



## Subject Leader of English

# TMS/UPR Fringe plus TLR1M

Required for Easter / September 2024 (Maternity)

This vacancy will close should a suitable candidate be appointed.

For further information, please contact Karen Ehren, HR Officer on 01737 764356 x208 or [hr@carringtonschool.org](mailto:hr@carringtonschool.org)

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will carry out a Disclosure Check by the Criminal Records Bureau before making an appointment.

# Carrington School

As the Headteacher of Carrington School, I am delighted to share with you our journey of improvement. This school is an exciting place to work and the commitment of staff and students over the past few years was recognised by our 'good' Ofsted grading in May 2023. This was an incredible achievement which was then superseded by a really strong set of examination results, showing significant improvement year on year.

Our school serves the local community and smaller neighbouring towns and villages which border Redhill in Surrey. Carrington is a truly comprehensive school and is reflective of society in its diversity and academic abilities. It is an exciting place to work and we are constantly striving to reflect and improve on our offer to the students and our pedagogical practice.

The past few years have seen incredible changes within the school; in 2021 we moved into a new building, changed our name, values and created a clear vision about what we wanted our students to achieve academically and in their wider experiences and preparation for life beyond school. Our values of *Aspire*, *Innovate* and *Respect* underpin everything we do. We have worked hard at improving outcomes for students by broadening their curriculum offer and enrichment programme. We strongly believe in aspiring to provide an exciting programme that students will engage in and in doing so will create memories and build friendships. One aspect of this is our 'Excellence Programme' where once a week we drop down the curriculum and students in KS3 can choose from a range of activities, led and run by staff. These experiences encourage our students to take on new skills, to develop their talents, to leave comfort zones and to work with others from other year groups as well.

Outside of curriculum time, we are fortunate in having staff who provide a wide range of extra-curricular opportunities for our students, which is central to our Values. Sport plays an important part in the life of the school and we are successful in a number, including football, basketball, netball, cross country and athletics. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including our year 7 choir of the year, an annual school production which is held at the local theatre and many musical concerts. As a community hub we have relationships with a range of companies and community groups who use our school, share their skills within the excellence programme and extracurricular programme, and then offer high level experiences for those wishing to develop further. These include a variety of cadet groups, football, dance / cheerleading, gymnastics, cricket and judo. Approximately a third of year 9 students also engage with our Duke of Edinburgh Programme.

Professional Development is highly valued amongst our staff and we have a clear programme of training and development which involves all staff in research groups to support aspects of their work and to keep abreast of the ever-changing educational climate. We encourage innovative teaching methods, foster a vibrant and inclusive learning environment and promote the development of 21<sup>st</sup> century skills. In 2022we

received our Silver Investors in People Award. We want all of our staff to feel valued and to have a voice in the school. We also invest in Smart Clinic as our Employee Assistant Programme.

We have a PAN of 210 which makes up 7 teaching groups. In each year there is a hub system which is made up with a Head of Year, Senior Tutor and non-teaching 'Student Hub co-ordinator' and a group of tutors. These people all work closely together to ensure students are resilient, can work independently and can overcome barriers so they can get the best from their lessons.

As a school we are actively seeking individuals who share our passion for education and our commitment to student improvement. If you are someone with a drive for change, determination, and a desire to make a lasting impact on the lives of our students, we invite you to explore the possibilities of joining our dynamic team.

I would be delighted to discuss opportunities within our school further and extend an invitation to visit us to gain a deeper understanding of the exciting work we are doing. Together, we can shape the future of education at Carrington School and empower our students to create better lives for themselves.

Thank you for considering Carrington School as a place where you might contribute to the success of our students.

## The English Department

The English Department is a strong team of nine teachers with a varied range of experience levels. The department comprises of a Subject Leader and Second in Charge who have a passion for the subject and continue to drive improvements. The English curriculum has been re-designed to make it engaging, diverse and contemporary. Some of the more popular units include a media unit looking at film, creative writing inspired by the dystopian genre and debate.

As a team, the English Department have built a bank of lesson resources that are shared centrally and testament to the collaborative way in which they work. Equally, the department has a clear and manageable marking policy with a focus on formative feedback. Like all our departments, the English team meet regularly within directed time to plan together, share pedagogical ideas and moderate. Outside of the classroom, there are plenty of opportunities for extra-curricular learning, including library lessons, theatre trips and Shakespeare workshops.

# Job Profile

<b>Post Title</b>	Subject Leader of English
<b>Line Manager</b>	Senior Deputy Head
<b>Line Management of:</b>	Subject team members (where appropriate)

## The Role

To lead the subject, at KS3 and KS4 ensuring high quality teaching for every student. To ensure students have access to an exciting delivery of the course and develop a strong understanding and knowledge of skills so that they can achieve their potential as they head towards their GCSE's.

This is a maternity cover so will need someone with experience of the English curriculum in order to be able to step in and hold / run the subject area.

## Key Accountabilities

These accountabilities are based on the professional responsibilities of teachers outlined in the School Teachers' Pay and Conditions Document (STPCD). They are supplemented as relevant by reference to the DfE Teachers' Standards (2012).

## Leading & Managing

- Leading and developing the English Curriculum at KS3 and KS4
- Establishing and maintaining policies and practices which promote high achievement through effective teaching and learning
- Creating an environment where students and staff develop and maintain positive attitudes towards teaching and learning
- Using data effectively to monitor and evaluate student progress across all year groups and students
- Responsible for the creation and development of an innovative and exciting curriculum and assessment practices within English
- To consistently teach good and outstanding lessons which bring about excellent outcomes for all students
- To consistently ensure good and outstanding lessons are taught by all subject staff that you are responsible for; which bring about excellent outcomes for all students
- Strategically implement quality assurance measures to ensure attainment and outcomes for our students
- All leaders in the school will devise strategies for raising attainment and ensuring the School Development Plan is implemented successfully
- The post holder will ensure the classroom environment fosters independent and collaborative learning
- The post holder will ensure all classroom displays are meaningfully and purposefully aiding student outcomes

## Teaching

- To plan and teach lessons and sequences of lessons to the classes you are assigned to teach, within the context of the school's plans, curriculum and schemes of work
- To assess, monitor, record and report on the learning needs, progress and achievements of assigned

students

- To participate in arrangements for preparing students for external examinations

### **Set high expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

### **Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early science, demonstrate a clear understanding of appropriate teaching strategies

### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity

## **Student Achievement and Attainment**

- Keep systematic records to show students' understanding and completion of work and the identified strengths, areas for development and grades awarded
- Support and help colleagues to improve their effectiveness by developing their understanding and use of student data and strategies to address underachievement
- Evaluate student progress across specified areas of responsibility through the use of appropriate assessments and records and regular analysis of the data

## **Whole School Organisation, Strategy and Development**

- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- To work with others on curriculum and/or student development to secure co-ordinated outcomes
- To supervise and, so far as practical, teach any students where the person timetabled to take the class is not available to do so, subject to the provision that teachers are required to cover only rarely

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school

## Health, Safety and Discipline

- To promote the safety and well-being of pupils
- To maintain good order and discipline among pupils

### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have 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
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

## Management of Staff and Resources

- To direct and supervise support staff assigned to you and, where appropriate, other teachers, in an effective way
- To contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- To deploy resources delegated to you

### **Fulfil wider professional responsibilities**

- Deploy support staff effectively

## Professional Development

- To participate in arrangements for the appraisal and review of your performance and, where appropriate, that of other members of staff
- To participate in arrangements for your further training and professional development and, where appropriate, that of other teachers and support staff, including induction.

### **Fulfil wider professional responsibilities**

- take responsibility for improving your knowledge and skills through appropriate professional development, responding to advice and feedback from colleagues

## Communication

### **Fulfil wider professional responsibilities**

- To communicate effectively with parents with regard to student achievements and well-being, as appropriate to your role

## Working with colleagues and other relevant professionals

- To collaborate and work with colleagues and other relevant professionals within and beyond the school

### **Fulfil wider professional responsibilities**

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

## Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Carrington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

*The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post*



Person Specification	Essential	Desirable	How this is assessed?
<b>Qualifications &amp; Training</b>			
Qualified teacher status	✓		Application
Relevant specialist qualifications in your subject	✓		Application
Commitment to CPD and improving practice through reflection	✓		Application / Interview
Thorough knowledge and understanding of curriculum requirements and developments within English language and literature		✓	Application / Interview
Successful teaching experience across a range of student abilities within secondary school(s)	✓		Application / Interview
Successful leadership experience of running an English department		✓	Application
Experience as a form tutor and / or pastoral work	✓		Application / Interview
<b>Skills and Abilities</b>			
To be able to teach lessons which consistently meet the Teacher Standards	✓		Application / Interview
Good knowledge of what makes effective teaching and learning	✓		Application / Interview
To use a variety of strategies to engage students and promote a stimulating environment	✓		Application / Interview
To work well in a team, contributing ideas and supporting faculty procedures	✓		Application / Interview
To know what a great lesson looks like and be able to support and guide staff to achieve this consistently			
The ability to motivate staff, students and parents / carers		✓	Application / Interview
To be a confident user of IT as a teaching tool	✓		Application / Interview
To contribute to the wider life of the faculty and whole-school, supporting extra-curricular and intervention initiatives	✓		Application / Interview
<b>Educational Philosophy</b>			
A commitment to an inclusive education	✓		Application / Interview
A commitment to the concept of lifelong quality first teaching and learning	✓		Application / Interview
A commitment to a school culture sensitive to ethical values, spirituality in its broadest sense and celebration of the achievements of all.	✓		Application / Interview
<b>Personal Attributes</b>			
Excellent communication skills with the ability to relate well to students and adults	✓		Application / Interview
Integrity, honesty, consistency of approach and a respect for others	✓		Application / Interview
Energy, enthusiasm, determination, aspiration and an insistence on high standards	✓		Application / Interview
Leadership by example	✓		Application / Interview
Be able to work under pressure, prioritise and manage time effectively	✓		Application / Interview
Good health and attendance record	✓		Application / Interview
Stamina to cope with the demands of the job	✓		Application / Interview

# How to Apply

We hope that you would like to apply; please complete our application form for Teaching and Leadership posts on the vacancy page and send it to us with a supporting statement explaining what attracts you to the post and details the skills and experience you would bring to it.

Your completed application can be submitted online or emailed to Karen Ehren, HR Officer:  
[hr@carringtonschool.org](mailto:hr@carringtonschool.org)

Alternatively, you may deliver or post it to:

Karen Ehren  
HR Department  
Carrington School  
Noke Drive  
Redhill  
Surrey  
RH1 4AD

If you would like any further information, please contact:  
Karen Ehren, HR Officer on 01737 764356 x208 [hr@carringtonschool.org](mailto:hr@carringtonschool.org)

**The deadline for receipt of completed applications is: Monday 05 February 2024 at 10:00am**