and further develop our curriculum to stretch and challenge our students.

The department currently consists of seven core staff with a wide variety of skills and experience and we look forward to expanding our team. We are a teaching school and the department has and continues to support training and newly qualified English teachers with great success.

At KS3 we have designed our curriculum to gradually build up GCSE skills through the study of a variety of novels, poetry, drama and nonfiction texts. We undertake GCSE study in year 10 and 11 and students currently study *Macbeth*, *The Woman in Black* and *Jekyll and Hyde* as our set texts for the literature exam.



As part of our drive to improve literacy across the school we have been working alongside other departments to raise standards of literacy using SEEC vocabulary instruction in all areas. We hold Literacy Focus evenings for students and parents to promote these whole school objectives. DEAR or 'drop everything and read' time is a weekly activity where KS3 students are encouraged to actively read as a group during lesson time and

discuss what they read with their teacher; studies have shown this group discussion of texts improves both enjoyment of reading and literacy skills in students. Furthermore, National Poetry Day and World Book Day are central to our department calendar and we celebrate these days through creative workshops with poets, authors and book illustrators.

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Job Description: Main Scale Teacher

Department or area: English

Responsible to:

- Refer to school organisational structure.

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- Refer to school organisational structure.
- Use opportunities to work with colleagues and, where appropriate, manage them in order to share and implement effective practice in the classroom.

Purpose of the post:

- To facilitate and encourage learning which enables students to achieve high standards.
- To share and support the corporate responsibility for the well-being, education and discipline of all students.

Professional Values and Practice:

- Teachers at Coombe demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- Treat pupils consistently with respect and consideration, and are concerned for their development as learners.
- Demonstrate and promote the positive values and attitudes they expect from their pupils.
- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this.
- Contribute to, and share responsibility in, the corporate life of the school; understand the contribution that support staff and other professionals make to teaching and learning.
- Able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence.
- Are motivated and able to take increasing responsibility for their own professional development.
- Aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

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Main Responsibilities:

Results, Achievements, Standards

- Maintain an up to date knowledge of the professional duties of teachers and the statutory framework in which they work.
- Set challenging and relevant teaching and learning objectives based on knowledge of pupils, their achievements and expected standards, using local and national comparative data.
- Set clear targets for improvement of pupils' achievements, monitor pupils' progress toward those targets.
- Meet the requirements of examination regulations and other forms of assessment as determined by school policy.
- Carry out assessment programmes (reports, tracking grades) as agreed by school.
- Contribute to the corporate life of the school through effective participation in appropriate processes and management systems.

Teaching and Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Teach well-organised lessons, informed by a sound and secure base of subject knowledge.
- Use objectives to plan lessons and sequence of lessons
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Identify pupils with SEN and implement IEPs.
- Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and use this information to improve own planning and teaching.
- Mark and monitor pupils' class and homework providing constructive, oral and written feedback to support pupils as they learn.
- Assess pupils' progress accurately using appropriate criteria and provide constructive, formative and summative feedback.
- Record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time.
- Use this information to help pupils review their own progress and to inform planning.
- Use records as a basis for reporting on pupils' attainment and progress orally and in writing for a range of audiences.
- Identify and implement a range of suitable opportunities for pupils to develop their literacy, numeracy and ICT skills.

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Student Development and Well Being

- Establish a purposeful learning environment conducive to learning where pupils feel safe, secure and confident.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Deal with inappropriate behaviour in the context of the school's behaviour policy.
- Identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment.

Relationships with Parents, Schools and Community

- Plan opportunities for pupils to learn in out of school contexts.
- Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.
- Contribute to the extra-curricula programme according to the needs of the school and personal interests

Learning and Growth

- Demonstrate a commitment to reflect on and improve own practice and take progressively increasing responsibility for identifying and meeting own CPD needs.

School Development Plan Focus:

- Support any school initiatives arising from school development plan.

Appraisal:

- Participate in any arrangements within an agreed national framework for the appraisal of performance.

Key Internal Relationships:

- Head of Department, support staff.

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Key External Relationships:

- Parents and local community.

Resource Responsibilities:

- Select and prepare resources and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural background, with the help of support staff where appropriate.

Budget Responsibilities:

- N/A

Health & Safety:

- Maintaining good order and discipline among pupils and safeguarding their health and safety both when authorised to be on school premises and when they are engaged in authorised school activities elsewhere. Have due regard to health & safety in school & Implement school policies relating to health and safety.

Terms of Employment

Time

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy. Coombe Boys' School has a local agreement regarding cover.

Undertaking other duties as may reasonably be expected

NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.

Records, reports and other written work

The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate). Other terms as School Teachers Pay and Conditions Document 2005

Agreed by: _____

Date: ____ / ____ / ____

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Person Specification: Main Scale Teacher

The following comprises the qualifications, personal qualities, skills and experience required to fulfil the duties as outlined in the job description.

Qualifications and Experience

Essential:

- Qualified Teacher Status (PGCE or equivalent qualification)
- a good degree in a relevant subject area
- Have a sound subject knowledge including up to date understanding of changes at KS3, KS4 and KS5.
- Able to identify strengths and weaknesses in both staff and pupils and act appropriately.
- Have contributed to the organisation and delivery of syllabuses as effective schemes of work.
- Have contributed to good examination results in your classes.
- Up to date with latest policies and strategies and initiatives.

Personal Qualities and Skills

Essential:

- Places the learner at the centre of everything they do.
- A strong classroom practitioner with the ability to develop these skills in others.
- To be able to work effectively as a member of a team.
- A calm and approachable disposition when dealing with students and staff.
- Well organised and efficient; keeping to deadlines and encouraging others to do so.
- Willingness to learn to effectively use Google classroom and related systems.
- High personal standards and the ability to motivate others to sustain those standards.
- A vision of the developments you would like to see in your subject in the future.
- Able to provide a stimulating learning environment.

Desirable:

- An understanding of the role that the department should play in the aims and ethos of the whole school.

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Website: www.coombeboysschool.org
Facebook: www.facebook.com/CoombeBoysSchool
Twitter: @CoombeBoysNews/@CBSHeadteacher
YouTube: [Year 7 Welcome Video](#)

Coombe Boys' School
College Gardens
Blakes Lane
New Malden
KT3 6NU

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