**Job Description**

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| **Job title:**English Teacher | |
| **Grade:** | **Location: Astor Secondary School** |
| **Position reports to:**Line Manger | **Liaising with:** Head Teacher, Trust (SSET) Leadership Team, School Leadership Team, Deputy/Assistant Head Teacher, Teaching and Support Staff, external agencies, students and parents. |

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| **Key duties and responsibilities** |
| **Teaching and Learning**   * Design and deliver an engaging and ambitious English curriculum that develops students’ reading, writing, and analytical skills, as well as their ability to evaluate and interpret texts. * Plan for progression across all age and ability ranges, ensuring effective learning sequences within lessons and across schemes of work. * Create opportunities for students to experience and engage with literature, including reading workshops and theatre trips related to studied texts. * Foster a culture of curiosity and self-expression, supporting students to develop confidence and communication skills through discussion and written expression. * Deliver well-structured and stimulating lessons using a variety of teaching strategies and resources, including digital technologies where appropriate. * Support students in preparing for English Language and English Literature GCSE and A-Level examinations, assessments, and coursework. * Promote literacy and oracy skills, encouraging students to articulate their ideas effectively through spoken and written communication. * Instil key skills of fluency, effectiveness and articulation through both written and spoken word that are fundamental in social and working environments * Provide constructive and timely feedback to students, ensuring they understand their progress and how to improve.   **Extracurricular and Enrichment**   * Encourage student participation in external English-related opportunities, including writing competitions, debate tournaments, and poetry festivals. * Support students in gaining experience in self-editing roles, including proofreading, reporting, and content creation.   **Developing Professional and Constructive Relationships**   * Set high expectations for students, promoting a culture of respect, inclusivity, and collaboration. * Communicate effectively with parents and carers regarding student progress, attainment, and wellbeing. * Work collaboratively with colleagues across departments to integrate English into cross-curricular learning where appropriate. * Share best practices and support colleagues in developing their own use of English writing and reading skills in the classroom.   **Safeguarding and Wellbeing**   * Maintain an up-to-date knowledge of safeguarding policies and procedures, including reading and implementing key safeguarding materials such as:   The School’s Child Protection Policy  The School’s Behaviour Policy  Appendix A of ‘Keeping Children Safe in Education’   * Be vigilant in identifying and supporting students whose progress or wellbeing is affected by personal circumstances, referring them for additional support as necessary.   **Professional Development and Leadership**   * Regularly evaluate personal teaching practices and seek professional development opportunities to enhance subject knowledge and pedagogy. * Stay informed of national developments in English education, including examination board specifications, curriculum changes, and industry trends. * Play an active role in whole-school initiatives, contributing to staff training and development where relevant. * Act as a role model within the school, demonstrating enthusiasm and dedication to the subject. |

**Person Specification**

**English Teacher**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA** |
| **QUALIFICATIONS** | A degree or equivalent with Qualified Teacher Status (QTS). |
| **EXPERIENCE** | Proven experience teaching English Literature and/or Language to students at secondary school level or above. |
| **SKILLS, ABILITIES AND BEHAVIOURS** | Excellent communication and interpersonal skills, with the ability to build positive relationships with children, parents, and colleagues  Strong organisational and time management skills, with the ability to prioritise tasks and work effectively under pressure  Empathy and understanding of the challenges faced by children and families, with a commitment to providing support and guidance  Ability to work collaboratively with a range of professionals, including teachers, support staff, and external agencies  Strong problem-solving and decision-making skills, with the ability to identify and address issues proactively  Proficient in the use of ICT and relevant software to support learning and record-keeping  Thorough understanding of safeguarding and child protection policies and procedures  Commitment to continuous professional development and a willingness to undertake relevant training |
| **KNOWLEDGE** | Knowledge of policies and procedures relating to child protection, safeguarding, health and safety, security, diversity, inclusion and equalities, data protection and confidentiality.  A wealth of subject specific knowledge that can be put into practise when teaching, planning lessons and developing school curriculums. |