

English teacher; Teacher's Scale: Main Scale or UPS – Outer London.

Full time or Part-time considered

Required for September 2024

Age range; 11 to 18

If you have a passion for demonstrating how English can shape a young person's world, and a commitment to work with all ages and abilities, we would like to meet you.

This is an excellent opportunity for a bright and innovative individual to join our English team, where we strive to achieve aspirational outcomes and provision for our children and young people, set within a culture of inclusion and high expectations.

**"Pupils at Caterham High School belong to a caring community. Staff encourage pupils to believe in themselves and persevere in pursuit of their ambitions." Ofsted "Good" June 2022** We are a community school that serves a richly diverse area of East London, with many ethnic groups and languages represented. We have good facilities, including sports facilities, and opportunities to teach across the age ranges. Our students are well behaved, polite and friendly. We enjoy excellent relationships between students and staff.

**"This is a diverse school where staff have high aspirations for all pupils. They value the help they get from their teachers." Ofsted Good June 2022** We are ambitious for our children, striving for excellence in all that we do. We welcome colleagues who understand the need for a relentless focus on high quality of teaching and learning to achieve outstanding outcomes. There are lots of opportunities at the school to develop your professional profile and experiences.

We are committed to staff development including leadership opportunities. We provide personalised programmes to all teachers, and we close early to students every second Friday to support professional learning. We take pride in supporting colleagues' well-being. There are staff activities, and free access to our fitness suite, swimming pool and free parking. Our staff are well known as friendly and welcoming.

Early Career Teachers and trainees are always welcome to apply. We have an excellent programme for ECTs and Trainee Teachers through various routes of qualification. We provide a wide programme of CPD including a residential for ECTs.

We warmly welcome an informal telephone conversation prior to application. You are encouraged to read our most recent Ofsted report and visit the website to find out information about Caterham High School, Ilford.

Are you interested? If so, please see complete an application through the TES or use the application pack and form which are on our website.

Completed application forms should be e-mailed to [recruitment@ecaterham.net](mailto:recruitment@ecaterham.net) by **7<sup>th</sup> May 2024**. Please note, the school will assess applications on receipt and may arrange to interview successful applicants before the deadline.

The school has an excellent culture or safeguarding and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance. We endeavour to reply to all applicants but if you have not received a response within two weeks of the closing date please assume you have not been shortlisted.

References may be taken up for shortlisted candidates prior to interview unless you indicate on your application form that you do not wish your current employer to be approached prior to interview.

*In accordance with KCSiE, Safer Recruitment Guidelines and Data Protection Guidelines, we reserve the right to use social media as part of our recruitment processes. Further details are available from the [LGA guidance note](#). If you would like to discuss this further, please contact the school.*

**Job title:** Teacher of English

**Salary:** **Scale:** Teacher's Scale: Main Scale or UPS – Outer London

**Contract type:** permanent, full time

**Reporting to:** Line Manager of department or subject area

**Responsible for:** The provision of a full learning experience and support for students

**Main purpose**

- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential academically and in their personal development
- To contribute to raising standards of student progress and attainment in their subject area and in supporting the ethos and aspirations of the school
- To share and actively support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To communicate effectively with the parents and carers of students, and external bodies as necessary, as a subject teacher and a form tutor, or as appropriate with regard to students' achievements and well-being
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)

**Specific to this post**

- To support and engage in extracurricular provision for English enrichment

**All teaching staff must:**

**Uphold public trust in the profession by maintaining high standards of ethics and behaviour, within and outside school by:**

- observing high standards of personal and professional behaviour and being a positive role model
- understanding and always acting within, the statutory frameworks which set out their professional duties and responsibilities
- maintaining high standards in their own attendance and punctuality
- proper and professional regard for the ethos, policies and practices of the school
- understanding, promoting, and acting within, school policies and guidelines, including the School's Code of Conduct and ICT policy
- uphold, support and act upon the school Safeguarding Policies and practice ensuring knowledge and understanding is up to date with clarity of procedures to be followed

- treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard to safeguard student's well-being, in accordance with statutory provisions and health and safety
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability

**Set high expectations which inspire, motivate and challenge students by:**

- establishing a safe and stimulating environment for students rooted in mutual respect
- setting goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrating consistently the positive attitudes, values and behaviour which are expected of students
- maintaining a well-managed classroom

**Promote good progress and outcomes by students by:**

- being accountable for student's attainment, progress and outcomes
- being aware of students' capabilities and their prior knowledge and teach to build on these
- guiding students to reflect on the progress they have made and their emerging needs
- demonstrating knowledge and understanding of how students learn and how this impacts on teaching
- encouraging students to take a responsible and conscientious attitude to their studies
- providing in their lessons appropriate and timely intervention to enable all students to make good progress
- assessing, recording and reporting on the attendance, development, progress and attainment of students and maintaining appropriate accurate records for student data bases, registers etc meeting deadlines appropriately
- tracking student progress, completing relevant documentation, and use information to inform teaching and learning

**Demonstrate good subject and curriculum knowledge by:**

- planning and preparing courses and lessons for a designated programme of teaching
- teaching according to the educational needs of students, including the setting and marking of work to be carried out by the student in the school and elsewhere
- fostering and maintaining students' interest in the subject and addressing misconceptions
- demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship
- demonstrating an understanding of and taking responsibility for promoting high standards of ICT literacy, articulacy, and numeracy whatever the teacher's specialist subject

- assisting in the process of curriculum development and change so as to ensure continued relevance to the needs of students, examining and awarding bodies and the school's Aims and Objectives
- assisting the Curriculum Area/Subject Leader to identify resource needs and to contribute to the efficient and effective use of physical resources
- contributing to the development of effective subject links with external agencies

**Plan and teach well-structured lessons by:**

- imparting knowledge and developing understanding through effective use of lesson time
- promoting a love of learning and students' intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired in a regular and systematic way, providing feedback
- reflect systematically on the effectiveness of lessons and approaches to teaching

**Adapt teaching to respond to the strengths and needs of all students by:**

- knowing when and how to differentiate or personalise appropriately, using approaches which enable all students to learn
- having a secure understanding of how a range of factors can inhibit student's ability to learn, and how best to overcome them
- demonstrating an awareness of the physical, social and intellectual development of students and know how to adapt teaching to support student's education at different stages of development
- having a clear understanding of the needs of all students, including those with special educational needs, English as an Additional language or other needs
- ensuring the effective and efficient deployment of additional adults when provided

**Make accurate and productive use of assessment by:**

- knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- making use of a range of formative and summative assessment to secure students' progress
- using relevant data to monitor progress, set targets and plan subsequent lessons
- giving students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback
- participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; recording and reporting such assessment and participation in arrangements for students' presentation for examination
- to provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

**Play an effective and active role in the school's Pastoral System by**

- being a Form Tutor, delivering the Pastoral Curriculum
- promoting the general progress and well-being of tutees
- liaising with the relevant Head of Year to ensure the implementation of the school's Pastoral System and programmes
- registering students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- evaluating and monitoring the progress of students and keeping up-to-date student records as may be required
- contributing to the preparation of Action Plans, progress files and other reports as needed
- alerting the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- communicating as appropriate, with the parents and carers and with external bodies concerned with the welfare of individual students, after consultation with the appropriate staff
- contributing to school activities (for example House activities, Drop Days or pastoral events)
- promoting the behaviour ethos of the school, adhering to systems and policy

**Manage behaviour effectively to ensure a good and safe learning environment by:**

- having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- maintaining good relationships with students and exercising appropriate authority, managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

**Engage with the Quality Assurance systems of the school:**

- implementing school quality procedure systems to ensure a high quality learning experience for students which meets internal and external quality standards
- by reviewing from time to time methods of teaching and programmes of work
- by taking part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

**Fulfil wider professional responsibilities by:**

- making a positive contribution to the wider life and ethos of the school
- promote and support students involved in extra-curricular activities, eg. clubs, trips/visits

- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- providing cover for absent colleagues as appropriate
- participating in meetings or events as appropriate e.g. tutor, staff or Parents' Evenings
- participating in whole school events e.g. Presentation Evenings, Open Evenings, Transition events, and other meetings or events

## **Special Conditions of Employment**

### **Training and Development**

The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

### **Health and Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances.

### **Equality and Diversity**

Caterham High School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations, and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect, and are entitled to expect this in return.

### **Other Specific Duties**

- To maintain confidentiality at all times
- To engage actively in the Performance Management Review process
- To carry out the duties in the most effective, efficient and economic manner available
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students
- To contribute to the promotion of the school
- To undertake any other duty as specified by Teachers Conditions of Service not mentioned in the above

- to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers

### **Safeguarding**

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. They will uphold, support and act upon the school Safeguarding Policies and practice ensuring they have an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. Every teacher is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy. They will attend Safeguarding meetings and events as appropriate and work with the Safeguarding Lead to promote strong, secure systems and development of ethos across the school.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a teacher will carry out. Employees will be expected to comply with any reasonable request from a manager or be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

*This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.*

## Caterham High School    Person Specification: Main Scale    Subject: English

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

		Essential	Desirable
<b>Education, Qualifications and Training</b>	Degree or equivalent in relevant discipline	X	
	Qualified teacher status	X	
	Evidence of further study (eg MA, MBA, MEd)		X
	Evidence of and commitment to continuing professional development	X	
<b>Knowledge Skills &amp; Experience</b>	Have the ability to inspire and motivate students to reach their potential	X	
	Strong subject knowledge with a passion for the subject	X	
	Knowledge and understanding of the theory and practice of effective teaching and learning	X	
	Reflective teaching	X	
	Record of excellent classroom practice with teaching experience across the key stages	X	KS5 X
	Successful experience of managing change in an educational situation		X
	Understanding of use of assessment data to raise achievement	X	
	Good knowledge of the National Curriculum, and subject specifications for own subject	X	
	Make effective use of ICT when teaching and planning	X	
	Understanding behaviour management strategies and a positive view of Behaviour Management	X	
	Teach using an increasingly wide range of teaching strategies to meet different learning needs and abilities		X
	Understanding and knowledge of assessment methodologies that secure good learning and outcomes	X	
	A commitment and ability to fulfil the role of tutor	X	
	Ability to build effective working relationships with staff, students, parents and carers and other stakeholders	X	

	Understanding of the accountability of the role	X	
<b>Personal Characteristics</b>	Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity	X	
	Resilience, the ability to work under pressure and be able to meet deadlines	X	
	Excellent communication skills (including written, oral and presentation skills)	X	
	The ability to think strategically, creatively and to prioritise	X	
	The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	X	
	The ability to support colleagues	X	
	Strong organisational skills and ability to meet deadlines	X	
	Personal resilience, energy and enthusiasm	X	
	To have a sense of humour and an ability to keep things in perspective	X	
<b>Additional</b>	Display a knowledge of relevant legislation and guidance in relation to working with children and commitment to the protection and safeguarding of children and young people	X	
	Belief in the responsibility of a school to get the best outcomes for <i>all</i> students	X	