

# Candidate Brief



**Teacher of English**  
September 2021  
Full time, Permanent



*An IB World School rated 'Outstanding' by Ofsted 2019*





## Welcome

Thank you for your interest in Tonbridge Grammar School.

We are a high achieving, selective grammar school with academy status, educating girls between the ages of 11 and 16, and girls and boys in our Sixth Form. We are rated '*Outstanding*' by Ofsted (October 2019).

Our vibrant school community is a place where students and staff are encouraged to be the very best that they can, in a nurturing and kind climate where wellbeing is at the top of the agenda.

This information provides a 'flavour' of what TGS has to offer and I hope that after finding out more about us, you wish to apply for the post. Should you have any queries, please don't hesitate to contact the HR team who I know

will be more than happy to help.

**Rosemary Joyce**  
Head Teacher

## Our School Vision

Tonbridge Grammar School is a centre of excellence for learning where students and staff are encouraged to be the very best they can be in a nurturing and kind community. Our enriching, academically ambitious curriculum promotes intellectual curiosity and personal growth, preparing students to mature as responsible global citizens. Our exceptionally dedicated staff support every student to success.

### We are committed to:

- Developing opportunities for every student to learn through real world engagement - promoting collaboration, intercultural understanding and entrepreneurial endeavour.
- Building the resilience and confidence of every student so that they have the emotional literacy to make healthy life choices, flourish and be happy.
- Strengthening our community - securing strong, collaborative relationships with parents, alumni and the wider community.
- Promoting educational aspiration and supporting social mobility - making a positive difference to the life chances of students at and beyond the School.
- Investing in world class professional development - demonstrating best practice locally, nationally and internationally.
- Being entrepreneurial in securing resources to realise our aspirations.

### Members of our community are nurtured to be:

- Self-motivated, open minded and actively engaged in learning.
- Self-aware, adaptable and creative - taking full advantage of all opportunities.
- Respectful and considerate - celebrating and encouraging in equal measure.
- Courageous and honourable – facing challenge with bravery and acting with integrity.

## Teaching here

Our team of over 110 teachers and specialist support staff enjoy belonging to a school community that has a 'collegiate' feel and values each member's contribution and wellbeing.

Teachers enjoy teaching our intellectually challenging curriculum to our highly motivated students in our modern and well-resourced school, based on a 14-acre site in the commuter town of Tonbridge in Kent. They take a pride in creating a learning environment where questioning, divergent thinking and freedom to learn from mistakes are encouraged.

First class professional development opportunities are available to teachers at all stages of their career including a full programme of development and support for those new to the profession. The School is committed to the wellbeing of staff.

*"TGS has a fantastic staff community who are immensely supportive of one another. In addition, the regular opportunities for CPD have enriched my teaching, and the fast-paced environment means that every day offers something new and exciting. TGS has been the perfect place to start my career in teaching".*

*"Teaching is my 2<sup>nd</sup> career; teaching at TGS is a pleasure - I cannot think of another place to work where the students constantly surprise me with their creativity, enthusiasm and joyfulness, enabling me to teach in a collegiate manner".*

*"Tonbridge Grammar School is a place where you are challenged and inspired to be the best teacher you can be. It is a supportive workplace that provides excellent opportunities for both the staff and students."*

## Staff development

*"Staff are highly skilled because of very effective training. They feel valued and enjoy being part of a very effective team."* Ofsted, October 2019

Our extensive professional development programme includes:

Full Induction Programme.
Staff buddying system.
Full programme of support for NQTs.
Leadership development.
10 Academy Days for collaborative planning with subject teams.
Access to development opportunities thanks to our membership of the Kaizen Teaching School Alliance.

## Staff wellbeing and benefits

- Free access to wellbeing services including physiotherapy.
- Reduced number of after school meetings thanks to Academy Days.
- Opportunity for NQTs to be employed from July.
- Flu vaccinations.
- Teachers' Pension.
- All teachers have a laptop.
- School-wide "out of office" in evenings, weekends and holidays to reduce emails.
- Cycle to work scheme.
- On-site parking for staff.
- Staff clubs including yoga.
- Free tea and coffee at breaktime!

## Curriculum

As an International Baccalaureate (IB) World School, we blend the best of a traditional curriculum with the principles and ethos of the IB Organisation. This offers our students opportunities to learn in breadth and depth in order to develop as well-balanced individuals. They become active learners, engaged in real-life projects and are encouraged to be passionate about making a difference in the world.

We prepare students for GCSEs and the IB Diploma: TGS remains one of the most academically successful schools in the country.

Many of our staff come to us with no prior experience of teaching the IB Diploma, so we offer a full programme of support and training to familiarise themselves with the curriculum.

## More than academic success...

We are very proud of our students' outstanding academic success, but this is only part of the story. We want to ensure Students are 'real world ready'; independent learners, caring young people, curious critical and creative thinkers who are driven to make a difference in the world.

There is a strong focus on building each student's confidence and resilience; ensuring they have the emotional literacy and courage to make healthy life choices, flourish and be happy.

## The Role

We are looking for an inspiring individual who will relish the opportunity to teach English to our highly motivated students. You should be a good Honours graduate and be able to teach post-16 English to the highest academic standard.

You will be joining a diverse and experienced team of eleven teachers. The team are passionate about English learning and work collaboratively, supporting each other and sharing best practice.

## Patrick Bidder – Subject Leader

I joined Tonbridge Grammar School in September 2018 following a successful stint as a pastoral middle leader in central London, and a previous career as an International Wealth Planning solicitor. I delight in English and International Literature so exploring the IB English curriculum has been personally enriching, and sharing it with the school's stimulating students, professionally rewarding. Our team is full of intelligent and passionate English teachers, above all dedicated to the students in their care and enthusiastic about the texts they teach. It is an honour to lead the team and we look forward to welcoming any teacher with a similar passion for Literature and enthusiasm for the rewards and challenges of teaching highly able students.

I can assure applicants that whatever stage you have reached in your career, you will be supported with the necessary training, resources and professional support you need to be successful. Having come from an A Level background, the school arranged IB training for me, both prior to joining and professional development opportunities have continued ever since. Any training is of course shared within the department, and as a group we will work together to ensure anyone joining the team is up to speed and well supported.

If you teach English because you love reading, then I could not recommend the IB courses, from MYP through to the Diploma highly enough. The opportunity to teach works from such a variety of locations and forms, and study such a balanced and diverse array of authors has been so much fun!

The students will keep you on your toes but if you are up for the intellectual challenge, this may be the school and department for you.

*Patrick Bidder (MA Cantab, Law and Philosophy, Cambridge).*

## English at Tonbridge Grammar School

The successful candidate will be joining a very high-performing team that support the students of Tonbridge Grammar school to achieve terrific results that consistently and comfortably outstrip student projections. This is not however a department that stands still and there would be many opportunities for a successful candidate to improve the English offering. We believe more students should study English Literature at Higher Level. More students should go on to study English related courses at university. Our extra-curricular offering must continue to progress towards an outstanding enriching experience. This is a brilliant opportunity for an Outstanding teacher and leader to make their mark on a strong department within the school.

The department teaches an interactive and forward-thinking Middle Years Programme from Year 7 to 9, preparing the girls for the rigours of a varied GCSE curriculum. In September, we will teach at Diploma English Literature at Higher Level and Standard Level, and English Language and Literature at Standard Level. We believe this provides a good balance for students, some of whom prefer the more applied study of Language, opening doors to a broader variety of career routes, and those with a passion for books and plays, focussed on a pure Literature course.

The English team is made up of eleven teachers, all of whom possess outstanding subject knowledge and pedagogical ability. There is also a welcoming and collegiate atmosphere – a willingness to share resources and ideas, develop less experienced members of staff and crucially step in to support each other during those inevitable pinch points. As a team we truly believe in encouraging independence in the students – none of them are told what to think and we expect the best from them. But above all our lessons are fun and there is a buzz on the English corridor every day.

We are told by the Media that the uptake of English in the sixth form and at university is in decline. Our department are challenging this perception and trying to show students the subjects' value through enriching extra-curricular activities. Poetry, Debating and Literary societies are thriving at the school, visiting speakers inspire our students with possible career routes, and through strong links with the school library we lead on literary competitions and celebrations.

Every student in the school studies English – this should inspire any successful candidate. This is a chance to join a superb team of practitioners and enable the learning of literate and perceptive young men and women.

## Job Profile

Job Title: Teacher of English

Line Managed By: English Leader

Salary: MPS – UPS depending on experience.

## Job Purpose

To secure and maintain high quality learning and teaching in order that students are able to make progress and achieve to their potential as successful, resilient and independent learners.

## Key Areas of Impact

Strategic Direction:

- To establish and uphold the ethos of the school with students through the full implementation of student centred policies.
- To implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as;
  - successful learners who enjoy learning and achieve their academic potential
  - Confident individuals able to live safe, healthy and fulfilling lives
  - Responsible citizens of this school and the wider community
- To support the Subject Leader as required and directed in implementing the Subject Team development plan and to assist in evaluating the impact of the plan on teaching and learning.

## Teaching and Learning

- To establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for able students.
- To plan and deliver lessons in accordance with the agreed Scheme of Work / subject specification, taking account of the specific learning needs of students within the class.
- To plan homework or other out of class work to sustain learners' progress and to extend and consolidate learning.
- To actively promote personalised learning and assessment for learning opportunities within their subject for the benefit of the students.
- To analyse a range of relevant performance data for students in their classes and use this to plan future learning and inform target setting.
- To follow subject and school procedures for the assessment, recording and reporting of student attainment and progress including attendance at parent evenings.
- To provide timely and relevant information enabling each student to understand their current levels of attainment and the action they must take to achieve to their potential.
- To actively promote the development of effective subject links internally and between partner schools and the wider community (locally, nationally and internationally).
- To monitor attendance and behaviour of students in their classes in accordance with school policy.
- To undertake the teaching of classes/groups as may reasonably be required by the Head Teacher or Line Manager.

## Quality Assurance

- To participate, at the request of the Head Teacher or Line Manager, in the school's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria.

- To evaluate the impact of their teaching on the progress of all learners and modify their planning and classroom practice where necessary.

### Resource Management

- Follow school procedures in the allocation and use of resources to support effective learning and teaching.

### Knowledge & Skills

#### Subject teachers should demonstrate knowledge and understanding of:

- Professional Standards required of all teachers in England.
- All School policies and procedures including;
  - Secure knowledge of subjects/curriculum areas and related pedagogy across the full age range taught.
  - Relevant statutory and non-statutory curricula and frameworks for identified subjects/curriculum areas
  - Schemes of work for subject(s) taught
  - Principles and practices in relation to managing learning and teaching
  - The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities
  - Health and safety issues as they relate to their particular subject area(s)

### Additional Duties

- To play a full part in the life of the school community, to support the school ethos and to encourage students to follow this example.
- To actively promote school policies.
- To reflect on and improve professional practice and take responsibility for identifying and meeting development needs.
- To actively engage in the staff review and development process.
- To undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.
- The conditions of employment for school teachers specify the general professional duties of all teachers. The professional standards for teachers at the relevant level are applicable.

### Professional Standards

It is important to recognise that Tonbridge Grammar School teachers must maintain professional standards at all times and to recognise that they are role models for the students in many respects.

Such professional standards would include:

- Dress: teachers are expected to wear suits or jacket and tie (or the equivalent for female teachers), except when involved in practical or external activities,
- Punctuality: this is expected in all aspects of work,
- Duty of Care: keeping our students safe and acting in the child's best interest at all times,
- A position of trust, being seen to be demonstrably fair, even-handed and consistent in dealing with students,

- Propriety and behaviour: all teachers are expected to adopt high standards of personal conduct,
- Taking good care of the fabric of the school,
- Being aware of and carrying out the Acceptable Use of ICT policy when using the School network,
- Engaging in on-going professional development, in-school training, regular peer observation, and external courses (as appropriate).

## Personal Qualities

### Self-awareness

Emotional self-awareness  
Accurate self-assessment  
Self-confidence

### Self-management

Emotional self-control  
Integrity  
Adaptability  
Achievement orientation  
Initiative  
Optimism

### Social Awareness

Empathy  
Organisational awareness  
Service awareness

### Relationship management

Developing others  
Inspirational leadership  
Change catalyst  
Influence  
Conflict management  
Teamwork and collaboration

## Additional Notes

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

## Commitment to Safeguarding

Tonbridge Grammar School is committed to safeguarding and promoting the welfare of children. This post is subject to an enhanced DBS check.

## How to Apply

Please complete an application form that can be found on our website. CVs alone cannot be accepted.

Your completed application form should be sent to [personnel@tgs.kent.sch.uk](mailto:personnel@tgs.kent.sch.uk)

## Key dates

**Closing date for applications:** Midday Tuesday 20<sup>th</sup> April 2021

**Interviews:** Week commencing 26<sup>th</sup> April 2021

**We reserve the right to interview before the closing date.**