



Holme Grange School

Job Description English Teacher with RS – Eaton Grange

Holme Grange School

As a teacher at Holme Grange School you should:

- Be true to Holme Grange Mission Statement and work to achieve the ideals set out
- Foster a good quality of relationships with children and their families, particularly those in their class, being aware of the pastoral role that is necessary in a good school
- Be wholeheartedly committed to the Christian aims and ethos of the school and be able to implement those aims in your work
- Contribute to the ethos of Holme Grange
- Treat all children as in your care and not just in your class
- Encourage the home/school partnership and contribute to the life of the school
- Foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential

Introduction

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher or other Senior Manager if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description.

English and RS Department overview

The Eaton Grange English and RS departments form part of the academic provision for our senior pupils aged 11-16. Currently both departments are housed in our newest teaching block comprising spacious and well-resourced classrooms, a library, community room, meeting room, art classroom, staff facilities and learning support hub.

The **English department** comprises 5 full time members of staff, working collaboratively to deliver English to Years 7-9 and English Literature and Language at GCSE. We follow Edexcel's iGCSE specification for both Language and Literature and have enjoyed excellent results in recent years with a 100% pass rate for the past 3 years, and many students achieving grades 7-9.

Regular library and literacy focused sessions complement the students' progress in reading, writing and literature, and our schemes of work are characterised by a traditional approach to knowledge and skills combined with progressive and forward-thinking strategies to foster successful learning outcomes. The department is led in the senior years by Matthew Jelley (also Deputy Head) who liaises regularly with subject leads in both the Prep School and Pre Prep to ensure continuity of curriculum provision across the age ranges 3-16.



RS is a thriving subject in Eaton Grange, where GCSE uptake has doubled in the past year. In KS3 the course covers comparative religions, focusing on Christianity, Hinduism, Buddhism and Sikhism in year 7, then Judaism, Christianity and Islam in year 8, to provide a foundation for GCSE. We follow Edexcel GCSE specification for papers 1B and 2C, Christianity and Islam, beginning with introductory work in year 9 for all pupils, then in year 10 pupils can choose GCSE RS as one of their options subjects. However, all pupils take 30 minutes of RS in Year 10 and 11, following an ethics and religion course.

General Duties

Job Purpose:

The Teacher will:

- teach classes of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- maintain the positive ethos and core values of the school, both inside and outside the classroom;
- contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- Be an enthusiastic and energetic teacher
- Have a coherent, well developed philosophy of children's learning and of classroom organisation and management
- Should offer leadership by example and encouragement to children in their care through effective display and children's work, by the provision of a stimulating and thoughtful environment, by sensitive rapport with the children and by effective classroom organisation, management and record keeping

Duties:

The Teacher will:

- Work as an individual and as a member of a team with high professional standards
- Implement all agreed school policies and guidelines;
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- Be able to set clear targets, based on prior attainment, for pupils' learning;
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks;
- Provide effective learning opportunities for all pupils by responding to their diverse needs.
- Set suitable learning challenges
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;
- Make themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN



- Report to parents on the development, progress and attainment of pupils;
- Participate in meetings which relate to the school's management, curriculum, administration or organisation;
- Communicate and consult with parents and children on a regular basis about progress and development and attainment of pupils
- Communicate and co-operate with specialists from outside agencies;
- Participate in the performance management system for the appraisal of their own performance,
- Keep abreast of changes in education
- Support initiatives decided by the Headteacher and staff;
- Provide supervision at agreed lunch, play, break times and gate duty as part of a rota system to ensure adequate supervision and care of pupils at all times
- Run/supervise at least two clubs etc per week and such other activities as the Headteacher shall consider necessary from time to time and as are within the Teacher's reasonable capabilities.

General Responsibilities

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and school policies; including taking responsibility for raising concerns with an appropriate manager.

Further Requirements

- Should be fully committed to the school and enthusiastically involved in its activities, thus helping to promote a flourishing corporate life within the school
- Be prepared to teach anywhere reasonably directed by the headteacher given due notice, guidance and support
- Support functions organised by the Parents Association of Holme Grange School

For teachers who have been successful in meeting the threshold standards:

- To provide a role-model for teaching and learning
- To lead at least one area of the school curriculum
- Make a substantial and sustained contribution (specifically agreed through performance management system) to the raising of pupil standards and contribute effectively to the work of the wider school team.
- To take responsibility for their professional development and use the outcomes to improve their teaching and pupils' learning
- To demonstrate a thorough and up-to-date knowledge of the teaching of their subject and to demonstrate that they take account of wider curriculum developments relevant to their work.
- To demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant tests or examinations, or school-based assessment for pupils where tests and examinations are not taken.



- To make an ongoing, active contribution to the policies and aspirations of the school
- To demonstrate in their everyday work, that they are effective professionals who challenge and support all pupils to do their best through:
 - inspiring trust and confidence,
 - building team commitment,
 - engaging and motivating pupils,
 - analytical thinking,
 - positive action to improve the quality of pupils' learning.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the SMT to reflect or anticipate changes in the job which are commensurate with the salary and job title.



English Teacher: Person Specification

	Essential	Desirable
Qualifications	Qualified Teacher status	Evidence of continuous INSET and commitment to further professional development
Experience	The Teacher should have experience of: teaching English Language and Literature to, at least, GCSE level Experience of providing relevant, differentiated and inspired teaching for all pupils	Evidence of working in partnership with parents. Experience of A-Level/Oxbridge teaching to inform KS4 teaching and working with our brightest students
Knowledge and understanding	The Teacher should have knowledge and understanding of: The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); Curriculum requirements at the appropriate age The monitoring, assessment, recording and reporting of pupils' progress; The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children; The positive links necessary within school and with all its stakeholders; Effective strategies to engender effective learning.	In addition, the Teacher might also have knowledge and understanding of: the preparation and administration of 11+ and 13+ examinations; links between feeder primary and secondary schools, and links to education 16+
Skills	The Teacher will be able to: promote the school's aims positively, and use effective strategies to monitor motivation and morale; develop good personal relationships within a team; establish and develop close relationships with parents, governors and the community; communicate effectively (both orally and in writing) to a variety of audiences; create a happy, challenging and effective learning environment. Willingly and competently run extra-curricular activities	In addition, the Teacher might also be able to: develop strategies for creating community links.
Personal characteristics	Organised, resourceful, an excellent time keeper, approachable, committed, empathetic, enthusiastic. A sense of humour and the ability to make learning fun. Sympathetic to the aims and ethos of our school Patient and Resourceful	