

**BEAL HIGH SCHOOL**  
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**Head Teacher: Ms S Snowden**

**TEACHER OF ENGLISH**

**MPS**

**Full Time position**  
**(for 1 term to cover maternity leave)**

**Required from April 2010**

We would like to appoint a motivated and enthusiastic teacher of English to join a supportive, committed and well established department to cover a period of maternity leave. Ideally we are looking for a candidate who can teach across all key stages, including AS/A2 – Level.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.

Enhanced CRB Disclosure is required for this post.

Application Forms and an Information Pack can be downloaded from our website ([www.bealhighschool.org.uk](http://www.bealhighschool.org.uk)). Please return the completed forms to Beal High School no later than Friday 4<sup>th</sup> December 2009.

## Job Description

<b>Post Title:</b>	<b>Teacher</b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To monitor and support the overall progress and development of students as a teacher/ Form Tutor</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment.</li> <li>• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</li> </ul>
<b>Reporting to:</b>	Head of Department
<b>Responsible for:</b>	The provision of a full learning experience and support for students.
<b>Liaising with:</b>	Head/Deputies, teaching/support staff LEA representatives external agencies and parents.
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.</li> <li>• To contribute to the Curriculum Area and department's development plan and its implementation.</li> <li>• To plan and prepare courses, Schemes of Work and lessons.</li> <li>• To contribute to the whole school's planning activities.</li> </ul>
<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>• To assist the Head of Department to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.</li> </ul>
<b>Curriculum Development:</b>	<ul style="list-style-type: none"> <li>• To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Aims and Strategic Objectives.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development.</li> <li>• To continue personal development in the relevant areas including subject knowledge and teaching methods.</li> <li>• To engage actively in the Performance Management Review process.</li> <li>• To ensure the effective/efficient deployment of classroom support</li> <li>• To work as a member of a designated team and to contribute positively to effective working relations within the school.</li> </ul>
<b>Staff Development:</b>	
<b>Deployment of Staff</b>	
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To help to implement school quality procedures and to adhere to those.</li> <li>• To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> <li>• To review from time to time methods of teaching and programmes of work.</li> <li>• To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.</li> </ul>

<b>Management Information:</b>	<ul style="list-style-type: none"> <li>To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc.</li> <li>To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>To communicate effectively with the parents of students as appropriate.</li> <li>Where appropriate, to communicate and co-operate with persons or bodies outside the school.</li> <li>To follow agreed policies for communications in the school.</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools.</li> <li>To contribute to the development of effective subject links with external agencies.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>To contribute to the process of the ordering and allocation of equipment and materials.</li> <li>To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.</li> <li>To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.</li> <li>To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students</li> <li>To undertake a designated programme of teaching.</li> <li>To ensure a high quality learning experience for students which meets internal and external quality standards.</li> <li>To prepare and update subject materials.</li> <li>To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.</li> <li>To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>To undertake assessment of students as requested by external examination bodies, departmental and school procedures.</li> <li>To mark, grade and give written/verbal and diagnostic feedback as required.</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>To be a Form Tutor to an assigned group of students.</li> <li>To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li> <li>To liaise with a Pastoral Leader/HOY to ensure the implementation of the school's Pastoral System.</li> <li>To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.</li> <li>To evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li> <li>To contribute to the preparation of Action Plans and progress files and other reports.</li> <li>To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff</li> </ul>

	<ul style="list-style-type: none"> <li>• To contribute to PSHE, Citizenship and Enterprise activity according to school policy</li> <li>• To apply the Behaviour Management Systems so that effective learning can take place.</li> </ul>
<b>Other Specific Duties:</b>	
<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.</li> <li>• To promote actively the school's policies.</li> <li>• To continue personal development as agreed.</li> <li>• To comply with the school's Health and safety policy and undertake risk assessments as appropriate.</li> <li>• To undertake any other duty as specified by STPCB not mentioned in the above.</li> </ul> <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>	
<p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	

## **TEACHER OF ENGLISH**

### **Selection Criteria and Person specification**

The following will be used to short-list candidates and as criteria in the interview process.

You should be able to supply/demonstrate a significant number of the following :

- A relevant qualification at graduate or teacher training level.
- Successful experience of teaching English at KS3, 4, and 5 preferably across the full age, sex and ability range 11-18 in a secondary school.
- Evidence of existing significant responsibility and/or successful initiatives undertaken within a department.
- Evidence of being an outstanding teacher.
- A vision for the place of English in the school curriculum and the particular contribution this can make to a student's education.
- An awareness of the major issues involved in raising standards of achievement.
- A commitment to non-selective, all ability schooling and equal opportunities for all in the school community.
- An excellent record in regard to health, attendance and punctuality.
- An ability to foster positive relationships with students, parents and colleagues.
- Good communication and organisational skills.
- An ability to work independently and as part of a team.
- Enthusiasm, drive and the ability to motivate.
- Ability to cope with pressure and have a sense of humour.

# BEAL HIGH SCHOOL

## THE ENGLISH DEPARTMENT

### Overarching Statement of Principle

The English Department is committed to providing a high quality, stimulating and enjoyable English education to our students, enabling all, irrespective of ability, to develop as effective readers, writers, speakers, listeners and thinkers.

### Organisation

The English Department is a large, successful and expanding Department, staffed by twelve full and part-time teachers who work together in a supportive atmosphere. The Department has proved itself to be creative and imaginative in its approach to English teaching, whilst achieving excellent results in all public examinations, and is up-to-date with all pedagogical developments. The Department has close links with the Learning Development Department and the Ethnic Minority Achievement Teachers, and has firm relationships with the Media, Drama, ICT and History Departments.

### Departmental Aims for 2009 - 2010

- KS3: Integration of new KS3 marking policy, with six APP assessments
- KS4: The planning, implementation, delivery and evaluation of the GCSE specification
- KS5: Raising attainment at AS Literature/Language Literature (the new courses).

### Curriculum

The Department follows a 'minimum entitlement' curriculum at Key Stage 3, with key areas identified for study in each of Years 7 to 9. Detailed Schemes of Work, in line with National Curriculum and National Literacy Strategy requirements, have been developed and these are regularly updated and reviewed. The Department is keen to encourage autonomy, initiative and innovation amongst its members as we seek to provide a challenging, fulfilling and enjoyable English curriculum for students of all abilities. At Key Stage 4, the AQA-A GCSE syllabuses are followed, and both the AQA English Literature B syllabus and the AQA English Language/Literature B syllabus are offered to students in the school's large Sixth Form.

### Student Groupings

English is taught in mixed ability classes at Key Stage 3. However some students also attend additional literacy classes in order to improve their basic literacy skills. At Key Stage 4, there is one top set English class on either side of the timetable. These students are identified by their year 9 teacher and by their SAT's results. The rest of the students are grouped into mixed ability classes. At Key Stage 5, the English department supports the Sixth Form mixed ability ethos and we currently offer English Literature and English Language/Literature combined courses.

### Facilities

Since February 1998 the English Department has been housed in the School's new building adjacent to the newly built Media factory. The department consists of eight specialist English classrooms. The Department has 3 white boards and one suite of computers, plus an extensive range of texts and video tapes and a number of televisions and video recorders; computers, video cameras, tape recorders and a DVD player are also all available.

### Extra-Curricular

The English Department seeks to contribute widely to the life of the School as a whole. As well as co-ordinating competitions in such areas as debating poetry and creative writing and organising theatre trips, the Department leads the School's annual Literacy Week.

### Wider Links

The Department has a close working relationship with the National Strategies Literacy Team. This has led to involvement in Literacy projects, the last of which was contributing to writing materials pertaining to Year 6 transition to Year 7.

Beyond Redbridge, many of the Department's staff have become active members of the *London Association for the Teaching of English*, and we are proud of our close involvement with this Association. The Department has, too, close links with the London Institute of Education, and each year is pleased to be involved in the training of Beginner Teachers undertaking the PGCE at the Institute.

## **Asylum and Immigration Act 1996 and Immigration (Restriction on Employment) Order 2004**

Under the Asylum and Immigration Act 1996 employers are required by law to see original evidence of proof of entitlement to work before taking on a new employee.

New regulations came into force on 1 May 2004 regarding what documents are required before employment can begin. The relevant documents are listed in the Immigration (Restriction on Employment) Order 2004.

If you are unable to produce one of the documents listed under Part 1\* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(a)**, then you must produce two documents as stated under Part 2\* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(b)**.

If you provide documents listed under Part 2\* then these must consist of one document from 1(a) and one document from 1(b)(i) to (vii) **or** the document described in 2(a) and one document listed in 2(b)(i) to (ii). If the two documents that you produce show different names then you must also produce a document explaining the difference.

Please note that applicants who produce documents listed under Part 1\* of the Schedule or Part 2\* section 2(a) and (b) will still be required to provide proof of their National Insurance number; this is required by the Council's Payroll function for Benefits Agency and Inland Revenue purposes.

Under the Immigration (Restriction on Employment) Order 2004, it is a requirement that the employer must have satisfied himself that each document produced appears to relate to the employee in question. If you choose to post your documents or arrange for someone else to produce these on your behalf, we will have to make further enquiries to confirm your identity.

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## **SCHEDULE**

### **Part 1**

#### **Descriptions of documents for the purposes of article 4(2)(a)**

##### Article 4(2)(a)

1. A United Kingdom passport describing the holder as a British citizen or as a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.
2. A passport containing a certificate of entitlement issued by or on behalf of the Government of the United Kingdom, certifying that the holder has the right of abode in the United Kingdom.
3. A passport or national identity card, issued by a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, which describes the holder as a national of a State which is a party to that Agreement.
4. A United Kingdom residence permit issued to a national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confirms that the holder has rights of entry to or residence in the United Kingdom.
5. A passport or other travel document or a residence document issued by the Home Office which is endorsed to show that the holder has a current right of residence in the United Kingdom as the family member of a named national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, and who is resident in the United Kingdom.
6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, has indefinite leave to enter, or remain in, the United Kingdom or has no time limit on his stay.
7. A passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the employment in question, provided that it does not require the issue of a work permit.
8. A registration card which indicates that the holder is entitled to take employment in the United Kingdom.

## Part 2

### Descriptions of documents for the purposes of article 4(2)(b)

#### Article 4(2)(b)

1. (a) A document issued by a previous employer, Inland Revenue, the Department for Work and Pensions' Jobcentre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the National Insurance number of the person named in the document; and  
  
(b) either:-
  - (i) a birth certificate issued in the United Kingdom, which specifies the names of the holder's parents; or
  - (ii) a birth certificate issued in the Channel Islands, the Isle of Man or Ireland;or
  - (iii) a certificate of registration or naturalisation as a British citizen; or
  - (iv) a letter issued by the Home Office, to the holder, which indicates that the person named in it has been granted indefinite leave to enter or remain in the United Kingdom; or
  - (v) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted indefinite leave to enter or remain in the United Kingdom; or
  - (vi) a letter issued by the Home Office, to the holder, which indicates that the person named in it has subsisting leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom; or
  - (vii) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted limited leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom.
2. (a) A work permit or other approval to take employment issued by Work Permits UK;  
and  
  
(b) either:-
  - (i) a passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the work permit employment in question, or
  - (ii) a letter issued by the Home Office to the holder, confirming the same.