

# Recruitment Pack



## Teacher of English



St. Crispin's School is part of The Circle Trust, company number 11031096  
Registered at St. Crispin's School, Wokingham, Berkshire, RG40 1SS Tel: 0118 978 1144





## Teacher of English

### St Crispin's School

Headteacher:

Ginny Rhodes

NOR 1180, 11-18

Mixed Comprehensive, London Road, Wokingham, Berkshire RG40 1SS

Tel: 0118 978 1144

[www.crispins.co.uk](http://www.crispins.co.uk)

### Teacher of English

**Full or Part-time from September 2020**

**Main payscale**

As a dedicated, ambitious teacher, you want to enjoy coming to work. At St. Crispin's you will be supported, valued and part of a happy, friendly team. We are a high-attaining school with outstanding leadership and student behaviour that is described as exemplary (OFSTED.)

This is a rare opportunity for an enthusiastic English Teacher to join our highly successful, warm and welcoming team who enjoy an excellent reputation both within and beyond the school.

Our ethos of "Excellence for All" encapsulates our commitment to do the very best for both students and staff. If you are looking for a vibrant learning environment with many opportunities to maximise your potential, be motivated and inspired, we would love to hear from you.

Visits to the school are highly recommended!

**To apply:** Via TES QUICK APPLY BUTTON or St Crispin's application form - [www.crispins.co.uk/vacancies](http://www.crispins.co.uk/vacancies).

**Closing date:** 9 am, Monday 9<sup>th</sup> March – Please email your completed application form to Mel Knight, PA to Headteacher, at [knightm@crispins.co.uk](mailto:knightm@crispins.co.uk)

**Interviews:** Thursday 12th March.

**For more information:** Mel Knight on 0118 978 1144 or email: [knightm@crispins.co.uk](mailto:knightm@crispins.co.uk)

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. Appointments are subject to enhanced DBS clearance and satisfactory employment references.





## Job Description

<b>Salary</b>	St Crispin's main point scale (please refer to Pay Policy for detailed scale; this policy can be accessed via the school website).
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### Aim and main purpose of the job:

#### Knowledge

- Demonstrate subject competence and to keep up-to-date his/her knowledge of the National Curriculum for 11-16 year olds in relation to their subject; and where relevant to the post, other examination courses at KS4 and Post 16.
- To attend continuous professional development activities when required to update his/her knowledge of the National Curriculum, syllabus changes and national initiatives which impinge directly on teaching, pastoral or other responsibilities.
- To keep informed about the key priorities identified in the School Improvement Plan, associated department development plans and his/her responsibilities agreed upon within it.

#### Planning, Teaching and Classroom Management

- To teach across a range of abilities and ages commensurate with his/her experience and skills and as agreed in consultation with the Headteacher and Head of Department.
- To plan lessons in accordance with the agreed departmental scheme of work and in line with the departmental teaching and learning policy.
- To plan lessons carefully with specific learning objectives and with special regard to prior attainment data, gender and race, fluency in English, DSEN (including IEPs).
- Use a variety of teaching approaches that identify, build upon and develop pupil learning styles, and the ability to learn independently.
- To set clear targets for pupil improvement and monitor progress towards these.
- To work effectively with Learning Support Assistants to plan lessons and individual support for pupils with specific learning difficulties.
- To set appropriate homework in line with school and departmental policies.
- Establish and maintain good standards of pupil behaviour in the classroom by implementing consistently and fairly the School Behaviour Policy.



## Monitoring, Assessment, Recording and Reporting

- To assess how well learning objectives have been achieved and use this assessment to improve aspects of teaching.
- To develop the expertise to be able to recognise the level at which a pupil is achieving, and make accurate and valid assessments using school and departmental policies and procedures.
- To mark work on a regular basis in line with school and departmental policies and guidelines.
- To make careful records of attendance and pupil progress following carefully the departmental guidelines; mark books and pupil work should be available for scrutiny as required from time to time.
- To liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements according to the school's assessment and reporting schedule.
- To discuss with parents/carers appropriate next steps in learning for their child, and encourage them to support their child's learning.

## Other Professional Responsibilities

- To undertake the role of form tutor, if required to do so, and follow the guidance given by the Head of Year in relation to carrying out this role.
- To undertake supervisory duties before school, at break or after school as required.
- To attend department, year and other school meetings as required.
- To contribute to the work of the department.
- To support colleagues in maintaining the school's behaviour policy.
- To maintain appropriate standards of professional appearance and conduct.
- To raise issues of concern with his/her line manager or with the appropriate member of SLT.
- To maintain the Professional Standards for teachers.
- To follow the school performance management system.
- The post holder is responsible for ensuring that the school safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy.
- To carry out tasks as reasonably required by the Headteacher.

## Details of Line Management

Teachers are line managed by Heads of Department (and Heads of Year in respect to their work as a tutor.)

## Notes:

Whilst every effort has been made to explain the accountabilities of this post, each individual task undertaken may not be identified.

This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, which are commensurate with the salary and job title.





## English Department Information

### Department description and information for candidates:

#### 1. Introduction and welcome by Head of Department including departmental vision

The English Department is an enthusiastic, forward thinking and cohesive team. We are committed to raising standards. Staff enjoy working together and sharing ideas. Support is always readily available. There is many opportunities for personal and professional development within the department.

We are keen to adopt new ideas and pedagogies - for example, we currently use a number of strategies for raising achievement and resources provided by the PiXL group. (Partners in Excellence). We believe that it is important to give the best possible support to students in our care. Examination results are consistently above the national averages at all key stages. We are proud of our achievements to date and believe we have the ability to become an 'outstanding' department.

#### 2. Curriculum overview

Over a two-week timetable the following allocation is given:

Year 7 -	6 periods (= 6 hours)
Year 8 -	6 periods
Year 9 -	6 periods
Year 10 -	8 periods
Year 11 -	7 periods
Year 12 -	8 periods
Year 13 -	8 periods

In Key Stage 3, we have developed schemes of work that link closely to the assessment objectives at KS4. The schemes of work are also designed to fulfil the requirements of the reformed National Curriculum. However, we are constantly revising schemes of work to ensure high levels of student engagement. At key stage 3, students are set on entry using Key Stage 2 data. Sets are reviewed regularly. At Key Stage 4, the department follows the AQA GCSE 8700 specification for English Language and 8702 English Literature. Students are set according to their ability. We have the luxury of a full time Intervention Assistant for those students who need a little extra support. At Key Stage 5, the department follows the reformed AQA B 7717 English Literature and reformed AQA B 7707 English Language and Literature specifications.

To supplement normal classroom teaching, theatre trips, public speaking and visiting drama groups are used.



### 3. Exam performance

#### Key Stage 4 Results

	Lang 9-4	Lang 9-5	Lit 9-4	Lit 9-5
2017	82%	65%	75%	61%
2018	80%	68%	75%	57%
2019	78%	63%	74%	62%

#### Key Stage 5 Results

##### Literature

Year	% A* - D	% A* - C
2017	93.3	78.9
2018	100%	100%
2019	100%	100%

##### Language and Literature (First Year Reformed)

Year	% A* - D	% A* - C
2019	100%	60%

### 4. Resources and rooming

The department currently has a suite of 8 dedicated rooms, Head of Department office, department office, department social area/kitchen and good storage facilities. Access to ICT is available. All rooms have ceiling mounted projectors, ceiling speakers and internet access. Two rooms have interactive whiteboards. Laptops are available for individual student use. We regularly update stock and have a good range of textbooks, class novels, plays, DVDs and other resources.

### 5. Other information

The department works closely with the school library. Students are encouraged to borrow books regularly and take part in additional reading activities.





## About us

St Crispin's is a mixed comprehensive secondary school. We offer students of all abilities and interests the opportunity to be the best they can be. Ofsted describe us as a good school with outstanding leadership and exemplary student behaviour.

We believe in promoting excellence, while providing an atmosphere in which our students can learn, enjoy, grow and show support to others. We have a strong focus on the basics: excellent learning and teaching, a safe disciplined environment and an ethos, which promotes the highest aspirations. Good qualifications are the key to a young person's future success and for this reason, they are our main priority. Nevertheless, developing young people to become well rounded, articulate, confident and happy is of equal importance.

We have a team of committed staff that provides support, challenge and expertise, enabling every student to achieve.

On 1st February 2018, St Crispin's converted to an academy and became part of [www.thecircletrust.co.uk](http://www.thecircletrust.co.uk).

Our trust was created to serve the local area and be geographically committed to surrounding counties. It was borne out of a desire that all children and young people have an excellent well-rounded education and flourish in first-rate schools where the best teaching, the best facilities and the most up-to-date resources are made available to them.



St. Crispin's School is an academy and part of The Circle Trust, a charitable company limited by guarantee registered in England and Wales, company number 11031096, registered at The Circle Trust, London Road, Wokingham, Berkshire, RG40 1SS. Tel: 0118 332 0011 [www.thecircletrust.co.uk](http://www.thecircletrust.co.uk)





## Pastoral System

St Crispin's is a heavily oversubscribed mixed 11-18 secondary comprehensive school, which serves the town of Wokingham. Currently our year groups are made up of 200 students with 7 tutor groups in each and a Head of Year who will stay with them for their 5-year journey. Each year group is also line managed by a member of the Senior Leadership Team.

Our school ethos for many years has been 'Excellence for All' and it is very much at the heart of all that we do, not just a statement without intent. Indeed, with this we strive for 'Excellence from all' to ensure that there is a positive culture within our community to be the best that we can. We work to ensure that the students not only leave with the best possible academic results that they can be proud of but also to ensure that they have key skills for the working world which are individualised to their needs and whatever path they wish to follow. We attempt to showcase as much as possible enrichment that is beyond the classroom and stakeholders speak highly of the opportunities that the school offers. We collapse the curriculum each term for each year group to develop key life skills and virtues such as respect and resilience.

Our commitment to preparing young people for the wider world is reflected in not only our NEET figures but also the increasing number of young people that choose to stay at the school for their post-16 studies as well as the number of external students that join us for the Sixth Form as well as in the main school.

We firmly believe that to ensure young people leave school as well rounded individuals, it is important that staff act as role models. We place a huge emphasis on building strong relationships and rapports with the students and use a restorative model when repair of these is needed.



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## Pastoral System

In late 2014, school 'rules' were replaced with Rights and Responsibilities. Although this is a document in itself, its purpose was to embed a new culture within the school where students recognise that whilst they do have rights such as 'to learn' and 'to be heard'; they also have a responsibility to respect one another as well as the wider community. Staff were fully engaged in the process of establishing these so their voice was heard and they were adapted to ensure that they reflect the views of the majority.

These rights and responsibilities underpin the behaviour procedures which staff are constant in implementing. At their heart, these procedures are restorative based. Where low-level behaviour occurs, students are given the opportunity to correct this, reflecting on how their behaviour affects others. Should behaviours continue, one of the final actions is an SLT call out which once actioned, leads to a student spending 30 minutes after school with the member of SLT who collected. This alone is not a sanction as the time is spent reflecting and for the students to appreciate the impact their continued poor behaviour has had and how this could have been different at various stages through the behaviour procedures. In terms of achievement, they provide a platform in which staff are encouraged to reward students for positive behaviours and showing respect for our community.

In terms of higher-level sanctions, the school has not made a fixed term exclusion since February 2014 as we have established the Reflection Room, a safe place for students to be placed where they would previously have received a FTE. The area is different from an isolation room in that staff cannot send students there and only the Headteacher has the power to put a student in there for a minimum of one day. There is a formal process where students, with parents, meet with Headteacher at the start of the day (before the main body of the school arrive) and the student stays in the room after the end of the school day. During this period, all work from lessons is sent to the room so that students do not miss out on curriculum time and during the afternoon, they work with a trained restorative practitioner to reflect on the incident and how they should act in future should they be in a similar situation. Further to this, the student will apologise to the victim in some form and understand the impact of their actions. This procedure has led to a huge reduction in the number of repeat 'offenders' as they are able to learn from their mistakes and right their wrongs. It develops the focus on respect to and of one another.

To promote positive behaviour, each Friday morning, all tutor groups review a news article for the week, which is sent out by the Sixth Form Senior Prefects. In discussion, students are given the opportunity to explore their own views and listen to others, understanding that although someone may have a different view, it does not mean they are wrong and their view should also be respected.

Throughout the school year, we hold focus weeks, which will cover one of three aspects – not harming others, showing acts of kindness and respecting one another. The week will begin with an assembly to introduce the theme, which is further developed through two lessons. During the Friday registration period, the news article will be related to this theme to allow further explorations.



## Policy Statement

St Crispin's School is an Academy school within The Circle Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual's personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual's personal data is known as "processing".

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

### What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

*Up to and including shortlisting stage:*

- your name and contact details (i.e. address, home and mobile phone numbers, email address);
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
- information regarding your criminal record;
- details of your referees;
- whether you are related to any member of our workforce; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

*Following shortlisting stage, and prior to making a final decision*

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;\*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);\*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;\*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;\*
- medical check to indicate fitness to work;\*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);\*

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- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);\* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (\*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

### **Where do we get information from about during your application process?**

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

### **Why do we use this information?**

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks, which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Academy to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

### **How long will we hold information in relation to your application?**

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail, please see our Retention and Destruction Policy.

If you are unsuccessful, we will hold your personal data only for six months, after which time it is securely deleted.

### **Who will we share information with about your application?**

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.



## **Rights in relation to your personal data**

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Debra Briault. St Crispin's School, London Road, Wokingham. RG40 1SS    [briaultd@crispins.co.uk](mailto:briaultd@crispins.co.uk)

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact

Debra Briault. St Crispin's School, London Road, Wokingham. RG40 1SS    [briaultd@crispins.co.uk](mailto:briaultd@crispins.co.uk)

The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

## **Concerns**

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Protection Officer in the first instance. However, an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

## **Contact**

If you would like to discuss anything in this privacy notice, please contact The Circle Trust Data Protection Officer.

Mr A Hinchliff, c/o St Crispin's School, London Road, Wokingham, Berkshire. RG40 1SF    [andy@thecircletrust.co.uk](mailto:andy@thecircletrust.co.uk)

