



# Candidate Briefing Pack

## Teacher of English (£5k Golden Hello)







Hurstmere School is a popular non-selective secondary academy for boys aged 11 – 16, situated in Sidcup, a district in the borough of Bexley.

Our school is an inclusive place of learning that celebrates and welcomes diversity. Every member of our community is known, cared for, and valued for the contribution they make.

We aim to provide the very best educational experience for every single one of our pupils.

We work hard to provide this by:

- Having the highest academic standards and expectations for all our pupils, which celebrates success and promotes aspiration, so that pupils exceed their potential.
- Firing pupils' imaginations which fosters self-belief, resilience, and the ability to learn from failure.
- Providing a wide range of learning opportunities in and outside of the classroom for pupils to learn in a safe, supportive, creative, and happy environment.
- Working with a range of educational and supportive bodies to provide the best education and pastoral care possible, so all pupils believe and achieve, as well as looking after pupil's mental health and wellbeing.

We believe that it is essential that school is a challenging, inspirational, and transformational experience. We also believe that it must support parents in providing a moral framework for learners to live their lives by and that pupils perform to their best abilities when they feel supported, confident, and happy.

We are enormously proud of our academic, sporting, and cultural successes; however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school.

In addition to academic success, we also place extremely high value on the development of character; responsibility, ambition, honesty, confidence, compassion, and courage. This is targeted through a wide range of Learning for Life and extra-curricular opportunities, in tandem with the regular school curriculum.



### OUR MISSION

**Inspires us to go the extra mile every day to ensure our pupils 'Believe and Achieve'; to be the best that they can be.**



### OUR VISION

**Is for our pupils to have high aspiration and confident self-belief, that with hard work and determination, there are no boundaries to what they can achieve; that our pupils believe in themselves and achieve their full potential.**



## OUR VALUES

### Respect

Treating each other with dignity, courtesy, and respect; celebrating and welcoming diversity.

### Teamwork

Creating an outstanding school community where we delight in learning, achieving, and growing together, working as a team.

### Resilience

Resilience to face disappointment, learning from failure and adapting to change.

### Ambition

To be passionate in our desire and determination to achieve success and exceed our potential.

### Integrity

Acting with integrity and honesty so that challenges can be met whilst encouraging responsible decision making.

### Leadership

Empowering pupils to work in partnership with each other, staff and with the wider school community.

### Self-Belief

Where self-belief is nurtured, encouraging strength of character and a belief in our ability to be the best we can be.

The School has a large site with dedicated areas for each subject, including science laboratories, spacious technology workshops, computer suites and superb sports facilities.



Our commitment to learning is initiated on our growth mind set 'can do' culture. At Hurstmere School, achievement for ALL pupils through a rounded and inclusive approach is paramount. Pupils with special educational needs are empowered to and encouraged to succeed and reach their true potential.



Hurstmere School hosts the School Games programme for the whole of the borough of Bexley, having recently agreed to a request by the Youth Sports Trust to add the Northern half of the borough to our very successful and long-established School Games Network. The School Games is used to drive whole school improvement, supporting schools to develop cross curricular links, increase physical activity, and develop young people's personal and social skills, general well-being and raising standards across the school.





# Job Description

<b>Job Title:</b>	Teacher of English
<b>Contract Type:</b>	Full time, Permanent
<b>Remuneration:</b>	Outer London STPC MPS

## Core Purpose and Scope

The holder of this post is expected to carry out the professional duties of a Teacher of English as described below, as circumstances may require and in accordance with the Trust's policies under the direction of the Senior Leadership Team. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

## Values and Behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## Personal and Professional Conduct

The classroom teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career.

It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
  - Democracy,
  - The rule of law,
  - Individual liberty
  - Mutual respect

Tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching Staff must have proper and professional regard for the ethos, policies and practices of the school in which they work and maintain high standards in their own attendance and punctuality.

### **Key responsibilities:**

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

### **Duties**

- Making a distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.

- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

### **Assessment of Performance**

#### **Achievement and Standards**

- Promotes good progress and outcomes by pupils.
- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

#### **Adapts teaching to respond to the strengths and needs of all pupils**

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with PE as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Makes accurate and productive use of assessment**

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Performance Expectations**

- Supports others in calculating class performance and progress measures, group performance and progress.
- Ensures all students taught are able to understand their capabilities and track their own progress.
- Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times.
- Has a good understanding of the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities.
- Consistently makes secure and accurate assessments of students' competencies and progress.
- Is highly effective in using assessment in lessons.
- Provides feedback to students and giving them opportunities to respond to this feedback.

### **Behaviour and safety of pupils Standards**

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.



Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **Performance Expectations**

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Supports other colleagues in their consistent application of the schools data and tracking processes.
- Adopt high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for.

### **The Quality of Provision Standards**

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard PE, whatever the teacher's specialist subject.

### **Plans and teaches well-structured lessons**

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.

- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Performance Expectations**

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge.
- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject.
- Prepares and delivers consistently good and outstanding lessons.
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity.
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches.
- Shares with others how to gauge the impact of teaching and learning activities.
- Provides expertise and suggestions for improvement of the curriculum.

### **Leadership and Management Standards**

Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being.

### **Performance Expectations**

- Works in partnership work with other colleagues, within schools and from partners.
- To be the form tutor of an assigned form and to carry out the related duties in accordance with the general job description of form tutor.
- To contribute to the regular review and formulation of all departmental policies and documentation.
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.

- Works effectively with parents.
- Supports others in working effectively with families.

**Additional Duties:**

- All staff, with the support, of the academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the children and young people.
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the academy's health and safety at work policy.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

# Person Specification

**Post:** Teacher of English

Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>• Teaching Qualifications</li> <li>• Degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Further Degree</li> <li>• Evidence of ongoing Professional Development</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>• Outstanding teaching experience</li> <li>• Experience of implementing strategies to raise student attainment with evidence of success</li> <li>• A track record of success in student behaviour management</li> <li>• Experience of promoting highly effective communications within and between teams and other stakeholders in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within the academy or education sector</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>• Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment</li> <li>• Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>• Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> <li>• Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools</li> <li>• Clear understanding of the role of parents and the community in school</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child protection and safeguarding policies.</li> </ul>

improvement and how this can be practised and developed	
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>• Ability to promote the school's aims positively</li> <li>• Ability to develop good personal relationships within a team; making an effective contribution to high morale</li> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• A solution-focussed mind-set and determined "no-excuses" approach to raising standards</li> <li>• A personable nature to build effective relationships with parents and all members of the school community</li> <li>• A creative and good humoured approach to all aspects of teaching, management and leadership</li> <li>• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description</li> <li>• Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion</li> <li>• Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads</li> <li>• Ability and keenness to promote the school's positive culture and ethos</li> </ul>	