



ENGLISH TEACHER JOB DESCRIPTION

Job Title: TEACHER OF ENGLISH

Responsible to: Head of English

Main Purpose: To teach English throughout the Senior School

Safeguarding of Children

Safeguarding the welfare of children is of the highest priority to Sedbergh School. Every employee of the School has a responsibility to:

- Protect children from abuse
- Be aware of the School's safeguarding procedures
- Know how to access and implement the required procedures
- Keep a sufficient record of any significant complaint, conversation or event
- Report any matters of concern to the Designated Safeguarding Lead
- Attend annual in-service training provided by the School

Roles and Responsibilities:

The successful applicant will be expected to teach English from Year 9 to Year 13. The following roles are expected:

- To teach high quality, inspirational lessons that enable and encourage all pupils to fulfil their potential.
- To support pupils by offering extra help to those who need it.
- To ensure pupils receive regular feedback through verbal and written feedback.
- To contribute to the running of the Department, under the leadership of the Head of Department.
- To ensure school policies and procedures are followed.
- Be responsible for writing academic reports to inform parents and pupils of progress.
- To ensure a regular commitment to professional development.
- To act as a role model to pupils, modelling the school values and maintaining those expectations in the classroom.
- To set assessments and prepare pupils for public exams, under the direction of the Head of Department.

- To maintain high standards of behaviour and conduct, awarding and recording merits and academic concerns as appropriate.
- Will work in a collegiate manner, supporting colleagues and pupils.
- Ensure that they maintain up to date knowledge of the latest CPD developments through engagement with the school's teaching and learning group and information, and the completion of CPD as directed by the Head of Department.
- To provide clear structure for lessons. To ensure appropriate pace, differentiation and engagement for all pupils.
- To ensure a safe learning environment for all pupils.
- Evidence positive action to improve the quality of teaching and learning
- Inspire confidence in their pupils, through constructive feedback and support, to raise educational standards and ambition.
- High standards of professional manner, dress and conduct should be always met.
- Professional communication between pupils, parents and colleagues should be upheld.
- Maintain regular communication with tutors, HSMS and the SMT, through the use of the school rewards and sanctions system.

The role offers great opportunities for personal and professional development in a School that aspires to be the market leader in all areas of Boarding School life. A proactive attitude to INSET training is encouraged and supported by the School.

Other Duties:

The successful candidate would be expected to contribute to the pastoral life of the School as a Resident or Non-Resident Tutor in one of the nine Boarding Houses. They would also be responsible for the delivery of PSHE to their tutor group.

There is also a strong expectation that the successful candidate will participate fully in the School's extensive extracurricular activity programme, which embraces all talents. The School has a national reputation for Sports and because of our natural environment, candidates with Outdoor Education experience and qualifications would be very welcome.

In May 2017, the School was graded 'Excellent' in every category of provision by an ISI Inspection; pupils' personal awareness and the provision of extra-curricular opportunities were identified as a particular strength.

The English Department

The Department comprises some of the most experienced teachers in the school, including the Teaching and Learning Co-Ordinator, House Staff, and the Director of Adventure Activities, and is at the very heart of everything the school does.

The Head of Department, Dr Gareth Downes, is an expert on twentieth-century literature and modernism. He has published essays, articles and book chapters on James Joyce and David Jones in a number of scholarly journals and collections and in recent years has delivered research papers on Dylan Thomas and James Joyce at international academic conferences.

The appointed candidate would expect to teach in all Year groups and all ability levels within those Year groups. All year groups are set by ability. At present, GCSE sets are taught for Years 10 and 11 by the same Teacher and Sixth Form sets are usually shared between two Teachers.

The Curriculum

In Year 9 all pupils follow a foundation course in English and participate in a Reading Programme. The objectives of this foundation syllabus are: (a) to introduce pupils to the range of speaking, listening, reading, writing and close textual analysis skills that they will need to succeed at GCSE English Language and English Literature; (b) to introduce students to key ideas and concepts in literary culture from the medieval to the modern period through the study of a series of thematically linked 'gateway' texts; and (c) to raise levels of wider, independent reading and develop creative writing skills.

In Years 10 and 11, since September 2015, we have followed the new Edexcel 9-1 GCSE courses in English Language and English Literature. The skills developed during the course logically follow those already acquired in Year 9 and provide a good preparation for those wishing to pursue the study of Literature into the Sixth Form and beyond.

The virtues and rigour of A Level English Literature are well known. Although set sizes vary from year to year, a relatively large number of pupils take A Level English Literature. Having taught the CIE A Level course in English Literature for many years, the Department began teaching the new OCR two-year linear A Level course in English Literature in September 2017. The text choices are traditional and offer a good balance of Pre and Post 1900 texts.

The pass rate at GCSE is high with typically 94-100% of pupils achieving grades 9-4. In 2023 47% of pupils attained grades 9-6 in English Language, while 73% of pupils achieved grades 9-6 in English Literature. A Level pass rates have been 100% for most years, and last year 83% attained A*-B grades at A Level. Every year a number of pupils choose to go on to read English at Russell Group Universities.

The Department endeavours to create a culture within the School that encourages reading and the enjoyment of literature, both at an academic and an extra-curricular level, supporting initiatives such as the Brantwood Literary Society, House Reading Groups, School Book Club and Shared Year Group Reading (the Sedbergh School Battlefields Trip Anthology of War Poetry is read before the Year 10 Battlefields Trip, for example). Wherever possible, pupils are taken to see theatrical productions and screening of the texts that they are studying. In recent years, theatre trips have included going to see *An Inspector Calls* at the Theatre Royal in York, *Measure for Measure* at the Lowry Theatre in Manchester, and *As You Like It* at the RSC in Stratford-upon-Avon. The Department is also passionate about introducing pupils to their literary heritage in the North of England. For example, pupils have been taken on curriculum enhancement trips to the various Lakeland places that inspired William Wordsworth and Samuel Taylor Coleridge; to John Ruskin's house, Brantwood, on Lake Coniston; and to the grave of the modernist poet, Basil Bunting, who is buried in the Quaker churchyard in Brigflatts, across the fields from Sedbergh. We hope very much that, upon leaving Sedbergh, the experience of studying English will have helped all pupils mature and develop into enlightened citizens of the world.

The School operates a two-week timetable with lessons lasting for 55 minutes in the morning and 50 in the afternoon. There are three lessons on a Saturday morning.

Health and Safety + Safeguarding:

All staff should be aware of the school's health and safety policy and implement it as appropriate.

All staff employed by Sedbergh School are expected to take responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible or with whom they come into contact.

These roles and responsibilities provide a framework for the role and should not be regarded as a definitive list. Other reasonable duties may be required consistent with the level of this post.

Sedbergh School is committed to safeguarding & protecting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

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