



JOB OPPORTUNITY

Teacher of English

Queen Elizabeth's Grammar School, Ashbourne

Maternity Cover

0.6FTE

MPS/UPS

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes.

About the Role

Our English department is a vibrant, collaborative and high-performing team committed to developing the whole child. We are passionate about nurturing confident, articulate students through a rich and engaging curriculum that balances core reading and writing skills with opportunities to build cultural capital and a lifelong love of literature.

We pride ourselves on our strong relationships with students, creating classrooms where pupils feel supported, challenged and inspired to succeed. Our team works closely together, sharing expertise and ideas to ensure consistently high-quality teaching and learning across Key Stages 3–5.

We are dedicated to fostering independence, creativity and critical thinking, whilst maintaining high expectations for academic achievement and behaviour. Enrichment opportunities, wider reading and exposure to diverse texts sit at the heart of our curriculum, ensuring students are well-prepared for both examinations and life beyond school.

The successful candidate will play a full role in this dynamic team, teaching English across Key Stages 3 and 4, contributing to the ongoing development of the curriculum, and working collaboratively with colleagues to maintain our high standards. They will be expected to support and contribute to a range of enrichment opportunities, as well as building positive relationships that support students both academically and pastorally.

Who We're Looking For

Tapestry Learning Partnership are seeking to appoint an enthusiastic teacher of English – to join our hardworking and high-achieving team at Queen Elizabeth's Grammar School.

Experience in teaching Key Stages 3–4. You will have a commitment to the education of young people both within a subject area and in their pastoral care as a tutor. The ethos and values of Queen Elizabeth's Grammar School are important to the staff, students, and local community; the successful candidate will promote and adhere to these values. Most importantly, the successful candidate will enjoy teaching young people and be a visible member of the teaching staff. Applications from both experienced and newly qualified staff are welcome.

About Queen Elizabeth's Grammar School

Queen Elizabeth's Grammar School is a highly regarded school set in the heart of Derbyshire. With a strong academic tradition and a clear focus on personal development, QEGS provides an inspiring and supportive environment in which pupils are encouraged to achieve their full potential.

The school's academic ambition goes hand in hand with a strong focus on care, character, and opportunity. With a supportive ethos and a track record of excellent results, it provides a stimulating learning environment that nurtures curiosity, resilience, and confidence. Students benefit from high-quality teaching, a wide range of enrichment activities, and a warm, inclusive community that values every individual.

Why us?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this, please call Sarah Smit on: 01335 343685.

Further details about our school can be found on our website:

<https://www.queenelizabeths.derbyshire.sch.uk>

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

Closing date for applications: Friday 3rd July 2026 @ 9am

Interview date: 9th July 2026

Potential Start date: September 2026

JOB DESCRIPTION

Post Title:	Teacher of English
Reporting to:	Curriculum Lead for English
Grade:	MPS/UPS
Disclosure Level:	Child Workforce - Enhanced, Children's Barred List

Key Duties and Responsibilities

A teacher must:

Set high expectations which inspire, motivate and challenge students:

- 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.

Promote good progress and outcomes by students:

- 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 their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge across the subject and curriculum area, foster and maintain students' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

Plan and teach well - structured lessons:

- impart knowledge and 'develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students:

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;

- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- 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 the feedback;
- monitor and support the overall progress and development of students as a form tutor.

Manage behaviour effectively to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, 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 a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues;
- communicate effectively with parents in regard to students' achievements and well-being;
- follow the school's Quality Assurance procedures;
- maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;
- complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;
- take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events;
- deliver form tutor challenges/activities during form times;
- carry out duties as shown on the staff duty rota;
- comply with the school's health and safety policy and undertake risk assessments as appropriate.

Personal and professional conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Please note:

- Employees will be expected to comply with any reasonable request from their Line Manager to undertake work of a similar level that is not specified in this job description

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification



Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
GCSE English and Maths A - C or equivalent	✓		Application form, certificates
Honours Degree	✓		Application form, certificates
PGCE (or equivalent)	✓		Application form, certificates
QTS/QTLS		✓	
Knowledge and experience			
Mainstream teaching 11-16	✓		Application form, interview, references
Teaching across the ability range	✓		Application form, interview, references
Teaching examination classes	✓		Application form, interview, references
Pastoral/form tutor role		✓	Application form, interview
Proven ability to raise standards		✓	Application form, interview, references
Contributions to departmental/whole-school improvement initiatives		✓	Application form, interview, references
Building positive relationships with students	✓		Application form, interview, references
Effective behaviour management strategies	✓		Application form, interview, references
Secure subject and curriculum knowledge	✓		Application form, interview, references
Strategies to reduce cognitive load	✓		Application form, interview
Strategies to promote long term memorisation and recall	✓		Application form, interview
Planning for students across the ability range, and for those with SEND/EAL	✓		Application form, interview

Using formative assessment to improve learning	✓		Application form, interview
Providing feedback to facilitate progress	✓		Application form, interview
New Key Stage 4 specifications		✓	Application form, interview
Current issues and recent developments in the curriculum area		✓	Application form, interview
Personal skills and qualities			
Committed	✓		Application form, interview, references
Communication (oral & written)	✓		Application form, interview, references
Creativity & Problem Solving	✓		Application form, interview, references
Enthusiastic	✓		Application form, interview, references
Excellent role model for staff and students	✓		Application form, interview, references
Flexible and adaptable	✓		Application form, interview, references
Good Interpersonal Skills	✓		Application form, interview, references
Negotiating	✓		Application form, interview, references
Organisation & Planning	✓		Application form, interview, references
Reflective	✓		Application form, interview, references
Resilient and calm under pressure	✓		Application form, interview, references
Self-motivated with the ability to multi-task	✓		Application form, interview, references