



# Queens' School

*Dare to be Great*

## English Faculty

**Start date: September 2024**

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# THE ENGLISH FACULTY

## Staff

At Queens School', we have a highly successful, creative English Faculty consisting of 16 part-time and full-time English teachers: all are English specialists, passionate about their subject and experts in their field. The majority of our team have their own classroom base as well as use of a large faculty office and resource room. The team consists of a Head of Faculty, a Key Stage 3 Coordinator and Key Stage 4 Coordinator, and four members of the faculty are members of SLT. We are also fortunate to have the support of a Cross-Curricular assistant.

## Resources

Each classroom is equipped with a large whiteboard and projector and each English teacher is issued with a laptop. We work collaboratively and there is a plethora of resources available for all teachers to access on our shared Google drive. We have an impressive array of class readers that are freely available for teachers to use in their classroom as well as supportive material and textbooks related to the GCSE and A-Level specifications that we deliver. Most importantly, we have access to a fantastic school library where we regularly hold lessons for Key Stage 3 students.

## Key Stage 3

Students are taught in mixed ability form groups in Year 7 and 8 as we believe that literacy skills are developed over time and students benefit from being given the opportunity to foster and hone their skills and become resilient readers and writers before being placed into sets. In Year 9, students are placed into mixed ability groups with the exception of two foundation bands. This enables us to differentiate our teaching and focus on foundational skills for those who need this additional support. There are set Schemes of Work for each term or half term at KS3 which introduce a variety of texts and language use to students, from the study of some of Shakespeare's most notorious villains, to creative and humorous writing, to analysis of short films to an appreciation of spoken language and rhetoric. However, we encourage creativity and appreciate that teachers will want and need to adapt their teaching to the needs of their students and based on their own interests. Our Schemes of Work are therefore created to enable teachers to modify them and select what elements they wish to focus on. These are also regularly reviewed to ensure our teaching remains relevant, engaging and interesting. We also introduce students to key figures and narratives from Classical Civilisations through reading and through engagement with an online vocabulary-building package, 'Vocabulous', which explores word roots and their applications. In addition, in Year 7, we also run the Kings' College, London pedagogical programme 'Let's Think in English' in fortnightly lessons to encourage students to develop their oracy skills and become critical, independent thinkers.

## Key Stage 4

We begin teaching the GCSE syllabus for both English Language & English Literature in the Spring of Year 9 with the study of 'An Inspector Calls' and work on non-fiction texts. From Year 10 onwards, students are taught in one of four ability bands although all students follow the same course and study the same Literature texts. We follow the Eduqas syllabus for both Language and Literature with students studying Priestley's 'An Inspector Calls', Shakespeare's 'Macbeth', Dickens' 'A Christmas Carol' and the Eduqas poetry anthology. We do not use published textbooks or revision resources, but believe that the best material is that which is produced within the department and is targeted at our students and with their needs and what they have been taught in mind. We have therefore created our own revision packs for each element of the course that is available to students; a separate revision website that they are able to access; and a range of revision videos produced by the department to further support their revision. Students who require further support in English also receive an extra Core Skills English lesson every week.

A number of the team have been delivering A-level Classical Civilisation for many years, and this year we have introduced GCSE Classical Civilisation (OCR). We are keen to provide training and support for any of our English teachers with an interest in delivering this subject.

## Key Stage 5

At A-Level, we offer three different qualifications:

- A-level English Language & Literature (Eduqas);
- A-level English Literature (AQA Specification B);
- A-level Classical Civilisation

This means that, in the current Year 12 & Year 13, for example, we have over 100 students undertaking an A-Level with the faculty and several taking more than one. Teachers are free to choose the texts that they deliver at A-Level as we believe that teaching at this level works best when teachers are delivering texts in which they are experts and have a genuine personal interest.

We achieve impressive results in all three A-Levels that we offer: it is not unusual for over two thirds of students to achieve A\*-B grades in these qualifications. Moreover, many students go on to pursue a range of linked degree level subjects, including at Oxbridge, and the faculty offers them regular assistance in their applications through writing references, undertaking practice interviews and advising them.

## Extra-Curricular

We also recognise the importance of offering students enrichment activities to enhance their learning and to develop a passion for all things literary, linguistic and creative. We run regular book clubs and creative writing clubs for students as well as annual competitions including a speeches event, poetry recital and Spelling Bee. When possible, we also run trips to theatrical productions of the texts we study for both A-level and lower down the school as we recognise

the value for students in seeing the works that they study being performed. In addition to this, we frequently have annual visits from theatre companies to further enrich students' understanding of Shakespeare texts as well as visits from authors who run workshops for whole years and targeted groups. At both KS4 and 5, we offer regular revision and intervention sessions to enhance students' knowledge and understanding.

We are always interested in offering new clubs and activities to students and would welcome any members of staff who would add to our extra-curricular programme.

## Support & Continuing Development

Our English Faculty is a collegiate one: we regularly share resources and best practice; we support each other in all we do; we are continually discussing and debating ideas; we are constantly discussing what we are reading. Lunchtimes are frequently spent together talking, sharing, and debating our views.

We are passionate about teacher development: we frequently have trainee teachers on the School's Direct Programme and on PGCE programmes from the Institute of Education and King's College London; and in addition, we have successfully supported a number of teachers through the ECT programme. Many members of the faculty act as mentors and we value the fresh ideas and approaches that new teachers often bring to the department. There are also ample opportunities for professional development, as reflected by the fact that so many members of the department have additional responsibilities. Meetings often involve an element of training; teachers are encouraged to attend courses such as those run by the English and Media Centre and we value those who undertake marking for exam boards and the additional expertise that this brings.

Most importantly, we are a team who work together collaboratively to support each other and ensure that we are giving students the best experience possible in their English lessons and developing in them a lifelong love of literature.





## QUEENS' SCHOOL

### Application and Next Steps

Thank you for your interest in the post of Teacher of English at Queens' School.

<b>Contract Term:</b>	Permanent
<b>Start date:</b>	September 2024
<b>Salary:</b>	MPS/UPS plus London Fringe

#### Application and Next Steps

- How to apply and where to send your application form:

If you wish to apply for the post, you are invited to complete and return the application form, this is available to download from our school website, along with a letter of application. Your letter should be no longer than two sides of A4 (word processed and using size 12 font) outlining the skills and abilities you could bring to the post. All applications should be submitted electronically to: [applications@queens.herts.sch.uk](mailto:applications@queens.herts.sch.uk).

All details, including the Application Form, Job Description and Person Specification can be found on our school website: [www.queens.herts.sch.uk](http://www.queens.herts.sch.uk). If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

#### Please note:

- References:

Please ensure that you provide email addresses for all your referees, as we will request references by email.

- Criminal Declaration form:

All applicants invite to interview will be required to complete a Criminal Declaration Form.

- It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Applicants must be willing to undertake a number of safeguarding checks including an enhanced Disclosure and Barring (DBS). This post is subject to receipt of written references, which must be satisfactory to Queens' School along with documentary evidence of qualifications.

- An online search of shortlisted candidates will be conducted as part of due diligence checks in the recruitment process.
- Successful applicants will need to provide confirmation of the right to work in the UK. Please note that under the Immigration Asylum and Nationality Act 2006, the school has an obligation to ensure applicants have the right to work in the UK prior to commencement of employment. (If it is found that those documents do not meet the legal requirement, an offer of employment will be withdrawn).
- Where the successful candidate has worked or been a resident overseas in the previous five years, such checks and confirmations as the school may require in accordance with statutory guidance.
- We aim to be an equal opportunities employer and we are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race.

***We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are exempted under the Rehabilitation of Offenders Act 1974. Appointments will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service and references from previous employers. We are an Equal Opportunities employer***

### **Find Out More**

For further information about career opportunities or to find out about our current vacancies:

Website: [www.queens.herts.sch.uk](http://www.queens.herts.sch.uk)

Email: [office@queens.herts.sch.uk](mailto:office@queens.herts.sch.uk)

Twitter: @queenssch

Tel: 01923 224465



**QUEENS' SCHOOL**  
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**Subject Teacher**  
**Job Description**

<b>Post title:</b>	Teacher
<b>Reporting to:</b>	Head of Department
<b>Purpose:</b>	The role is to deliver high quality teaching and learning so that all students achieve as an individual and makes progress with appropriate support, motivation, care and guidance.
<b>Main Responsibilities:</b>	The expectation of a teacher at Queens' are included in the DfE School Teachers Pay and Condition of Employment.
<b>Grade:</b>	MPS/UPS
<b>All teaching staff must:</b>	

**Uphold public trust in the profession by maintaining high standards of ethics and behaviour, within and outside school by:**

- observing high standards of personal and professional behaviour
- understanding and always acting within, the statutory frameworks which set out their professional duties and responsibilities
- being a positive role model
- maintaining high standards in their own attendance and punctuality
- proper and professional regard for the ethos, policies and practices of the school
- understanding and acting within school policies and guidelines, including the School's Code of Conduct and ICT policy
- having an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. The post holder is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy.
- treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position. having regard to safeguard student's well-being, in accordance with statutory provisions and health and safety

- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

**Set high expectations which inspire, motivate and challenge students by:**

- establishing a safe and stimulating environment for students rooted in mutual respect
- setting goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrating consistently the positive attitudes, values and behaviour which are expected of students
- maintaining a well-managed classroom

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

- being accountable for student's attainment, progress and outcomes
- being aware of student's capabilities and their prior knowledge and plan teaching to build on these
- guiding students to reflect on the progress they have made and their emerging needs
- demonstrating knowledge and understanding of how students learn and how this impacts on teaching
- encouraging students to take a responsible and conscientious attitude to their own work and study
- providing in their lessons appropriate and timely intervention to enable all students to make good progress

**Demonstrate good subject and curriculum knowledge by:**

- planning and preparing courses and lessons
- teaching according to the educational needs of students, including the setting and marking of work to be carried out by the student in the school and elsewhere
- assessing, recording and reporting on the development, progress and attainment of students.
- fostering and maintaining students' interest in the subject and addressing misunderstandings
- demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship
- demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

**Plan and teach well-structured lessons by:**

- imparting knowledge and developing understanding through effective use of lesson time
- promoting a love of learning and students' intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired in a regular and systematic way, providing feedback
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum with the relevant subject area(s)

**Adapt teaching to respond to the strengths and needs of all students by:**



- knowing when and how to differentiate appropriately, using approaches which enable students to learn
- by having a secure understanding of how a range of factors can inhibit student's ability to learn, and how best to overcome them
- by demonstrating an awareness of the physical, social and intellectual development of students and know how to adapt teaching to support student's education at different stages of development
- having a clear understanding of the needs of all students, including those with special educational needs

**Make accurate and productive use of assessment by:**

- knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- making use of formative and summative assessment to secure students' progress
- using relevant data to monitor progress, set targets and plan subsequent lessons
- giving students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback
- participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; recording and reporting such assessment and participation in arrangements for students' presentation for examination

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

- having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- maintaining good relationships with students and exercising appropriate authority
- managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

**Fulfil wider professional responsibilities by:**

- making a positive contribution to the wider life and ethos of the school by promoting and supporting students involved in extra-curricular activities, eg. clubs, trips/visits
- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploying support staff effectively
- taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicating effectively with parents with regard to students' achievements and well-being
- participating in meetings as appropriate e.g. tutor meetings, staff meetings, Parents' Evenings
- attending whole school events e.g. Presentation Evening
- attending assemblies, registering the attendance and supervising students
- providing cover for absent colleagues as appropriate
- contributing to the tutoring programme as required

## **Special Conditions of Employment**

### **Rehabilitation of Offenders Act 1974**

- This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Staff Disciplinary Procedure.

### **Health and Safety**

- The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### **Equality and Diversity**

- Queens' School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations, and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect, and are entitled to expect this in return.

### **Training and Development**

- The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work

This job description may be subject to review and/or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests

### **OTHER SPECIFIC DUTIES**

- To carry out the duties in the most effective, efficient and economic manner available
- To support the school ethos

- To maintain confidentiality at all times
- To carry out and communicate Queens' School's values in all aspects of work
- To contribute to the safeguarding and promotion of the welfare and personal care of students with regard to Child Protection Procedures

***In order to deliver services effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the post at the appropriate grade.***

***Please Note that:***

***All teacher must carry out the duties of a schoolteacher as set out in the Schoolteacher's Pay and Conditions Document***



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### Person Specification

<b>Job Title:</b> Subject Teacher	<b>Salary:</b> MPS/UPS
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The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

		Essential	Desirable
<b>Education/Qualifications and Training</b>	Degree or equivalent	X	
	Qualified teacher status	X	
	Evidence of further study (MA, MBA, MEd)		X
	Evidence of and commitment to continuing professional development	X	
<b>Knowledge Skills &amp; Experience</b>	Strong subject knowledge	X	
	Knowledge and understanding of the theory and practice of effective teaching and learning	X	
	Reflective teaching	X	
	Successful experience of managing change in an educational situation		X
	Understanding of use of assessment data to raise achievement	X	
	Make effective use of ICT across the curriculum when teaching and planning	X	

	Understanding behaviour management strategies	X	
	Teach using an increasingly wide range of teaching strategies to meet different learning needs and abilities		X
	Understanding of the accountability of the role	X	
<b>Personal Characteristics</b>			
	Ability to demonstrate sound balanced judgement with decisiveness, flexibility and integrity	X	
	Resilience, the ability to work under pressure and be able to meet deadlines	X	
	Excellent communication skills (including written, oral and presentation skills)	X	
	The ability to think strategically, creatively and to prioritise	X	
	The ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others	X	
	The ability to support colleagues	X	
	Strong organisational skills and ability to meet deadlines	X	
	Personal resilience, energy and enthusiasm	X	
	To have a sense of humour and an ability to keep things in perspective	X	
<b>Checks</b>			
	Enhanced DBS, Clearance for Prohibition Check and Right to Work in the UK	X	

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