



KINGSTON  
GRAMMAR SCHOOL

## TEACHER of ENGLISH

### Job description

Reporting to	Teacher of English
Salary	Salary will be based on the national scale for teachers, (including the Outer London Allowance), together with the Kingston Grammar School Allowance.

*The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

#### Summary of the Role:

Lessons are taught by a strong team of 7 highly-qualified teachers who are passionate about their subject. Whole department meetings are held weekly and are used to share good practice, to write schemes of work, to standardise marking, to agree policies and to discuss wider issues concerning the teaching of English. Teachers and pupils work together closely, bound by strong feelings of good will, mutual respect and a shared enjoyment of the classroom experience.

The Department, which is based in the Queen Elizabeth II Building, has excellent resources, in terms of class texts, teaching materials and schemes of work. Each English classroom can take full advantage of the IT facilities and provision in the School. We also make full use of the School Library.

The approach of the Department to teaching Literature and Language is a holistic one - literature is not seen as an area of study distinct from the language in which it is expressed. Pupils are encouraged to learn how language works and is employed, and to use it themselves in all its diversity. Delivery of the syllabus is achieved in numerous ways, and individual teachers formulate their own schemes in accordance with the resource material with which they choose to work; at the same time, departmental schemes of work have certain underlying principles to ensure delivery of the syllabus.

In the Fourth Year, all students begin courses in English and English Literature, following Eduqas GCSE English Language and Eduqas English Literature Specifications. Final examinations for both occur in June of the Fifth Year. Wherever possible, we aim to escape the narrow confines of the syllabus in order that pupils may read and write widely and freely.

At A-level we offer the Eduqas English Literature. English Literature is a perennially popular choice for students at A-level with many pupils going on to read it at university (including Oxbridge). Candidates are expected to adopt an independent approach at A-level, to develop their own critical responses and to inform their thinking by careful contextual research and themed wider reading.



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In the last academic year, at A2 level, 95% of our pupils gained A\*-B grades, with 48% gaining A\*-A. At GCSE level, for Literature 87% of our pupils were awarded A/A\*, with 100% achieving A\*/A/B while for English 62% gained A/A\* and 98% were awarded A\*/A/B.

Co-curricular activity is a particular strength of the English Department. We co-ordinate the Gibbon Society (debating, public speaking and a variety of cultural activities) as well as un creative writing workshops, senior and junior book clubs and commemorate literary events throughout the school year. In the past, we have produced The Kingstonian - the School magazine - and KT2, an anthology of creative work, in collaboration with the Art Department. Pupils are also regularly successful in a variety of local and national competitions. Theatre trips and outings to conferences, exhibitions and lectures are regular features of the life of the Department, and visits by writers, academics and theatre groups enhance pupils' learning and complement the work done in the classroom.

### **Main Duties and Responsibilities:**

#### **1. Planning, Expectations and Targets**

Teachers should:

- Set challenging teaching and learning objectives based on knowledge of the pupils, their past/current achievement, the expected standards for pupils of the relevant ages, and the range/content of work relevant to pupils.
- Use the objectives above to plan lessons and sequences of work in advance, showing how they will assess pupils' learning, and differentiating between pupils' varying needs.
- Select and prepare resources, including ICT, and plan for their safe and effective organisation.
- Work with Department colleagues to develop Schemes of Work, teaching methodologies and resources.
- Use out of school visits, field work, trips, co-curricular activities and invited speakers/groups to enhance pupils' learning.

#### **2. Monitoring and Assessment**

Teachers should:

- Use monitoring and assessment information to evaluate and extend pupils' achievement.
- Give frequent and constructive feedback to support pupils as they learn, following department policies on marking both classwork and homework, and relating this to national standards where appropriate.
- Regularly assess pupils, follow departmental policies on formal assessment and tracking.
- Manage pupils who fail to complete/hand-in work, according to school policies.
- Identify and support more able pupils, those working below expectations or failing to achieve their potential, and those with emotional/behavioural/social difficulties.



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- Record pupils' progress and achievements systematically, using this to help pupils review their own progress and inform parents of pupils' achievement at parents' meetings, on grade cards and in reports or references.
- Discuss with pupils their views about their own progress and strengths/weakness, using subject performance profiles, so as to set targets for future improvement.

### 3. Class Management

There should be:

- A purposeful, disciplined learning environment, where pupils feel secure and confident.
- High expectations of pupils' behaviour, clear disciplinary structures following the Code of Conduct, and the promotion of self-control and independence.
- Clearly structured lessons or sequences of work which interest and motivate pupils, and
  - make learning objectives clear to pupils
  - employ a variety of interactive teaching methods and collaborative group work.
  - promote active and independent learning, that enables pupils to think for themselves and to plan/manage their own learning
- Differentiated teaching where appropriate, to meet the needs of a variety of pupils.
- Effective organisation/management of teaching/learning time.
- Efficient management of the physical teaching spaces, materials and resources.
- Homework and other out-of-class work which consolidates and extends work done in class, and encourages pupils to learn independently.

All staff are expected to contribute to our Co-Curricular Programme, whether through sport or outward bound activities, or through the many extension classes and clubs on offer.

You must also be required to undertake such other comparable duties as the Head Master requires from time to time.



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### Person Specification

	Essential	Desirable
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status or NQT</li> <li>• Good honours degree in a related subject</li> </ul>	✓ ✓	
<b>Experience</b> <ul style="list-style-type: none"> <li>• A secure knowledge of your subject, its place in the National Curriculum, public examinations syllabuses and assessment criteria</li> <li>• The ability to offer Oxbridge Extension classes</li> </ul>	✓	✓
<b>Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Able to engage pupils in learning through active teaching strategies</li> <li>• Good level of ICT competence</li> <li>• Able to communicate effectively orally and in writing</li> <li>• Able to demonstrate effective planning and teaching skills</li> <li>• Able to present confidently to a large group of students</li> <li>• Effective behaviour management</li> <li>• An interest in furthering the achievement of boys in English</li> </ul>	✓  ✓ ✓ ✓ ✓ ✓	✓
<b>Personal Competencies and Qualities</b> <ul style="list-style-type: none"> <li>• Demonstrates a fairness and consistency in all dealings with pupils</li> <li>• Energy and enthusiasm</li> <li>• Able to demonstrate the positive values, attitudes and behaviour we expect from our pupils</li> <li>• Reliability and integrity</li> <li>• Willingness to contribute to the co-curricular life of the School</li> <li>• A commitment to personal professional development and taking responsibility for it</li> <li>• A positive motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience</li> <li>• Positive attitude to use of authority and maintaining discipline</li> </ul>	✓  ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

The post-holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Child Protection Officer or to the Head.