



TEACHER OF ENGLISH MATERNITY COVER APPLICATION PACK



Anthony Gell
— School —

Care Aspire Achieve

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Introduction from the Headteacher

Thank you for your interest in this post at Anthony Gell School. We are seeking to appoint a Teacher of English to join our excellent school for a one year maternity cover contract. Please find included in the application pack, some information about the school, a job description and a person specification. I hope the information contained within this pack will help you to discover more about what makes AGS and this community a special place to work and learn, and enable you to gain more of an insight into the post being advertised.

Anthony Gell School is committed to the safety and welfare of all its students. The person appointed must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.

We work hard to create an environment in which every young person is provided with a range of opportunities whilst being cared for and supported. We are proud to have a truly comprehensive intake, and our fully inclusive approach guides all that we do.

We invest time in getting to know every young person and try to adapt our approach to meet their needs. We care about what we do, we encourage everyone to be aspirational and we recognise and celebrate each other's achievements.

We believe it important to give everyone the chance to develop the skills and knowledge necessary to become self-motivated, independent and confident learners; with the social awareness to make a difference and to care about ourselves, others and the environment.

If you would like any further information before you apply, please contact Jamie Flint (Director of Teaching and Learning for the Communicate Faculty) via his email address jflint@anthonygell.co.uk

Thank you for showing an interest in this role and becoming part of a fabulous team of staff at AGS. If you think this sounds like a school you would love to work in, we look forward to receiving your application. The closing date for applications is on **Sunday 12th April 2026** and we plan to conduct interviews for this post during the week commencing 20th April 2026.

Yours sincerely

Malcolm Kelly
Headteacher



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Background Information on Anthony Gell School

Anthony Gell School is a very successful, fully inclusive, Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town.

Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school is a very popular choice for families. There is usually a waiting list for admission into most year groups.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment and the wider community.

In 2023, AGS formally joined the other schools within the Embark Federation. Embark is a Multi-Academy Trust (MAT), of Derbyshire schools. The Trust's core beliefs of Family, Integrity, Teamwork and Success closely match those of Anthony Gell School. Our membership of Embark has helped our school to continue to grow and develop via outstanding partnerships and collaboration. Our staff benefit from networking with other colleagues from across our Trust. These opportunities help us to work together, support each other and develop professionally in an environment conducive to promoting good mental wellbeing.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school. If you would like to arrange a visit, please do not hesitate to contact the Headteacher's PA, Fran Calladine, by email: fcalladine@anthonygell.co.uk.

More information about our school can be found by visiting www.anthonygell.co.uk



The Role of Teacher of English

English at Anthony Gell School is characterised by a positive, friendly atmosphere. We are a successful team of experienced English specialists who are creative, collaborative, forward thinking and supportive of each other. We share resources and teach very similar curriculum units to better ensure entitlement for students, continuity and progression. Consequently, a new member of the team would be well supported and encouraged to contribute new ideas. We also have a good reputation in the school because not only do we achieve good examination results – we are also willing to share our endless supply of chocolate biscuits.

As a guiding principle, our teachers teach in every Key Stage. We have a commitment to teaching 'mixed ability' groups in Year 7 and 8 but we prefer to have a broad setting system in Year 9 and Key Stage 4. We have very good relationships with students, parents and governors. A link governor makes regular visits; as a result of this, we feel well supported by the governors and confident they are well informed about our work.

Our aim is to enable students to gain competence and confidence in and enjoyment from as wide a range of communication as possible, both as practitioners and critics. We aim to develop expertise in speaking and listening, reading and writing. We give the opportunity to generate and analyse a variety of texts in a variety of media and explore the issues, ideas and values expressed in such texts, both literary and non-literary. We believe that our teaching is not only a preparation for examinations and qualifications - but also a preparation for life.

Our Development Plan is devised collaboratively in the light of whole school priorities so all teachers feel they have invested in its development. We are self-reflective practitioners who are well supported to better ensure a high standard of teaching and learning. We tend to sit together during breaks and lunchtimes using our staff room, and this also provides a forum for teachers to discuss what they are doing in the classroom and to share what has gone well and what needs rethinking.

All English teachers have been involved in working together to write and revise our schemes of work. We have a common curriculum at Key Stage 3, which meets National Curriculum Framework objectives. We have devised our own course structure - a series of curriculum grids for Years 7, 8 and 9. They contain core units of work that are covered in a considered sequence and build on each other. These units are based on texts, themes or styles and they create the opportunity for English students to both develop key skills and experience different things. Each unit has a 'controlled' assessment piece for reading and writing so the students can demonstrate their independent achievements and we can monitor their progress.

At GCSE, all students study language and literature and sit both exams. Currently, we follow the AQA syllabus. The department also teaches Media Studies GCSE, which is a popular option subject at AGS following the Eduqas syllabus – there is an opportunity to teach in this area if the successful candidate is interested. At Key Stage 3, the department also teach Drama, following schemes of work that cover everything from using a script to *The Crucible* to puppetry.



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English Literature and Media Studies also form part of the school's post-16 curriculum. We teach AQA A level specifications for both English Literature (Specification B) and Media Studies. All teachers of English contribute to and benefit from Sixth Form teaching.

The English Area and Resources

We have a suite of six dedicated, well-equipped teaching rooms with two shared offices/staff work spaces. As a school we have embraced Microsoft 365 (often referred to as Office 365). As a result, we use all of the benefits of a wireless environment, with all teachers and teaching assistants being given a school laptop. All classrooms have a large UHD (4K) television screen and a whiteboard. Our classrooms are mostly open to students at break and lunchtimes. Some students come to get help with work, to do homework or just to sit and chat. This is a rather informal arrangement but it works and is one of the benefits of working in a smaller secondary school.

We seek to demonstrate the approach to literacy that all school staff endeavour to promote: high levels of reading comprehension and inference, with support for those who are perhaps not the strongest of readers, as well as a focus on punctuation, grammar and vocabulary. Our aim is to ensure that students leave AGS able to communicate effectively and understand the world around them.

Visitors are usually impressed with our resources. We invest in new texts for all Key Stages. In addition, we have the usual 'back catalogue' of classic texts and access to extensive online resources. At Key Stage 3, we identify fiction texts for each year group to avoid repetition and successfully operate the TES Literacy Online scheme and also Lexonic in Year 7 and 8. In addition we have a very successful peer reading scheme with sixth formers buddying up with Year 7 students every week, to help the younger students learn from these fabulous role models.

Hopefully this gives a flavour of the philosophy and atmosphere of our successful English team. We do genuinely welcome visitors - so if you would like to find out more, do arrange to come and have a look.

The Communicate Faculty

The Communicate Faculty includes the subject areas of English, Media, Drama, French and German for which there are seven full-time and three part-time teachers. In addition to the Director of Teaching and Learning there are two Assistant Directors of Teaching and Learning each with a management responsibility within the Faculty.



Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	Teacher of English – Maternity Cover Post (from September 2026)
Reporting to	Director of Teaching and Learning - Communications Faculty
Post	The post holder will be expected to teach across the full age and ability range.
Role	To play an important part in the school's drive to achieve our goals; primarily focusing on facilitating high quality teaching and learning alongside the provision of outstanding care and support to allow all of our students the chance to achieve high levels of personal fulfilment.
Main duties and responsibilities	<p>Set high expectations which inspire, motivate and challenge students</p> <ul style="list-style-type: none">• Establish a safe and stimulating environment for students, rooted in mutual respect.• Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.• Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. <p>Promote good progress and outcomes</p> <ul style="list-style-type: none">• Be accountable for students' attainment, progress and outcomes.• Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.• Guide students to reflect on the progress they have made and on the next steps in their learning.• Encourage students to take a responsible and conscientious attitude to their own work and study. <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none">• Have a secure knowledge of English for all Key Stages.• Demonstrate a critical understanding of developments in English at all Key Stages.• Have an interest in and be able to include drama as part of the wider English curriculum• Demonstrate an understanding of and take responsibility for promoting high standards of literacy. <p>Plan and teach well-structured lessons</p> <ul style="list-style-type: none">• Impart knowledge and develop understanding through effective use of lesson time.• Promote a love of learning



	<ul style="list-style-type: none">• Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding.• Reflect systematically on the effectiveness of lessons and approaches to teaching.• Contribute to the design and provision of an engaging curriculum within the English department and wider Communications Faculty. <p>Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none">• Know when and how to adapt appropriately, using approaches which enable students to be taught effectively.• Have a secure understanding of how a range of factors can inhibit a student's ability to learn, and how best to overcome these.• Be able to use and evaluate distinctive teaching approaches to engage and support all learners. <p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none">• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.• Make use of formative and summative assessment to secure students' progress.• Use relevant data to monitor progress, set targets, and plan subsequent lessons.• Give students regular feedback, both orally and through accurate marking, and encourage students to respond to feedback. <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none">• Have clear rules and routines for behaviour in classrooms/learning areas, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.• Have high expectations of behaviour, and establish consistency in the use of a range of strategies, using praise, sanctions and rewards effectively. <p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none">• Make a positive contribution to the wider life and ethos of the school.• Develop effective professional relationships with colleagues.• Deploy support staff effectively.• Engage in appropriate professional development• Communicate effectively with parents with regards to students' achievements and well-being.
Form Tutor	<p>Pastoral Welfare</p> <ul style="list-style-type: none">• To offer guidance and support to tutees over routine problems they may encounter• Deliver aspects of spiritual, moral, social and cultural education• To deal with minor disciplinary matters referred to the Form Tutor• To accurately record attendance of students



All employees have the responsibility to:

- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the School's Performance Management (Appraisal) process and participate in individual and departmental opportunities for professional development
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the school at events as appropriate
- To support and promote the school ethos
- Ensure any documentation produced is to a high standard and is in line with the brand style
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher

Remuneration	As appropriate
Signed	Post Holder Print Name
Date	
Signed	Headteacher
Date	



Person Specification for TEACHER OF ENGLISH

<p>Education and Qualifications</p>	<p>Essential</p> <ul style="list-style-type: none"> • Qualified teacher status and/or degree level qualification • Recent participation in a range of relevant in-service training • Ability to teach English to GCSE <p>Desirable</p> <ul style="list-style-type: none"> • Ability to teach English to A level 	<p>Assessed by (if appropriate)</p> <p>A, I, T, R</p>
<p>Experience</p>	<p>Essential</p> <ul style="list-style-type: none"> • Appropriate training and experience within an educational setting. <p>Desirable</p> <ul style="list-style-type: none"> • Facilitation of enrichment activities 	<p>A, I, T, R</p>
<p>Special Aptitudes</p>	<p>Essential</p> <ul style="list-style-type: none"> • Committed to inclusive education • Highly skilled teacher who is able to facilitate excellent student progress • Good understanding of Child Protection procedures • Good understanding of Equal Opportunities issues • Good understanding of SEND and inclusion issues • Able to analyse and interpret data and use school data management systems • Able to liaise effectively with parents/carers • Able to support and implement effective behaviour for learning strategies • Able to meet deadlines and work under pressure • Demonstrates a positive attitude and outwardly optimistic • Demonstrates a professional approach at all times and has a 'can do' attitude • Drive, energy and the capacity for hard work 	<p>A, I, T, R</p>
<p>Interpersonal Skills</p>	<p>Essential</p> <ul style="list-style-type: none"> • Sets professional standards and displays a sense of integrity in all that is done and shows commitment towards continuing professional development • Excellent attendance and punctuality • Able to inspire children and young people • Team worker • Excellent communication skills • An ability to inspire others • Is self-motivated and a creative thinker • Reflective and resilient practitioner • Has integrity and resilience • Is reliable, has a positive attitude and a good sense of humour • Effective time management 	<p>A, I, T, R</p>

These provide an indication of what may be included in the appointment process. Appointments may be made without all of these being included.

A = Application
I = Interview
T = Teaching
R = Reference