



**Appointment of**  
**TEACHER OF ENGLISH**  
**Temporary One Year in the First Instance**

**Full or Part-time**  
**(5 days a week needed for a part-time teacher)**

**MPR/UPR**

**For September 2023**

**Closing Date for Applications:**  
**No later than noon on Friday 7 July**

## **THE POST: TEACHER OF ENGLISH**

### **THE ENGLISH DEPARTMENT**

The English department at The Fallibroome Academy is staffed by a team of 10 highly qualified and committed teachers. Working alongside the Head of Department, we have an Assistant Head of Department (responsible for KS4) and a KS3 Lead. The team works collaboratively to deliver the best possible experience to our pupils and we also have the good fortune to benefit from a full-time Curriculum Support Assistant who supports colleagues with certain day-to-day clerical and administrative tasks.



We were evaluated in a Deep Dive Inspection by Ofsted in December 2022 and, along with other subjects, were congratulated for our “high expectations for pupils’ learning”, “well-designed curriculum” and how our “pupils demonstrate excellent behaviour”. Similarly, the department has a history of excellent academic results at both GCSE (Language and Literature) and A Level (Language and Literature) and uptake for these courses in the Sixth Form is high.

The English department also works closely with the Learning Support department and SENCO. Pupils complete online reading and spelling tests at key points in the year, which can then be used to help identify which pupils need additional support. Our teachers and TAs can then work hard to differentiate the teaching and learning appropriately for the needs of these pupils. The department also has strong links with the school library: Year 7 students benefit from fortnightly library lessons, where our dedicated librarian guides them through schemes of work based on improving library skills and engendering a love of reading. Our librarian also organises several author visits, workshops and competitions each year which are highlights of the academic calendar.

Colleagues within the department often offer extra assistance, support and guidance to students outside of lesson times. The department aims to instil both a love of language into students as well as to promote independent thinkers and learners.

## **THE CURRICULUM:**

### **Key Stage 3**

We have recently reviewed and updated our KS3 curriculum to meet the needs of our learners and to ensure that our curriculum map covers all aspects of Literature and Language. We study at least one complete Literature class text in each year group and our other units range from 'Superheroes Narrative Writing' in the Autumn of Year 7, to 'Discovering Spoken Language' in Year 8, to 'Unheard and Under-represented Voices' (Poetry and Non-fiction) in Year 9. We believe that our curriculum should provide an enriching cultural experience as well as delivering the key content and skills needed for examinations and life beyond secondary school.

All units are supported with fully resourced Learning Journeys and Knowledge Organisers. At Key Stage 3, and our pupils are formally assessed against a 'step' system 4 times per year in order to monitor and track their progress. In addition to this, we also mark work in line with the school's \*TG policy.

The department focuses on technical accuracy and the improvement of spelling, punctuation and grammar in a fortnightly technical lesson. In Year 7, classes also have a fortnightly timetabled library lesson which is led by our school librarian.

In Year 7, pupils are taught in mixed-ability form groups. In Years 8 and 9, we continue to teach in mixed ability groups but we also create a top set on each side of the year to stretch and challenge our most able pupils.

### **Key Stage 4**

In Years 10 and 11, students are banded for GCSE. We follow the AQA curriculum and strongly believe in the importance of all students being entered for both GCSE English Language and English Literature. We all teach the same set texts for Literature and, similarly to at KS3, use our departmental Learning Journeys and Knowledge Organisers to structure and sequence our delivery of GCSE content. This collaborative approach enables staff to benefit from each other's experience.

Examination results have historically been well above National Averages and highly competitive against similar schools. We have had particular success in supporting students to attain the Grade 4/5 which they need to progress post-year 11 and our percentage of pupils who attain Grades 8s and 9s is high year-on-year. The motivation of our students is matched by the commitment of our staff to ensure that every pupil is given the best opportunity to succeed in these crucial exams.

At Key Stage 4, the Assistant Head of Department closely monitors students' work and results with a clear system of underachievement addressed. Given the focus of examinations resting purely upon terminal examinations, the department regularly insists upon student understanding being tested in timed conditions.



## **Key Stage 5**

In the Sixth Form, students can choose to study AQA English Language and/or AQA English Literature (Syllabus A, Option 2B: Modern times). We have a healthy complement of students studying these A-Level options which sometimes requires a second teaching group to accommodate these large numbers. Our results are historically very strong, with 75% of our candidates achieving grades A\*-B in 2020. Each year, a number of students continue their studies and love of English at University!

## **Extracurricular**



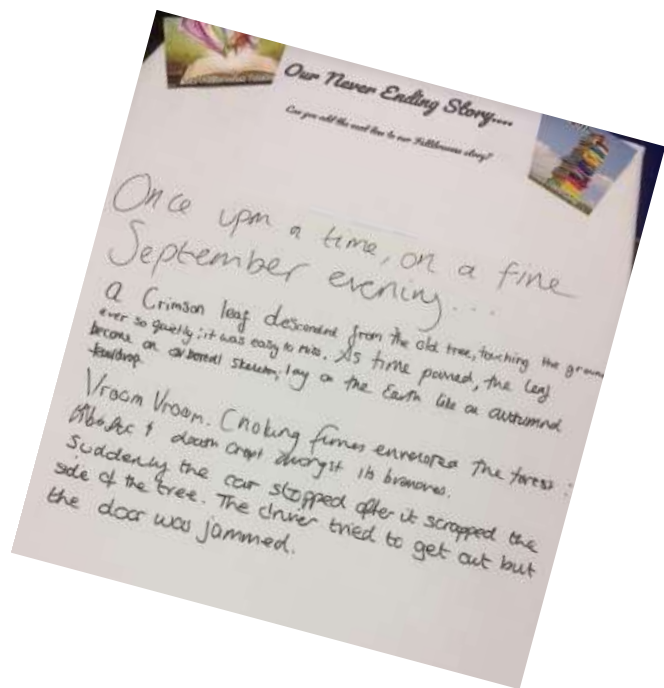
At Fallibroome, students are regularly given opportunity to enter local and national competitions, specifically in creative writing including fiction and poetry. This is supported by Mrs Robert's popular Creative Writing Club which is loyally attended every week and has resulted in many students having their work published. We also coordinate with the Performing Arts team's Green Room magazine to enable students to see their work in print.

In addition to the author visits arranged by our school librarian, we organise in-house performances of Literature texts (for example 'Jekyll and Hyde') as well as live screenings of performances. External theatre trips, study trips, live streams and workshops are organised where applicable and we participate in an annual event run by The Guardian Newspaper, where A-Level English Language students produce their own feature article in a day!

Head of Department Mr Willis also runs a Debating Club and mentors students in Years 10-13 through ESU and Rotary competitions with great success: as well winning many local events, we are currently Youth Speaks Senior District Champions for the last two consecutive years!

## Teaching Rooms

The department is concentrated in one area of the school and is situated close to a communal staff working area. Where possible, teaching staff deliver all their lessons in the same classroom. Each of our classrooms is equipped with a projector or touch-screen TV and speaker system. All staff are issued with a laptop and each room also has a desktop mouse, keyboard and monitor, allowing for staff to use these to facilitate their teaching. All of our classrooms also have a high quality visualiser which staff are encouraged to use.



## **THE POST: TEACHER OF ENGLISH**

### **JOB SPECIFICATION**

SALARY: MPR/UPR

RESPONSIBLE TO: Head of English

RESPONSIBILITIES: Your responsibilities are those laid down in the current Schoolteachers' Pay and Conditions document and include the following key elements:

#### TEACHING

1. To plan, prepare and teach courses and lessons in line with school and departmental policy.
2. To teach, according to their educational needs, the pupils assigned to you, including the setting and marking of work to be carried out by them in school and elsewhere.
3. To assess, record and report on pupils' development, progress and attainment.

#### OTHER ACTIVITIES

4. To promote the general progress and well-being of pupils and provide guidance and advice.
5. To make records of and reports on the personal and social needs of pupils.
6. To communicate and consult with parents of pupils.
7. To communicate and co-operate with outside bodies.
8. To participate in meetings arranged for any of the purposes described above.

#### ASSESSMENTS AND REPORTS

9. To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

#### APPRAISAL

10. To participate in the school's Performance Management Programme.

## REVIEW, INDUCTION, FURTHER TRAINING AND DEVELOPMENT

11. To review from time to time your methods of teaching and programmes of work.
12. To participate in arrangements for further training and professional development, including training intended to meet needs identified in appraisal objectives or in appraisal statements.
13. In the case of a newly qualified teacher, to participate in arrangements for your induction period.
14. To engage constructively with professional development.
15. To evaluate your performance and be prepared to adapt and improve your practice in the light of feedback and professional development.

## EDUCATIONAL METHODS

16. To advise and co-operate with the Headteacher and other colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

## DISCIPLINE, HEALTH AND SAFETY

17. To maintain good order and discipline and safeguard health and safety, both on the school premises and when engaged in authorised school activities elsewhere.

## STAFF MEETINGS

18. To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

## COVER

19. To provide cover for absent teachers, subject to the provisions of the Workforce Agreement, and so far as is practicable to teach any pupils whose teacher is not available to teach them.

## EXTERNAL EXAMINATIONS

20. To participate in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupils' presentation for, and conducting, such examinations.

## MANAGEMENT

21. To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods.

22. To assist the Headteacher in carrying out threshold assessments of other teachers for whom you have management responsibility.
23. To co-ordinate or manage the work of other staff.
24. To participate in development planning and take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

#### ADMINISTRATION

25. To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of support staff.
26. To attend assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed during or after school sessions.
27. In addition, to undertake such other duties as may be reasonably required of you from time to time by the Headteacher, or his deputy, up to a level commensurate with the principal responsibilities of your job.

The School Teachers' Pay and Conditions Document from which these key responsibilities are taken is available for inspection at the school.



## **THE POST: TEACHER OF ENGLISH**

### **PERSON SPECIFICATION**

The successful candidate will be required to demonstrate most or all of the following characteristics:

#### **Achievements**

1. A good honours degree or equivalent in English.
2. Qualified Teacher Status.

#### **Experience/Knowledge**

3. Effective teaching experience across the age and ability range.
4. A good technical understanding of the requirements for the teaching of English and the ability to teach English up to at least GCSE.
5. Experience of forging links within the wider community, such as primary schools or local industry.
6. An understanding of the National Curriculum requirements for the teaching of English.
7. An awareness of the way in which English influences the whole school curriculum.
8. Competence and confidence in the use of ICT as a tool for learning.
9. An awareness and knowledge of the issues surrounding the safeguarding of children.

#### **Personal Qualities**

10. An enthusiasm for teaching and an interest in learning strategies.
11. An interest in the development of young people and their needs.
12. Sound communication and organisational skills.
13. The ability to form good relationships with staff and students.
14. Drive, energy and 'teacher warmth'.
15. A commitment to the importance of the work of the form tutor.
16. A commitment to high standards in personal work.
17. A commitment to continued professional development.
18. The ability to work under pressure and to meet deadlines.

19. A record of good health and attendance.
20. Smart personal appearance.
21. A willingness to support and promote the ethos and standards of the school.
22. A sense of humour.

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours, and
- Attitudes to use of authority and maintaining discipline.

## **THE POST: TEACHER OF ENGLISH**

### **PROCEDURE FOR APPLICATION**

If you wish to be considered for this vacancy you should complete our application form (12 pt) and include the following information:

- Describe how your experience and particular achievements make you a strong candidate for this position.
- Explain how you have made a positive and measurable difference in previous positions.

Please specify in your application whether you would be interested in a full or part-time position. Please note 5 days a week will be required for a part-time teacher.

Please note that only applications on the school's application form will be considered. Candidates who submit a CV will also not be short-listed. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to [jobs@fallibroome.org.uk](mailto:jobs@fallibroome.org.uk) by noon on **Friday 7 July**.

If you have not heard from us by the end of May, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

Please note that we do not normally arrange informal visits for prospective candidates before short-listing has taken place, but if you wish to have an informal discussion about the post in advance of your application, or if you require any further details, please contact Francis Power, Headteacher.

**Tel: 01625 827898**

**E-mail: [jobs@fallibroome.org.uk](mailto:jobs@fallibroome.org.uk)**

*We welcome applications regardless of age, gender, ethnicity or religion. We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure.*

*A Place for Excellence*