

*Reach Belong Evolve*

RECRUITMENT PACK

Teacher of English

**TEACHER**

## Contents

[The Application Process 3](#_TOC_250000)

Vacancy Advert 4

Job Description 5

Person Specification 7

Please also find our full Safeguarding Policy on our website **www.impactindependentschool.co.uk**

# The Application Process

We hope that this application pack and our website [www.impactindependentschool.co.uk](http://www.impactindependentschool.co.uk) inspires you to apply for this post.

If you have any questions regarding any aspect of the application process or need additional information, please contact Grazia Genuardi. [grazia.steventon@impacteducation.org.uk](mailto:grazia.steventon@impacteducation.org.uk)

## How to apply

Please visit our website for an application form.

It should include:

* personal educational philosophy
* experience, knowledge, skills and personal qualities which will equip you for this post

It is expected that applicants will make links between their experience and philosophy and the details contained in the job information/person specification.

Our preferred method of application is completion of the application form, which you can download on the website and submit via email to: [grazia.steventon@impacteducation.org.uk](mailto:grazia.steventon@impacteducation.org.uk).

Should you require any of the information in an alternative format, please let us know by telephoning the office, or putting your request in writing via email.

It should be noted that it is a requirement of the Impact Independent School that candidates should, whenever possible, name as referees current and former employers (via Heads or Principals where employment at educational institutions is concerned).

Should you be offered a post, this will be on the provision of successful checks – including two satisfactory references right to work in the UK, Medical Questionnaire and an Enhanced DBS.

**Important Dates:**

**Closing date for receipt of applications: 3rd November 2023**

**Shortlist date: 6th November 2023**

**Interview date: 8th November 2023**

**Teacher of English**

**Salary - £26-£28k p/a**

**Appointment Date:**

**We are seeking to appoint a well‐qualified, highly motivated, professional who has experience of working with children with SEMH needs to our expanding school. We welcome applications from all excellent classroom practitioners, particularly those who are keen to inspire learners through teaching exciting lessons, implementing creative and personalised activities and supporting progress through high quality assessment and feedback.**

We are a forward thinking Independent School, providing alternative education for learners from across the Black Country and beyond. We have a highly committed and enthusiastic staff team. We operate across sites and offer provision for KS3 and KS4.

Learners join our school on a full time permanent basis, on a twelve week preventative placement at KS3 or whilst they are awaiting to be allocated an alternative school place. We also offer school places for children with SEND.

**We are looking to appoint an enthusiastic Teacher who will:**

* Have in-depth knowledge about social, emotional and mental health needs of young people in an educational environment
* Have the ability to teach in a nurturing environment, balancing academic progress with SEMH progress
* Be an outstanding teacher with a breadth of teaching and learning experience
* Have the ability to teach along with SEMH thematic lessons.
* Be passionate about their subject, bringing energy, enthusiasm and new ideas to the classroom and school
* Be ambitious for themselves and their learners, wanting the best outcomes for all whatever their background or barriers to learning.
* Have great skill in managing behaviour in the classroom, with knowledge of de-escalation techniques.

### Applications are welcome from both experienced and newly qualified teachers.

For further information and an application form, please visit the vacancies section of our website and download the recruitment pack. For any other queries, please phone the school reception on 0121 502 2645 or email grazia.steventon@impacteducation.org.uk

We welcome visits to the school for prospective candidates. Please contact the school office to arrange your visit.

**Closing date for receipt of applications: 3rd November**

**Shortlist date: 6th November**

**Interview date: 8th November**

We look forward to receiving your application should you be interested. If you have not heard from us by the shortlist date, you may assume that your application has been unsuccessful on this occasion. Unfortunately, we are unable to offer feedback on individual applications that are not shortlisted for interview.

***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. Successful applicants will need to undertake an enhanced DBS disclosure.***

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| --- | --- | --- |
| **Teacher** | | |
| Purpose: |  | * To engage learners with an academic timetable * To implement and deliver an appropriately broad, balanced, relevant and curriculum for learners and to support a designated curriculum area as appropriate * To monitor and support the overall progress and development of learners as teacher * To facilitate and encourage a learning experience which provides learners with the opportunity to achieve their individual potential * To contribute to raising standards of learner attainment * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth * To monitor academic progress * To provide feedback to departments regarding reintegration into other educational establishments where appropriate |
| Reporting to: |  | Deputy Head Teacher (Teaching and Learning) |
| Responsible for: |  | The provision of a full learning experience and support for learners in an Alternative Provision setting. |
| Liaising with: |  | Executive Leadership Team, teaching/support staff, Pastoral, SEND staff, external agencies, counsellors, and parents/carers |

All employees of Impact Independent School are required to understand and contribute to the school’s Objectives and Core Values.

|  |  |
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| **Principle (Core) Responsibilities** | |
| Operational/ Strategic | * To assist in the development of appropriate, resources, schemes of work, marking policies and teaching strategies in the curriculum area * To contribute to the curriculum area SDP and its implementation * To plan and prepare courses and lessons * To contribute to the whole school’s planning activities * To increase SEMH awareness and successful teaching strategies in this area across the whole school. |
| Teaching, Learning and Curriculum: | * To assist the Deputy Head Teacher to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives * To assist in the process of curriculum development and change to ensure continued relevance to the needs of learners, examining and awarding bodies and the school’s aims * To assist the Deputy Head Teacher in the process of curriculum development for personal development time (PDT) and other tutor group and year group provision. |
| Staff | * To take part in continuous professional learning, utilising the school’s self‐evaluation processes * To maintain good subject knowledge and an awareness of excellent, current practice in teaching * To engage actively in the Appraisal and Review Process * To ensure the effective and efficient deployment of classroom support * To work as a member of designated teams and to contribute positively to effective working relations within the school |
| School Self Evaluation | * Support the Deputy Head Teacher and other post holders in meeting   the expectations described in the School Self Evaluation document, including reporting  procedures and deadlines. |

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| --- | --- |
| Communications | * To communicate effectively with the parents / carers of learners, as appropriate * Where appropriate, communicate and work with persons or agencies outside the school * To maintain appropriate learner records * To complete relevant documentation in support of learner tracking * To track learner progress and use information to inform teaching and learning, engaging with whole school assessment, recording and reporting procedures. |
| Resources | * To work productively to ensure effective ordering and management of resources |
| Learner Guidance | * To be a form tutor * To promote the general progress and well‐being of individual learners and of the form tutor group as a whole * Under the leadership of the ELT, ensure implementation of the school’s pastoral and guidance systems * To register learners and to encourage their full engagement in all aspects of school life. * To contribute to the teaching of, and deliver, PSHE and RSE in line with school policy and work with the Deputy Headteacher to plan appropriate, differentiated PDT and PSHE/RSE curriculum. * To apply behaviour for learning systems so that effective learning can take place * To liaise with other staff, as appropriate, in response to problems experienced by learners across the curriculum * To play a central role in managing the teaching and learning in the form group |
| Other Duties: | * Comply with any reasonable request from the ELT to undertake work of a similar level that is not specified in this job description * The individual is responsible for promoting and safeguarding the welfare of children and young persons that they are responsible for or comes into contact with * This job description may be changed by the ELT in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title. Such variations   would not justify the re‐evaluation of a post |

The post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility. Such variations would not justify the re‐evaluation of a post.

Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
| ATTRIBUTES | ESSENTIAL | DESIRABLE | EVIDENCE |
| **Personal** | * Be passionate about teaching |  | Application |
|  | * Possesses a ‘can do’ attitude * Creative and proactive in finding solutions * Flexible and adaptive to changing needs and priorities | form  Letter |
|  | * Resilient, calm and tenacious under pressure * Passionate about inclusive practice and equality | References  Lesson |
|  | of opportunity   * Relentless in finding ways to remove any barriers | Observation |
|  | to success   * Excellent communication skills and evidence of | Interview |
|  | being able to build and sustain effective working | Learner Panel |
|  | relationships with staff, learners and parents   * Commitment to the protection/safeguarding of |  |
|  | all learners   * Self‐reflective practitioner who always seeks to |  |
|  | Improve   * Willingness to contribute to the extra‐curricular |  |
|  | life of the school   * Sense of humour |  |
| **Competence** | * Be an outstanding Teacher with evidence of impact on learner outcomes * A proven track record of total commitment to helping every learner achieve their very best and make good progress * Have very high expectations of the learning of all learners at all times * Have a good understanding of how data supports and enhances learner progress and achievement * Be a positive team player with a strong commitment to professional development * Embrace new technologies and ideas that enhance learning * Highly self‐motivated * Able to prioritise workload and work well under pressure with competing deadlines * Good ICT skills * SEN experience | * Experience and evidence of teaching outstanding lessons * Trauma Informed Practice * Nurture models | Application |
|  | form |
| Knowledge |  |
| Abilities | Letter |
| Skills  Experience | References |
|  | Results |
|  | Certificates\* |
|  | Interview |
|  | Learner Panel |
|  |  | * Potential for future career in middle leadership * Qualified Teacher Status (QTS) * SEND qualification | Application |
| **Qualifications and Training** | * Degree * Recognised teaching qualification or willingness to undertake within the first year of employment. | Form Letter |
|  |  | References |
|  |  | Certificates\* |

\*You will be required to provide original certificates at Interview Stage.