



Temporary Teacher of English

Information for Applicants

TMS/UPR (Fringe)

Required January 2022

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will carry out a Disclosure Check by the Criminal Records Bureau before making an appointment.

Dear Applicant

Thank you for showing an interest in the post of Temporary Teacher of English. Enclosed in this pack is information about the school and the job you have enquired about. I hope you will find this useful in helping you decide if Carrington School is a school you are interested in joining.

I am the Headteacher, Kerry Oakley, and I joined the school in September 2018. Carrington School is currently completing phase 3 of the Priority Schools Building Programme 2. During the Easter break 2021, we moved into our new building which includes: 8 science labs, 2 ICT suites, Library, Dining area, Hall, performance space, 3 DT rooms, 9 teaching rooms and a range of small learning spaces, workrooms and offices. The final phase of demolition and landscaping is expected to be complete by the end of Summer 2022.

This is a very exciting time to join the school, as it is in the process of building on the strong foundations of many successful years as a prominent and reputable school in the Redhill and Reigate area of Surrey. In September 2021, on the back of the move to our new facility we will also be changing our name and look to 'Carrington School'. Based on the famous astrologer Richard Carrington who in 1853 lived in Redhill and discovered what a solar flare was and started the thinking about its impact on our world. He also named 335 circumpolar stars. The school is also part of SESSET (South East Surrey Schools Education Trust) which is made up of ourselves, Therfield School, Leatherhead and The Ashcombe School, Dorking. Mr David Blow is the CEO of the Multi Academy Trust. It is a partnership, built on a mutual respect for each other. Within the Trust each school remains autonomous in many decisions made and in their own vision.

Carrington School is an 11-16 school with 7 forms of entry and a PAN of 210 in each year group. It serves the local community with students feeding in from local primary schools in the area of Redhill, Merstham, Reigate and Horley. We have a fully comprehensive intake; each Year Group includes a number of students with Education and Health Care Plans but also others capable of achieving the top grades, across the curriculum at Key Stage 4.

We have good relationships with our neighbouring secondary schools and are a partner school with the two nearby 16-19 colleges; Reigate College and East Surrey College.

Carrington School staff are a team of professionals who dedicate their lives to providing students with a high-quality education. Our core values are Aspire, Innovate and Respect and our aim across the coming year is to ensure that we all live and breathe these so they become embedded into our everyday lives and will support success for everyone. Our students want to learn, however under the new progress measures we were found to be



in a position where not every child made expected progress. Over the past 24 months we have been addressing this in our practice across the school.

The working environment is stimulating and very busy; however, we do try to place importance on coming together regularly (outside of Covid restrictions); we hold regular and a weekly top up teaching session to share ideas. Teams meet after school on a scheduled basis. There are opportunities for staff to be part of trips, Duke of Edinburgh expeditions, to join the yoga class as well as social events. We are also members of Optima Health who offer a range of free services to staff to support their well-being, including legal and financial advice, lifestyle screening and counselling.
<https://strictlyeducation.optimise.health>

We know how important provision of career opportunities is and will be expecting staff to be ambitious in their own development; our commitment to staff is to encourage attendance at recognised conferences, to study recognised qualifications, to collaborate with schools in the local area and the MAT and / or to engage with current relevant research.

I am looking for people to work in the team with great drive and determination, someone who is not afraid of challenge, who is personable and flexible but overall who has a passion for making improvement for students which will enable them to make better lives for themselves in the future.

I am keen to speak with you further should you be interested in a position within our school. Please do feel free to come and visit us if you want to really get an understanding of the work we do. You are welcome at any time, please contact me on koakley@carringtonschool.org

Kind Regards



Miss Kerry Oakley
Headteacher



Job Profile

POST TITLE	Teacher of English
LINE MANAGER	Director of English
SUPERVISORY RESPONSIBILITY	Responsible for directing the work of teaching assistants within the classroom.
JOB PURPOSE	To teach pupils within the school and Route 4 and to carry out such other associated duties as are reasonably assigned by the head teacher.

KEY ACCOUNTABILITIES

These accountabilities are based on the professional responsibilities of teachers outlined in the School Teachers' Pay and Conditions Document (STPCD). They are supplemented as relevant by reference to the DfE Teachers' Standards (2012).

1. Teaching

PROFESSIONAL RESPONSIBILITIES

- To plan and teach lessons and sequences of lessons to the classes you are assigned to teach, within the context of the school's plans, curriculum and schemes of work.
- To assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- To participate in arrangements for preparing pupils for external examinations.

Set high expectations which inspire, motivate and challenge pupils:

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain



pupils' interest in the subject, and address misunderstandings

- demonstrate a critical understanding of developments in the subject and curriculum areas, and
- promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well structured lessons:

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

2. Whole school organisation, strategy and development

PROFESSIONAL RESPONSIBILITIES

- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- To work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- To supervise and, so far as practical, teach any pupils where the person timetabled to take the



class is not available to do so, subject to the provision that teachers are required to cover only rarely.

Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school

3. Health, safety and discipline

PROFESSIONAL RESPONSIBILITIES

- To promote the safety and well-being of pupils.
- To maintain good order and discipline among pupils.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

4. Management of staff and resources

PROFESSIONAL RESPONSIBILITIES

- To direct and supervise support staff assigned to you and, where appropriate, other teachers, in an effective way.
- To contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- To deploy resources delegated to you.

Fulfil wider professional responsibilities

- deploy support staff effectively

5. Professional development

PROFESSIONAL RESPONSIBILITIES

- To participate in arrangements for the appraisal and review of your performance and, where appropriate, that of other teachers and support staff.
- To participate in arrangements for your further training and professional development and, where



appropriate, that of other teachers and support staff, including induction.

Fulfil wider professional responsibilities

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

6. Communication

PROFESSIONAL RESPONSIBILITIES

- To communicate with pupils, parents and carers.

Fulfil wider professional responsibilities

- communicate effectively with parents with regard to pupils' achievements and well-being.

7. Working with colleagues and other relevant professionals

PROFESSIONAL RESPONSIBILITIES

- To collaborate and work with colleagues and other relevant professionals within and beyond the school.

Fulfil wider professional responsibilities

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.



Person Specification: Subject Teacher

	Selection Criteria	Assessment Method
Qualifications	<p>Essential:</p> <ul style="list-style-type: none"> • Qualified Teacher Status <p>Evidence of further professional development</p> <p>Desirable:</p> <ul style="list-style-type: none"> • Post Graduate Qualification 	<p>Application form</p> <p>Certificates</p>
Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Successful teaching and curriculum experience • Recent experience of teaching within KS3 and KS4 	<p>Written statement</p> <p>Lesson observation</p> <p>Interview</p>
Professional Knowledge and Understanding	<p>Essential:</p> <ul style="list-style-type: none"> • Sound understanding of English curriculum • Knowledge of best practice and procedures for safeguarding children and young people • Other key areas for the school/phase, early years, extended services etc. 	<p>Written statement</p> <p>Lesson observation</p> <p>Interview</p>
Professional Qualities	<p>Essential:</p> <ul style="list-style-type: none"> • Committed to the development and maintenance of good relationships with staff, parents, students, governors and the community. • Committed to the continuing professional development of self and others within the school. • Demonstrates flexibility appropriate to circumstances • Communicates enthusiasm and energy. 	<p>Interview</p> <p>Group exercise</p> <p>Presentation</p>



Skills and Aptitudes	<p>Essential:</p> <ul style="list-style-type: none"> • Able to plan and organise effectively • Well-developed oral and written communication skills • Communicates at a level and in a manner appropriate to the situation 	<p>Application form</p> <p>Written statement</p> <p>Interview</p> <p>In-tray exercise</p> <p>Group exercise</p>
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How to Apply

We hope that you would like to apply; please complete our application form for Teaching and Leadership posts on the vacancy page and send it to us with a supporting statement explaining what attracts you to the post and details the skills and experience you would bring to it.

Your completed application can be submitted online or emailed to Karen Ehren, HR Officer: hr@carringtonschool.org

Alternatively, you may deliver or post it to:

Karen Ehren
HR Department
Carrington School
Noke Drive
Redhill
Surrey
RH1 4AD

If you would like any further information, please contact:
Karen Ehren, HR Officer on 01737 764356 x208 hr@carringtonschool.org

The deadline for receipt of completed applications is Monday 06 December 2021 at 10:00am

