

SECONDARY ENGLISH TEACHER

Purpose of Role

Secondary English Teacher – KS3 and KS4 (with the possibility of KS5, dependent on experience)

ISP Principles

Begin with our children and students. Our children and students are at the heart of what we do. Simply, their success is our success. Wellbeing and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding and Health & Safety issues and acting and following up on all concerns appropriately.

Treat everyone with care and respect. We look after one another, embrace similarities and differences and promote the well-being of self and others.

Operate effectively. We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.

Are financially responsible. We make financial choices carefully based on the needs of the children, students and our schools.

Learn continuously. Getting better is what drives us. We positively engage with personal and professional development and school improvement.

Key Responsibilities

The duties outlined in this job description may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. It will be reviewed in the context of the School Development Plan and Performance Management cycle.

Teaching and Learning

- A proven track record of teaching impact English Language and literature lessons in KS3 and KS4.
- Delivering excellence in teaching based on a deep knowledge of English, and its pedagogy.
- Creating a challenging and stimulating classroom climate that will motivate pupils to learn, think independently, take risks, empathise with others, and perform to the best of their abilities.

- Supporting students in their learning, making each feel included, secure and valued, and ensuring they have every opportunity to fulfil their potential.
- Following agreed guidelines, syllabuses and schemes of learning, ensuring an excellent knowledge of the requirements of British public examinations and national curriculum. Knowledge of Pearson Edexcel Curriculum will be an asset to this application.
- Engaging a wide range of digital and physical resources to enhance learning, as well as planning engaging visits, activities, trips, speakers and fieldwork relevant to English (as agreed with the Curriculum Lead).
- Communicating effectively with parents and pupils on all English curriculum, teaching, pastoral and learning matters, maintaining high standards and expectations.

Recording and Assessment

- An understanding of KS3 and KS4 Assessment Objectives linked to major UK and International exam boards such as AQA, Pearson Edexcel or OCR.
- Marking all work regularly and promptly in line with the marking policy and the department's schemes of learning to ensure that pupils receive frequent and constructive feedback as they learn.
- Making regular assessments of pupils and monitoring progress against prior attainment, employing effective intervention strategies when required and using information to extend pupil achievement.
- Preparing thoroughly for lessons and setting homework regularly in line with school expectations to ensure that pupils achieve the highest possible standards. This involves preparing schemes of work for a course of study that a teacher is responsible for (as agreed with the Curriculum Lead).
- Producing on request detailed reports on the progress/achievement of any pupil taught.

Other and responsibilities

- Attending all meetings relevant to the role and responsibilities and attending all parent-teacher-student-meetings for groups taught, as well as other events as directed.
- Participating fully in the extra-curricular provision that the department offers. This includes advising A level students on Oxbridge and other university

applications (where relevant) ; running help clubs and clinics; generally taking a full and collaborative role in any new department initiative.

- Promoting pupil achievements, career opportunities and experiences in English, providing relevant material for the School SWAY Newsletter.

Skills, Qualifications and Experience

- Three years English teaching experience in a UK state or independent school or recognised international school teaching the British Curriculum. (ECTs are not suitable for this role)
- An English language, literature or humanities degree from a university or institution of higher education
- Experience of teaching English at Key Stage 3 and 4 (Key Stage 5 would be an asset)
- Track record of excellent GCSE results.
- Knowledge of the English National Curriculum, GCSE English Language and English Literature and of UK/International exam boards such as AQA, OCR or Pearson Edexcel (Pearson Edexcel is our current examination board)
- Experience teaching EAL and SEND students.
- An enthusiastic and creative approach to teaching, which inspires pupils and enables learning to be engaging and relevant.
- A commitment to helping students to develop a broad range of skills and attributes.
- A commitment to an interconnected curriculum and to working with colleagues across a range of disciplines.
- The ability to communicate effectively with pupils, colleagues and parents and to work as part of a collaborative team.
- An interest in education beyond the classroom and across the age range.
- Flexibility, a sense of humour, and a willingness to contribute to all aspects of school life, including trips, projects, special events and extracurricular clubs.

ISP Leadership Competencies

You consistently demonstrate and role-model the ISP Leadership Competencies in all that you do.

1. **Collaboration.** Takes an active part in leading their school or region; is cooperative and a genuine team player, developing positive, supportive relationships with colleagues to solve problems and maximise opportunities.
2. **Learning & Getting Better.** Continually demonstrates personal commitment and passion for learning and getting better using evidence and feedback; supporting others in their continual learning, development and growth.
3. **Innovation Leadership.** Is good at creating an environment where ideas for learning initiatives and services are generated and is able to motivate and inspire others through the process of creation through to completion.
4. **Outcome driven.** Can be counted on to find solutions. Is consistently looking to exceed goals and is focused on KPIs.
5. **Resilience.** Can deal with setbacks and challenges calmly and effectively.
6. **Community Focus.** Is committed to meeting and exceeding the needs and expectations of our students and their families.
7. **Planning & Decision Making.** Makes decisions on the best course of action and then plans, organises, prioritises and balances resources to achieve the desired outcome.
8. **Diversity & Equity.** Has the sensitivity, awareness and skill to understand the values, behaviours, attitudes and practices across cultures that supports all children and adults to learn and work effectively.

ISP Commitment to Safeguarding Principles

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

All post holders are subject to appropriate vetting procedures, including an online due diligence search, references and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

ISP Commitment to Diversity, Equity, Inclusion, and Belonging

ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, ethnicity, sexual orientation and gender expression, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.