



SAFFRON WALDEN  
COUNTY HIGH SCHOOL

# Teacher of English

## Recruitment Pack



### **Saffron Walden County High School**

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## Welcome from our Headteacher, Polly Lankester



them to be caring, capable and well-informed adults. Not only do our students work hard in their classrooms, in addition we have an exceptional extra-curricular programme that inspires our students and makes school life well-rounded and culturally rich.

The team here works hard to provide both great teaching and great pastoral support. We invest in our staff team to ensure that we can all deliver for students and enjoy working in this school. We trust our department teams, which are truly collaborative, and value our staff, prioritising development and wellbeing.

I hope this gives you a flavour of life at this school and I would urge you to also have a look at our website.

Best wishes,

Thank you for your interest in joining Saffron Walden County High School. This is a wonderful school to work in and I would encourage you to take the next step and complete the application form.

What makes this school such a great place for the next step in your career? I think it is a truly special place to work as we are one of the largest schools in the country, but also the only secondary school in Saffron Walden, and so we are a truly comprehensive school.

We believe in the transformative power of education. We are committed to providing an exceptional and exciting education for all young people in our community, preparing



## A Brief History of Saffron Academy Trust (SAT)



Caroline Derbyshire, CEO

### ABOUT US

Saffron Academy Trust (SAT) was formed in 2011 when its founder school, Saffron Walden County High School, converted to academy status.

Since then SAT has grown and, in order of joining, comprises

- Saffron Walden County High School
- Alec Hunter Academy
- Katherine Semar Infant and Junior Schools
- R A Butler Infant and Junior Schools
- Honywood School
- Beckers Green Primary School
- Helena Romanes School and Sixth Form Centre

In addition, through an extensive range of collaborative partnerships, the Trust provides support to a number of other primary and secondary schools. One key aspect of the support we provide is to deliver high quality CPD focused both on classroom practice and leadership development.

### AIMS OF THE TRUST

The educational aims of SAT are to support and promote

- Educational provision which enables pupils and young people, aged 3-19, of all abilities to fulfil their academic potential and achieve their personal best.
- A curriculum across all key stages which promotes excellence in the arts and sciences.
- Teaching and learning which is highly engaging and geared to students making excellent progress through the key stages.
- Transition between key stages (especially key stage 2 to key stage 3) which delivers outstanding continuity of learning.
- A focus on developing all professionals to deliver the highest quality of teaching to all our learners.
- Schooling which is outward looking and allows students to interact with ideas and people from around the world.
- Educational research into factors underpinning successful schools and highly effective learning.
- Involvement with the local area in a way which promotes community cohesion and cultural excellence, especially with regard to music and the arts.

### SAT BELIEVES:

1. That every child deserves to go to a great school
2. That we are preparing young people for life in a 21st Century world
3. That learning in our schools must inspire and lead to achievement and progress for every child
4. That learning opportunities must be broad and of the highest quality
5. That we should respect the unique character and context of the schools in our partnership, while maintaining high expectations of performance
6. That we are all learners and that we embrace evidence-based research and value teamwork





## Our aims as a school:

- Ensure all students make excellent progress and attain their full academic potential.
- Deliver excellent teaching of subject knowledge and develop the learning skills, habits and attitudes necessary to enable students to value, enjoy and further their learning.
- Promote the outstanding personal and cultural development of all students through a rich and varied programme including trips, extra-curricular activities and community engagement.
- Maintain a secure and caring community which encourages academic ambition alongside respect and responsibility for all.
- Provide students with facilities that encourage great learning, whilst being aware of the school community's responsibility for its impact on the wider environment.
- Be motivational leaders of education at a school, regional and national level, inspiring all to achieve high standards, to be personally ambitious and mindful of well-being.



- Support for Early Career Teachers as an accredited Appropriate Body for ECT's
- Occupational Health & counselling support
- Free on-site parking/4 EV charging points
- Onsite early years Nursery
- Free access to onsite Fitness Suite
- Onsite dog day care available
- Cycle to work scheme
- Generous employer contributions to Local Government or Teacher Pension Scheme
- Access to an Employee Assistance Programme

## Why work for us

The mission of Saffron Walden County High School is to be 'a local school of exceptional quality'. What this means in practice is that we constantly strive to provide the highest quality education to young people in the Saffron Walden area. It is the kind of quality that is demonstrated by outstanding achievement at all levels, high expectations of behaviour, excellent teaching and learning and a broad and rich curriculum.

## Benefits:

Working with us brings with it a range of attractive benefits, including

- A Trust which puts staff well-being at the heart of everything it does
- Bespoke CPD programmes as well as access to national programmes

## How to apply

To apply, please complete the online form found on our website [www.swchs.net](http://www.swchs.net) Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

We are committed to ensuring that recruitment and selection is conducted in a manner that is systematic, efficient, and effective and which promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or belief. We seek to be a diverse workforce and welcome applications from all.

### Closing Date:

17<sup>th</sup> March 2025, 9 a.m.

### Interviews:

Week commencing 24<sup>th</sup> March 2025

**Applying:** For any questions about the application process please contact our HR Manager, Mrs Jackie King: [applications@swchs.net](mailto:applications@swchs.net)





## Area details

The English Area is a team of collaborative, creative and committed specialist teachers and curriculum assistants who work together to inspire a love of English in students. The Area has enjoyed consistently excellent exam results and many students have gone on to study English at university. A large number of students choose both English Literature and English Language at A level (there are currently two English Language groups in Year 12 and three English Literature groups). We run a rich programme of extra-curricular activities and students benefit from superb facilities and resources, including an impressive Learning Centre. Literacy and reading skill are promoted across the school and students are excellently supported in developing these key skills.

## Staffing

- 18 well-qualified specialist teachers are led by a collegiate leadership team, under the overall direction of the Director of English.
- The English Area also encompasses the Film and Media department (which is led by a Head of Film and Media).
- There is an administrative assistant attached to the Area, working for fifteen hours a week in the Area office. In addition, there is a Media technician who oversees the distribution of equipment as well as its maintenance.
- All members teaching in the Area contribute towards curriculum development through scheme writing and sharing resources.
- Collaboration and teamwork, through sharing ideas and developing strategies for teaching, characterises the Area in general. Area meetings are used to meet the training and development needs of the Area, for moderation and standardising work, and exchanging teaching and learning strategies.
- All staff take part in the school's appraisal process. In addition, all staff develop their approaches to teaching through participating in the school's 'Teaching and Learning Excellence' programme.

## Accommodation and Resources

- Book stocks are constantly being updated.
- There are 9 classrooms in the department; satellite classrooms provide accommodation for Film and Media facilities as well as specialist Sixth Form English teaching spaces.
- The Area office provides a workspace for each staff member. Each classroom has a computer at the front of the room for the teacher.
- There is an IT suite available for English use. The department also has a set of 16 iPads.
- Each room is fitted with an inbuilt capacity to screen DVDs, with units hard wired into a ceiling mounted projector with speakers.
- The Film and Media Department has its own space in E corridor and the Sixth Form, with a rich variety of resources available to staff and students. Additional equipment includes video editing, animation and storyboarding software which is installed on a suite of Mac Book Pros and i-Mac desk top computers. A range of cameras are enhanced with supplementary lenses, microphones and tripods and dollies. All Y13 Film and Media students have the capability of working with HD Cameras.
- The main school Learning Centre has been recently refurbished and houses a real breadth of texts as well as a computer suite and a set of iPads.





## Curriculum

We have developed detailed schemes of work supported by imaginative and well-presented resources for all year groups within the school.

- In Year 7 students mostly study in mixed ability classes. In Year 8, students are loosely grouped by ability. This means that there are 2 high ability groups, 8 mixed ability groups and 2 support groups. All students follow a detailed syllabus with core schemes of work.
- Year 9 follows the same model as Year 8. Year 9 is a hybrid year, preparing students for the rigour of GCSEs, whilst studying a broad curriculum.
- In Years 10 and 11, all students follow the English Language and English Literature AQA GCSE route. The syllabus is currently delivered through seven sixty-minute lessons per fortnight and is begun in Year 10.
- In Year 12, there is provision for students on a one-year course to retake English GCSE. We also have groups studying A level English Literature (OCR syllabus) and A level English Language (OCR). Students have a very positive, enthusiastic attitude to English, and results over recent years have been outstanding. This is reflected in the large numbers that take the course as well as high progression rates.
- Film and Media is taught at KS5. We offer Film Studies (Eduqas) and Media Studies (Eduqas) at A level.
- The English Area emphasises the importance of reading by regular visits to the school Learning Centre. The Learning Centre is instrumental in conducting regular reading interviews and helping students build their reading experiences.
- In July, the Reading Awards celebrates the reading successes of students in Year 7.

## Extra-Curricular

- We offer a range of extra-curricular activities, including the highly successful National 'Bar Mock Trial' competition for students in Years 10 - 13, and the 'Magistrates Mock Trial' competition for students in Years 8 and 9. Groups of students also take part in the Jack Petchey 'Speak Out Challenge'. Literature Club, Poetry Club and Debating Club are also offered to students by the department.
- Staff often co-ordinate trips throughout the year based on specific texts students are studying.



## Job Description and Person Specification

Job Title:	Teacher of English
JD Reference:	
School/Academy:	Saffron Walden County High School
Salary:	MPS/UPS
Responsible to:	Headteacher

Role:	Class teacher with expert subject knowledge.
Purpose of job:	To secure excellent progress for all students through high quality teaching, learning and assessment in an atmosphere in which students feel challenged, valued and secure.

To be an excellent classroom practitioner and committed to becoming an expert in the relevant subject specialism.

### **In addition to the responsibilities listed below, there is an expectation that those paid on Upper Pay Scale:**

Will be expected to demonstrate that their level of competence and performance is:

- highly competent in all elements of the relevant professional standards; and
- achievements and contributions to the school are substantial and sustained.

### **Responsibilities and Accountabilities:**

#### **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.

**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 adapt teaching 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.

**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.

#### **Fulfil wider professional responsibilities:**

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

#### **Support for School:**

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

#### **Data security:**

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

#### **Health and Safety:**

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

#### **Continuing Professional Development:**

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

#### **Child Protection and Safeguarding**





- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Designated Safeguarding Lead (DSL) or Deputies of any issues relating to the safety and well-being of students using relevant systems (CPOMS)

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

***The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.***

***All staff will be subject to an enhanced check with the Disclosure & Barring Service.***

**Updated: March 2025**



<b>Person Specification – Teacher</b>	<p>Assessment Key:  A = Application Form  I = Interview  RE = Reference  AS = Assessment(observation)</p>
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good educational background including a good relevant Honours Degree or equivalent.	✓		A
3	Evidence of continuing professional development.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Excellent classroom practitioner.	✓		A/I/RE/AS
5	Excellent subject knowledge.	✓		A/I/AS
Knowledge and Skills		Essential	Desirable	Assessment
6	Evidence of both curricular and pastoral experience.		✓	A/I/RE/AS
7	Understanding of and commitment to teaching standards.	✓		A/I/RE
8	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
9	Ability to contribute to team meetings and contribute ideas.	✓		A/I/RE
Personal Qualities		Essential	Desirable	Assessment
10	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
11	Willingness to undergo further training and development.	✓		I
12	Excellent interpersonal and communication skills.	✓		I/RE/AS
13	Think creatively and collegiately to solve problems and identify opportunities.	✓		I/RE/AS
14	Positive and enthusiastic approach towards work. Including sustained commitment to achieving team goals	✓		I/AS



15	Professional approach when dealing with all issues, students and staff.	✓		I/AS
16	Clear, fully inclusive, educational philosophy.	✓		A/I/RE
17	Commitment to continual improvement and challenging norms.	✓		A/I/AS
18	Evidence of showing sustained commitment to a team	✓		
<b>Child Protection</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
19	Support the Academy policies on safeguarding and child protection.	✓		A/I
<b>Other</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
20	Willingness to make a positive contribution to the wider life and ethos of the school		✓	A/I