

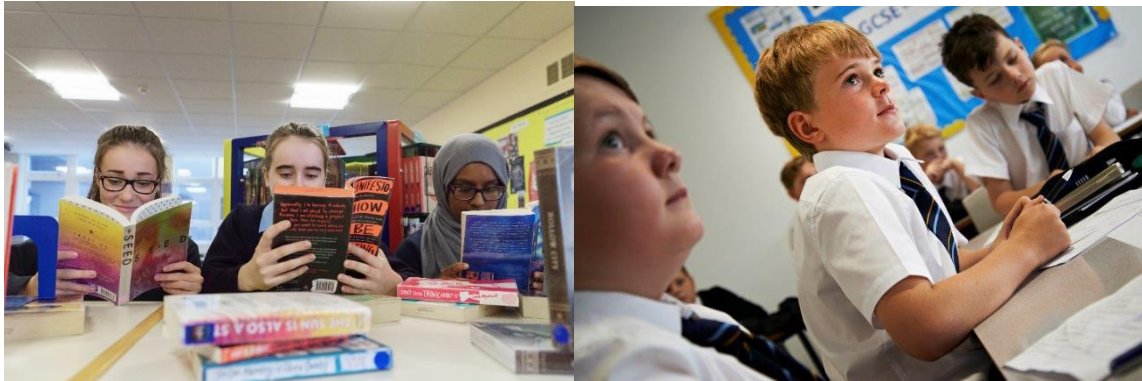


Wyvern College



St Edmund's School

## APPLICATION PACK



# TEACHER OF ENGLISH (Fixed term to 2020)

Required

**Immediately**

**Closing date for applications: 14.12.18**

**Interview date: w/c 17.12.18**

Headteacher: Nicola Bull

Wyvern St Edmund's Learning Campus,

Church Road, Laverstock, Salisbury,

Wiltshire,

SP1 1RD

Tel: 01722 328565

Email: [office@wyvernsteds.org](mailto:office@wyvernsteds.org) Website: [www.wyvernsteds.org](http://www.wyvernsteds.org)

St Edmund's Girls' School and Wyvern College are part of Magna Learning Partnership



NBI/CCr

December 2018

Dear Prospective Applicant

**Teacher of English (with potential opportunity for temporary responsibility, dependent on the skills of the candidate)**

We require an outstanding Teacher of English to join our team. This is an exciting opportunity to join a forward-looking, successful and energetic department with a record of high achievement for students. He/she will have the opportunity to teach KS3 and KS4 across the full ability range.

- Full time post, fixed term to 2020
- Required to start as soon as possible
- Suitable either for entrants to the profession or experienced teachers
- Opportunity for temporary responsibility, dependent on the skills of the candidate

We are looking for:

- someone able to empower and motivate students to achieve their potential;
- a teacher who demonstrates a dynamic and innovative approach in the classroom;
- a colleague who will work as part of the team to contribute to the development of the department.

St Edmund's is an over-subscribed academy situated in Laverstock, on the outskirts of the city of Salisbury. We currently have 910 girls on roll and our students achieve well. We are especially proud of our caring but challenging Christian ethos that runs through every aspect of school life.

Wyvern is a small, successful 11-16 boys' academy in an outstanding location in Laverstock. Ofsted judged us as Good in 2012 and subsequently we have enjoyed strong academic successes, and importantly with encouraging progress from students' starting points. While we celebrate this success, we are not complacent and always seek new ideas and commitment that will drive standards and teaching and learning ever higher. New staff joining the school can be assured of a warm, supportive environment as well as robust professional challenge.

**Wyvern St Edmund's Learning Campus**

We believe that together we can offer an even better education to both boys and girls, resulting in higher attainment and progress for all students across our shared learning campus. Single sex teaching

remains in most classes and tutor groups comprise either all boys or all girls. Both schools are clearly defined by their Christian ethos as Church of England Schools. We are ambitious for further improvement; as part of Magna Learning Partnership, a Multi Academy Trust for Salisbury and the surrounding area, we work with local secondary schools to provide the very best education and care for our young people and their families.

St Edmund's Girls' School and Wyvern College are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

### How to Apply

I can assure you that you will find Wyvern St Edmund's Learning Campus, with its caring and supportive ethos, a rewarding and enjoyable place to work.

Please take time to look at the information about St Edmund's School and Wyvern College, which is on our website <http://wyvernsted.org/> Should you have any specific queries that are not answered by the information we have provided, or wish to visit the school prior to making an application, please contact my PA, Charlotte Crook ([ccrook@wyvernsted.org](mailto:ccrook@wyvernsted.org); 01722 328565).

Please email your application to Charlotte Crook, remembering to include three documents:

- Application Form (can be found [here](#))
- Equality & Diversity Form
- Letter of Application (no more than 2 sides of A4 paper) in which you detail the skills, attributes and experiences which make you an appropriate candidate for the post.

### Disclosure & Barring Service

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application

Yours sincerely



**Nicola Bull**

**Headteacher**



St Edmund's School



Trafalgar School



Wyvern College



Sarum Academy



Salisbury Sixth Form

*A Multi Academy Trust: Opened in April 2017*

**With effect from 1<sup>st</sup> April 2017 St Edmund's Girls' School became a founder member of Magna Learning Partnership, a multi academy trust with a growing partnership of schools. Magna Learning Partnership is the employing body rather than individual schools. To all new staff joining any of the schools, therefore, this may afford the professional development opportunity to work in more than one school by mutual agreement.**

Magna Learning Partnership comprises:  
**St Edmund's Girls' School** in Laverstock, Salisbury  
[www.st-edmunds.eu](http://www.st-edmunds.eu)

**The Trafalgar School at Downton**, a co-educational school just south of Salisbury  
[www.trafalgarschool.com](http://www.trafalgarschool.com)

**Wyvern College** for boys in Laverstock, Salisbury [www.wyverncollege.wilts.sch.uk](http://www.wyverncollege.wilts.sch.uk)

**Sarum Academy**, a co-educational school on the western side of Salisbury  
[www.sarumacademy2017.org](http://www.sarumacademy2017.org)

**Salisbury Sixth Form**, a vibrant, fun and inspirational centre of excellence with a passion for new technologies, creativity and innovation.

<http://www.salisbury6c.ac.uk/about-s6c/vision/>

Offering single sex and mixed education in five educational settings with their own distinctive values and ethos, we work closely as a partnership through our shared vision and high ambitions for our students.

## WYVERN ST EDMUND'S: THE ENGLISH DEPARTMENT

The English Department is enthusiastic, forward thinking and supportive. We work closely together as a team to share good practice, develop high quality lesson resources and explore innovative ideas. The department has a shared vision that all students have the capability to achieve in English. We have high expectations of our students and deliver a challenging curriculum, in an engaging way, which provides them with the cultural capital and skills to enable them to be successful in the future. We empower students to have an extensive vocabulary, so that they can comprehend and express complex ideas, and we expect them to read regularly.

The department puts a lot of emphasis in lessons on modelling the writing process for students to show the thought processes and difficulties with the skills students are trying to master. Whilst we have developed core lesson resources to support our Schemes of Learning, we understand the importance of differentiating to extend the most able and supporting students with appropriate scaffolding. Being able to respond to the learning that happens in our lessons is essential to ensuring students succeed.

At both KS3 and KS4 we have common assessment tasks which enables us to moderate and standardise as a team. We give timely and detailed formative assessment feedback that focuses on being clear about what students need to do to improve. We believe that teacher feedback is highly valuable and so students are given time to act on it during DIRT (Directed Improvement and Reflection Time) lessons.

The department is driven to support students to achieve results that will make a real difference in their lives. We track student data to identify areas of underachievement and teachers run targeted intervention. Strong, positive working relationships with students is also central to enabling students to achieve. We encourage students to have a growth mindset so that they see mistakes as part of the learning process.

At Key Stage 4 all pupils follow the AQA GCSE course for both English Language and English Literature with students sitting Language in year 10 and Literature in year 11. At Key Stage 3 the units of study interleave English Language and English Literature skills to ensure long term retention and transfer of knowledge and skills.

**Ms Rebecca Foster**  
**Subject Leader for English**

## Examination Results at Wyvern St Edmund's

From August 2016, the DFE introduced new 'success measures' for schools. Schools are measured with regard to the progress that Year 11 students have made (from Year 6 (SATS) to Year 11) as well as the overall attainment of their students.

### 'Progress 8' Measure

The "Progress 8" figure shows the progress made by students in a school, compared to students nationally based on eight key subjects. Our Progress 8 score has been above zero for the last three years, showing that students at this school have made more progress than the national average.

#### 2018 Examination Results – St Edmunds

|                                                              |       |
|--------------------------------------------------------------|-------|
| <b>% achieving A*-C (or 9 – 4) in both English and Maths</b> | 75.9% |
| Progress 8                                                   | 0.364 |
| Attainment 8 Estimate                                        | 49.37 |
| % of students achieving 5 or more 9 and 8 grades             | 6.6%  |

#### 2018 Examination Results – Wyvern

|                                                              |       |
|--------------------------------------------------------------|-------|
| <b>% achieving A*-C (or 9 – 4) in both English and Maths</b> | 64%   |
| Progress 8                                                   | 0.037 |
| Attainment 8 Estimate                                        | 43.73 |
| % of students achieving 5 or more 9 and 8 grades             | 4%    |

#### 2017 Examination Results – St Edmund's

|                                                              |              |
|--------------------------------------------------------------|--------------|
| <b>% achieving A*-C (or 9 – 4) in both English and Maths</b> | <b>74%</b>   |
| Progress 8                                                   | +0.1         |
| Attainment 8 Estimate                                        | 48.7<br>(C+) |

|                                                   |     |
|---------------------------------------------------|-----|
| % of students achieving 5 or more A and A* grades | 12% |
|---------------------------------------------------|-----|

### 2016 Examination Results – St Edmund’s

|                                                                           |            |
|---------------------------------------------------------------------------|------------|
| <b>% achieving A*-C in 5 or more subjects including English and Maths</b> | <b>76%</b> |
|---------------------------------------------------------------------------|------------|

### 2015 Examination Results – St Edmund’s

|                                                                           |            |
|---------------------------------------------------------------------------|------------|
| <b>% achieving A*-C in 5 or more subjects including English and Maths</b> | <b>73%</b> |
|---------------------------------------------------------------------------|------------|

Our history of excellent results show that year on year, over 70% of students at St Edmund’s achieve five or more GCSEs at C grade or above including Maths and English. This places us as one of the most successful comprehensive schools in Wiltshire.

## JOB DESCRIPTION: TEACHER OF ENGLISH

**Job purpose:** To promote student **enjoyment** and **achievement** through outstanding teaching that inspires learning.

**Responsible to:** Head of English

### Teaching and Learning

- To manage student learning through effective teaching in accordance with subject schemes of work and policies.
- To embrace whole school initiatives, including Assessment for learning, differentiated learning and the dynamic use of ICT.
- To teach English at Key Stage 3 and Key Stage 4.
- To set homework regularly in accordance with the school's policy.
- To encourage independent learning.
- To promote learner self-esteem and a positive academic self-concept.
- To work effectively as a member of the subject team to improve the quality of teaching and learning.
- To deepen learner knowledge and understanding and to maximise their achievement.
- To use positive behaviour management techniques based on mutual respect and recognising that every child matters.

### Monitoring, Assessment, Recording, Reporting and Accountability

- To be immediately responsible for learner tracking, recording and reporting.
- To work with the SENDCO where necessary, e.g. to effectively match curriculum materials and approaches to meeting learner needs.
- To assess learners' work and use findings to inform future planning, teaching and subject development.
- To produce informative, helpful and accurate reports to parents.
- To plan lessons and keep an accurate record of learner progress.

### Knowledge and Understanding

- To have a thorough and up-to-date knowledge of all the national curriculum and examination courses.



- To keep up-to-date with research and development in pedagogy both within the subject and as a teacher/learner.

### Professional Standards and Development

- You are expected to be a role model to learners through personal presentation and professional conduct.
- To be punctual to lessons and meetings.
- To support school policies.
- To strive for personal and professional development.
- To be involved in extra-curricular activities.
- To liaise effectively with parents and other stakeholders involved with education and welfare.
- To be responsible for promoting and safeguarding the welfare of students at the school.
- To undertake any reasonable task requested by the Head of department.

### Pastoral Duties

- Every subject teacher may be expected to be a tutor.

### NQTs only

- To aim to pass the standards at the end of the induction period to maintain QTS.
- To take full advantage of the school's induction programme.
- To seek advice and guidance.
- To engage in reflective self-analysis of professional practice.
- To play an active part in the everyday life of the school.

This job description will be reviewed annually as part of our Appraisal process and may be subject to amendment or modification at any time after consultation with the post holder. It is not comprehensive but sets out the main expectations of the school.

January 2018

## Person Specification for Teacher of English

|                                   | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Desirable                                                                                                                                                                                 | Assessed by                                |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Qualifications                    | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good Honours Degree</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                           | Application form                           |
| Experience                        | <ul style="list-style-type: none"> <li>• An outstanding classroom practitioner</li> <li>• Successful curriculum delivery</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Leadership of English</li> <li>• CPD</li> </ul>                                                                                                  | Application form and references            |
| Knowledge and Understanding       | <ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Curriculum for English</li> <li>• The ability to recognise good classroom practice</li> <li>• The ability to use student data to monitor and improve performance</li> <li>• Confidence in using ICT to support teaching</li> <li>• Aware of current trends in English teaching</li> <li>• Knowledge of the role of the form tutor</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• How to foster extra-curricular involvement</li> <li>• Data management and skills</li> </ul>                                                      | Application form, references and interview |
| Professional Skills               | <ul style="list-style-type: none"> <li>• The ability to inspire, develop and motivate students</li> <li>• Clear and effective communication</li> <li>• Ability to manage practical activities</li> <li>• Ability to manage young people effectively</li> <li>• Organisation and management of resources</li> <li>• Ability to set targets for students in relation to achievement</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with young people</li> </ul> |                                                                                                                                                                                           | Application form, references and interview |
| Professional & Personal Qualities | <ul style="list-style-type: none"> <li>• A genuine interest in young people</li> <li>• A commitment to inclusive education</li> <li>• Energy and drive</li> <li>• Ability to work as part of a team</li> <li>• High expectations of achievement and behaviour</li> <li>• Able to articulate personal values in relation to education</li> <li>• Committed to safeguarding and promoting the welfare of children</li> </ul> <p>Respect for students, staff, parents and governors</p>                     | <ul style="list-style-type: none"> <li>• A healthy sense of perspective</li> <li>• Willingness to seek further professional development</li> <li>• Ambitious to further career</li> </ul> | Application form, references and interview |



Wyvern College



St Edmund's Girls' School

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