



CHESSINGTON
SCHOOL



English Teacher

January Start (possibly earlier for right candidate)

Main pay scale/Upper pay scale (Dependent on
experience)

“Everyone valued, every day an opportunity, every moment focused on success”

English Teacher

Students at Chessington School love English, come and be part of a great school and excellent department.

We are seeking to appoint a well-qualified, inspiring and ambitious **English Teacher**. You will be a passionate teacher of English with a proven record of or passion for achieving outstanding outcomes for your students.

We welcome applications from experienced teachers and those who are newer to the profession.

The successful candidate:

- will **champion** all of our young people
- is **passionate** about the importance of education and their subject area.
- **refuses to accept** that disadvantage or SEND should limit ambition or potential
- is consistently an **excellent practitioner** with a positive work ethic.
- is **student centred** and progress focused
- stays **solution based**
- is **reflective**, with a constant drive to improve
- is a **versatile and proactive** professional who is flexible in their operational and strategic outlook
- Will have a **commitment to safeguarding**. Ensuring students grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

Why work at Chessington:

- **Our students are wonderful.** They love the school, their teachers and learning
- £30 million state of the art **modern facilities** in an Ofsted rated 'Good' school
- Fantastic support from the Senior Leadership Team who genuinely **want to see you succeed** and thrive
- Excellent opportunities for career progression and **professional development** in a successful family of schools within the Every Child Every Day Trust
- **A school dedicated to well-being.** Increased length of October Half Term, workload reducing feedback strategies, Free gym membership, onsite childcare and more. See our pledge via the link below.

Please see our school video [HERE](#)

Please see our school pledges [HERE](#)

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Applications need to be made no later than Monday 31st October. The selection Day will be later that week.

We reserved the right to withdraw the advert if suitable candidates are found.

Here's what our teachers say:

"I have been at this school for 9 years and I love it! It gets better and better each year without losing the supportive and caring environment"

I am in my ECT year. The CPD, support and commitment I get has been overwhelming. I made the right choice"

"This is the best school I have ever worked at"

Chessington English Department

Our students experience a broad and balanced curriculum. Our teachers deliver a challenging, varied and compelling curriculum that supports them to improve their fluency in reading, writing and speaking and listening and love English. All students study English in at least 4 lessons a week and five lessons in KS4. We also have guided reading lessons with Year 7 and 8 focusing on fostering a love of reading.

At Key Stage 4, all pupils study AQA English Language and AQA English Literature. For the Literature syllabus we study:

- *Macbeth* by William Shakespeare
- *The Strange Case of Doctor Jekyll and Mr Hyde* by R.L. Stevenson
- *An Inspector Calls* by J.B. Priestley
- *The Power and Conflict Cluster* from the AQA Poetry Anthology
- A selection of Unseen Poetry

Application packs are available from Elsa Harris, Chessington School, Garrison Lane, Chessington, Surrey, KT9 2JS, email eharris@chessington.kingston.sch.uk or telephone 020 8974 1156 x 204. For an informal conversation or to arrange an informal visit to the school prior to the closing date please contact Gemma Massey, Assistant Headteacher.

The Governing Body are committed to safeguarding and promoting the welfare of children and young persons and the Headteacher must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the DBS.

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Job Description (Teacher)

- 1) Plan, prepare and teach lessons and programmes of study
- 2) Maintain high expectations and standards of learning and behaviour within and beyond the classroom
- 3) Regularly mark students' work, adhering to wider school policy
- 4) Assess and monitor student progress to inform further learning and teaching
- 5) Report progress, as required, to line manager, members of the senior leadership team and parents/carers
- 6) Maintain and develop strong subject and pedagogical knowledge and understanding
- 7) Be aware of pupils' capabilities, their prior knowledge and plan, teach and differentiate appropriately to build on the knowledge and understanding of how pupils learn.
- 8) Have a clear understanding of the needs of all pupils, including those with special educational needs, EAL, disabilities, more able students and be able to use distinctive teaching to engage and support them
- 9) Set inspirational targets and objectives that support students in adopting lifelong learning within science
- 10) If required, be a form tutor
- 11) To contribute to the school delivery of a PDW curriculum
- 12) Contribute to the extra curricular programme .
- 13) Undertake reasonable duties to support the effective and safe operation of the school
- 14) Continuously engage with training and development opportunities to maintain and develop effectiveness as a teacher
- 15) Maintain high standards of professional and ethical conduct
- 16) Represent the school's positively and professionally in all contact with the wider community
- 17) A shared responsibility with all staff to ensure the health and safety of all members of the school
- 18) Support equal opportunities for all members of the school, regardless of gender, ethnicity, religion, sexuality or disability
- 19) Support and promote the ethos of outstanding inclusive comprehensive education
- 20) Any other reasonable tasks or duties assigned by the Headteacher

Signed:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Personal Specification

Qualifications and Experience	Essential or Desirable	Evidence Source
Qualified Teacher Status	Essential	A
Enthusiasm for English, and the ability to communicate this enthusiasm to students	Essential	A, I
Experience in the delivery of GCSE English Language and Literature	Desirable	A, I
Experience in teaching classes with children of all needs including SEND, PPG, EAL and more able	Desirable	A, I
Knowledge, skills and abilities	Essential or Desirable	Evidence Source
Good academic knowledge and understanding of English	Essential	A, R, I
Good pedagogical knowledge and understanding of English, particularly in relation to progress and student outcomes in English	Essential	A, R, I
Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	Essential	A, I
Good behaviour management skills	Essential	A, R, I
Effective planning and organisational skills	Essential	A, R, I
Effective written and spoken communication skills	Essential	A

* Method of Assessment: A = Application; I = Interview process; R = References

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Personal Specification

Personal Qualities (continued)	Essential or Desirable	Evidence Source
Awareness of data protection, security and confidentiality and safeguarding	Essential	A, R
An effective team worker	Essential	A, R, I
Professionalism	Essential	A, R, I
Resilience	Essential	A, R
A 'can do' attitude that embraces change	Essential	A, R
A reflective practitioner always seeking to improve performance	Essential	A, R
Commitment to outstanding inclusive comprehensive education	Essential	A
A willingness to offer extra-curricular activities	Essential	A, I
Preparedness to undertake relevant CPD to enhance teaching	Essential	A, I

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expect...

...leadership	...benefits	...culture and ethos	...students & student admin	...learning & feedback
Expect leaders in this school to be dedicated to enhancing the wellbeing of all staff and moving closer to work life balance	Expect a two week October Half Term	Expect a culture of earned autonomy	Expect detentions sensibly run by leaders to minimise administration and ensure time for restorative conversations and for teachers to plan great lessons	Expect a sensible approach to assessment, monitoring and reporting that maximises impact while minimising workload
Expect every member of SLT to teach to spread the load and to stay current	Expect the choice to do lunch duties or not	Expect to be encouraged to have a social life	Expect quick, numeric and effective report writing no more than three times a year	Expect sensible approaches to Year 11 Interventions with only one Trial Exam a year
Expect a sensibly sympathetic leadership team mindful of the demands of life	Expect only one break duty per week usually you are free the next period	Expect a culture where everyone is valued and wants to help	Expect only three external student assessments a year	Expect sensible feedback strategies that reduce workload but increase impact on student progress
Expect sensible performance appraisal, done with you not to you	Expect access to our Nursery and a discount on that place	Expect a school calendar that is produced early, in consultation and completely mindful of work life balance	Expect a school with clear expectations for all students and unwavering support from leaders	Expect a culture of sharing of great resources across classrooms and schools
Expect great ICT support; swiftly	Expect the right amount of time for PPAs and the right amount of time to lead your area	Expect a school email protocol that values your weekends, your individual role and your life outside of school	Expect a Behaviour for Learning strategy that is clear, restorative and effective	Expect lesson observations that are part of a holistic picture of effectiveness and ultimately developmentally focussed
Expect a Trust with a wealth of expertise in all educational areas that you will have the opportunity to experience, develop and train within	Expect a Student Support Officer linked to your year group who doesn't teach with the aim of removing all barriers to learning	Expect an inclusive school, dedicated to Restorative Approaches	Expect systems and software that minimise administration and maximise your time to plan, deliver and assess excellent learning	Expect continuing professional development tailored to your own individual needs and career plan; led by a Trust nationally recognised for its commitment to CPD
Expect an open door from your leadership team where your views as a critical friend are openly welcomed	Honorariums, Retention and Recruitment points for the right candidates	Expect a coaching culture that empowers all staff to take effective control of their work	No written reports	Expect personalised induction and continued support as you start your role with us

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