



Oak Wood School
Teacher of English
Information 2026



Thank you for taking the time to look at this job opportunity at Oak Wood School.

The English Department sits at the heart of the school and benefits from excellent accommodation and resources.

All students study English at Key stage 3 and GCSE English Language and English Literature at Key Stage 4. The subject is also popular in the Sixth Form, where A Level English Literature is currently offered. A high uptake alongside extra-curricular opportunities and a fully differentiated curriculum makes the department an exciting place to work.

If you are an ECT you will benefit from a comprehensive induction programme not only within the school but also within the department. The school and the department are a fantastic place to develop your teaching skills.

Relationships across the school between parents, students and staff are warm and positive which makes Oak Wood School an environment that is a pleasure to work in and develop your career at.

We have a caring, respectful and supportive core ethos 'We Dream, We Learn, We Grow' that propels us to constantly advocate that students at Oak Wood School are not limited in their choices. 'We Dream, We Learn, We Grow' also underpins how we develop our staff with our extensive professional development and well-being programmes.

In joining our community, you will be part of an organisation that will support you in your career goals and help you to develop as an individual.

I look forward to receiving your application.

Daniel Cowling
Headteacher



Job Description

Teacher of English

Purpose:	To effectively teach the subject throughout the school, specific responsibilities dependent upon ability and experience
Reporting to:	Head of English
Liaising with:	Headteacher/Senior Leadership Team, Teaching & Support staff, students, parents, external partners
Salary/Grade:	Unqualified if appropriate, Main Pay Scale, or dependent on experience Upper Pay Range. From September 2026
KEY AREAS OF RESPONSIBLITY/SCOPE	
Teaching and Learning	<ul style="list-style-type: none"> To plan and deliver effective lessons To participate in the development of new teaching and learning strategies To contribute to the development and organisation of resources To keep accurate records of student assessment and progression as part of our student tracking process To attend meetings of the department or those relating to a particular course To take part in other activities commensurate with the post To keep accurate records of attendance To be a form tutor and undertake pastoral duties
All staff	<ul style="list-style-type: none"> To take part in the school's staff development programme & attend relevant training To attend meetings as required Support the aims, policies & ethos of the school Set a good example in terms of dress, punctuality and attendance To play a full part in the life of the school community To comply with the school's Health and Safety Policy Comply with school's safeguarding procedures
Other Duties	
<ul style="list-style-type: none"> To play a full part in the life of the school community, to support its mission and ethos To be courteous to colleagues and be welcoming to visitors To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate To undertake any professional duties, reasonably delegated by the Headteacher To undertake any other specific duties as specified in the School Teachers Pay and Conditions Document not mentioned in the above <p>Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description. The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition. This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.</p>	



Person Specification Teacher of English

It is essential that your application includes evidence of your experience against the requirements of the person specification and the interview process will be designed with a view to assessing this evidence.

Qualifications <ul style="list-style-type: none">• Degree and teaching qualifications (QTS)• Good use of ICT for both administrative reasons and to support learning• Ability to use data to track student achievement and to identify interventions needed
Experience <ul style="list-style-type: none">• Experience of working in an urban school• Experience of teaching all abilities and learners with different needs in a multi-ethnic school• Experience of teaching students with SEND or EAL• Experience of leading enrichment activities in subject area
Professional Knowledge and Understanding <ul style="list-style-type: none">• An enthusiasm for the teaching of subject and the contribution of that subject to a broad and balanced curriculum• An understanding of how pupils learn and progress in their knowledge, understanding and skills in the subject area• The ability to deliver lessons which provide both access and challenge for all students• Systematic in the planning of schemes of work and lessons• Can plan lessons that engage and motivate pupils including planning for learning outside the classroom• Professional commitment to pupil progress• Willingness to act as a form tutor
Reliability <ul style="list-style-type: none">• Good attendance and reliability• Professional dress• Good timekeeping
Quality of relationships <ul style="list-style-type: none">• An ability to work collaboratively with members of a team• Excellent teacher pupil relationships• Ability to display fairness and respect for pupils and colleagues• Excellent class management with an understanding of how to build a classroom climate in which students feel safe to take risks and learn
Personal Characteristics <ul style="list-style-type: none">• Capacity to work very hard under pressure• Approachable• Committed• Empathetic• Enthusiastic• Organised• Patient• Resourceful• Resilient• Determined• Sense of humour



English Curriculum Intent

Our curriculum recognises that our pupils often come to us without the ambition or knowledge of a wider world we want them to have, including a love of reading. Our knowledge-led approach immerses them into the richness of human life, introducing them to texts that will broaden their experiences, empathy and ability to interact with that world. We want them to leave us with a better grasp of a shared world.

We recognise that skills have to be taught and that these skills will determine if pupils gain employment and thrive within it. Our curriculum is designed to ensure pupils can flourish in any career or further education path they choose to enter as they have the speaking, listening, reading and writing skills that will empower them. They will never be daunted by filling in a form or writing an application. All the skills of language are essential to participating fully as a member of society

We want our curriculum to introduce a life-long love of reading so pupils choose to visit book shops in the future and continue to educate themselves throughout their lives. We want them to carry on growing and deepening their world long past school, through reading.

English is aligned to the whole school curriculum principles of:

- High aspirations of all pupils so all make progress
- Actively supporting the ongoing development of reading, writing and numeracy
- Supporting and stretching all pupils on their learning journey
- Ensuring pupils are able to apply knowledge, understanding and skills successfully.

The English curriculum will give our pupils the opportunity to:

- To develop their cultural capital and knowledge of the wider world through engagement and exploration of literature
- To improve their skilled use of speaking, listening, writing and reading
- To become fluent, critical and enthusiastic readers, for both pleasure and information
- Acquire a wide vocabulary, an understanding of correct grammar and linguistic conventions
- Write texts for a range of different forms, audiences and purposes
- Become a confident speaker in the fields of presenting, discussion, debating and questioning.



English

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Oliver Twist</p> <p>Exploring life in Victorian London and Victorian crime.</p> <p>Identifying and examining themes, plot, the form of a novel, characters.</p> <p>Understanding the relationship between the text and the reader.</p> <p>Through the set text, GCSE Language Paper 1, Questions 1-4 skills will be incorporated.</p>	<p>Oliver Twist</p> <p>Exploring life in Victorian London and Victorian crime.</p> <p>Identifying and examining themes, plot, the form of a novel, characters.</p> <p>Understanding the relationship between the text and the reader.</p> <p>Through the set text, GCSE Language Paper 1, Questions 5 skills will be incorporated.</p>	<p>A Midsummer Night's Dream</p> <p>Exploring Life in Elizabethan England.</p> <p>Understanding life in ancient Athens.</p> <p>Examining Shakespeare's life; the four lovers; the love potion.</p> <p>Exploring Elizabethan family relationships; the</p>	<p>A Midsummer Night's Dream</p> <p>Exploring Life in Elizabethan England.</p> <p>Understanding life in ancient Athens.</p> <p>Examining Shakespeare's life; the four lovers; the love potion.</p> <p>Exploring Elizabethan family relationships; the form of a play.</p>	<p>Poetry Anthology</p> <p>Analysing structure and use of metaphor and poetic forms.</p> <p>Exploring poems by, William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg.</p> <p>Writing Mastery 2</p> <p>Writing in complete and full sentences; sentence structures;</p>	<p>Ancient Tales</p> <p>Exploring Ancient Tales and the tradition of the oral story.</p> <p>Understanding morals of stories in the following tales: 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'.</p> <p>Writing Mastery 2</p>

	<p>Writing Mastery 2</p> <p>Writing in complete and full sentences; sentence structures; paragraphing; structuring a story.</p>	<p>Writing Mastery 2</p> <p>Writing in complete and full sentences; sentence structures; paragraphing; structuring a story.</p>	<p>form of a play.</p> <p>Through the set text, GCSE Language Paper 2, Questions 1-4 skills will be incorporated.</p> <p>Writing Mastery 2</p> <p>Writing in complete and full sentences; sentence structures; paragraphing; structuring a story.</p>	<p>Through the set text GCSE Language Paper 2, Questions 5 skills will be incorporated.</p> <p>Writing Mastery 2</p> <p>Writing in complete and full sentences; sentence structures; paragraphing; structuring a story.</p>	<p>paragraphing; structuring a story.</p>	<p>Writing in complete and full sentences; sentence structures; paragraphing.</p>
Year 8	<p>Sherlock Holmes</p> <p>Exploring scientific developments in the Victorian era.</p> <p>Understanding class and society in</p>	<p>Sherlock Holmes</p> <p>Exploring scientific developments in the Victorian era.</p> <p>Understanding class and society in</p>	<p>Romeo and Juliet</p> <p>Understanding the Elizabethan age of exploration and the Italian city-state.</p>	<p>Romeo and Juliet</p> <p>Understanding the Elizabethan age of exploration and the Italian city-state.</p>	<p>Animal Farm</p> <p>Exploring allegory, Orwell's life and times, and the Russian Revolution.</p>	<p>Animal Farm</p> <p>Exploring allegory, Orwell's life and times, and the Russian Revolution</p>

	<p>Victorian England.</p> <p>Analysing the detective genre; duality; periodicals.</p> <p>Identifying and examining themes, plot and understanding the relationship between the text and the reader.</p> <p>Through the set text, GCSE Language Paper 1, Questions 1-4 skills will be incorporated.</p> <p>Writing Mastery 3</p> <p>Grammar including:</p> <p>Clauses, subordinate clauses, apostrophes,</p>	<p>Victorian England.</p> <p>Analysing the detective genre; duality; periodicals.</p> <p>Identifying and examining themes, plot and understanding the relationship between the text and the reader.</p> <p>Through the set text, GCSE Language Paper 1, Questions 5 skills will be incorporated.</p> <p>Writing Mastery 3</p> <p>Grammar including:</p> <p>clauses; subordinate clauses, apostrophes</p>	<p>Exploring themes:</p> <p>Love, violence, death, conflict and destiny.</p> <p>Analysing the form of a tragedy: subplots; soliloquy and monologue and understanding the relationship between the text and the reader.</p> <p>Through the set text, GCSE Language Paper 2, Questions 1-4 skills will be incorporated.</p> <p>Descriptive Writing</p> <p>- Making a description emotive, how to use imagery,</p>	<p>Exploring themes:</p> <p>Love, violence, death, conflict and destiny.</p> <p>Analysing the form of a tragedy: subplots; soliloquy and monologue and understanding the relationship between the text and the reader.</p> <p>Through the set text, GCSE Language Paper 2, Questions 5 skills will be incorporated.</p> <p>Descriptive Writing</p> <p>- Making a description emotive, how to use imagery,</p>	<p>Identifying and analysing recurring imagery, irony, and corruption in the novella.</p> <p>Understanding the relationship between the text and the reader.</p> <p>Rhetoric Scheme</p> <p>Exploring the history, form, language and performative elements or rhetoric to develop and enhance oracy and writing skills</p>	<p>Identifying and analysing recurring imagery, irony, and corruption in the novella</p> <p>Understanding the relationship between the text and the reader</p> <p>Rhetoric Scheme</p> <p>Exploring the history, form, language and performative elements or rhetoric to develop and enhance oracy and writing skills</p>
--	--	---	--	--	---	---

	possessive pronouns	possessive pronouns	sequencing a piece of descriptive writing, planning and editing	sequencing a piece of descriptive writing, planning and editing		
Year 9	<p>Jane Eyre</p> <p>Understanding Victorian attitudes to children and childhood.</p> <p>Exploring the effects of rural isolation, Christianity/religion, Victorian sickness.</p> <p>Identifying and examining themes, plot, understanding the relationship between the text and</p>	<p>Jane Eyre</p> <p>Understanding Victorian attitudes to children and childhood.</p> <p>Exploring the effects of rural isolation, Christianity/religion, Victorian sickness.</p> <p>Identifying and examining themes, plot, understanding the relationship between the text and</p>	<p>Poetry</p> <p>Analysing the use of extended metaphors.</p> <p>Identifying the way poets compare a theme in two poems, structuring a comparison essay, learning how to use an academic tone.</p> <p>Covering a range of poems from the</p>	<p>Poetry</p> <p>Analysing the use of extended metaphors.</p> <p>Identifying the way poets compare a theme in two poems, structuring a comparison essay, learning how to use an academic tone.</p> <p>Covering a range of poems from the 'Power and</p>	<p>Descriptive Writing</p> <p>Explore how to make a description emotive, using imagery, language techniques, and structural devices.</p> <p>Understand how to sequence a piece of descriptive writing.</p> <p>Writing Mastery 4</p> <p>Grammar, sentence cohesion and experimentation and ambitious</p>	<p>Shakespeare and Tragedy</p> <p>Understand the tragic conventions, themes and contextual links to Shakespeare's work</p> <p>Speaking and Listening</p>

	<p>the reader.</p> <p>Through the set text, GCSE Language Paper 1, Questions 1-4 skills will be incorporated.</p> <p>Writing Mastery 4</p> <p>Grammar, sentence cohesion and experimentation and ambitious punctuation</p>	<p>the reader</p> <p>Through the set text, GCSE Language Paper 1, Questions 5 skills will be incorporated.</p> <p>Writing Mastery 4</p> <p>Grammar, sentence cohesion and experimentation and ambitious punctuation</p>	<p>'Power and Conflict' GCSE anthology.</p> <p>Through the set text, GCSE Language Paper 2, Questions 1-4 skills will be incorporated.</p> <p>Writing Mastery 4</p> <p>Grammar, sentence cohesion and experimentation and ambitious punctuation</p>	<p>'Conflict' GCSE anthology.</p> <p>Through the set text, GCSE Language Paper 2, Questions 5 skills will be incorporated.</p> <p>Writing Mastery 4</p> <p>Grammar, sentence cohesion and experimentation and ambitious punctuation</p>	<p>punctuation</p>	
--	---	--	--	--	--------------------	--

<p>Year 10</p>	<p>GCSE AQA Literature Paper 1 Section B: A Christmas Carol</p> <p>Examining gothic conventions, life in Victorian London.</p> <p>Analysing characterisation, plot and themes.</p> <p>Relationship between the text and the reader.</p> <p>GCSE AQA Language Paper 1 Section A</p> <p>Exploring prose in order to analyse language and structure.</p> <p>Evaluate the effectiveness of the writer's methods and</p>	<p>GCSE AQA Literature Paper 1 Section B: A Christmas Carol</p> <p>Examining gothic conventions and life in Victorian London.</p> <p>Analysing characterisation, plot and themes.</p> <p>Understanding the relationship between the text and the reader.</p> <p>GCSE AQA Language Paper 1 Section A</p> <p>Exploring prose in order to analyse language and structure.</p> <p>Evaluate the effectiveness of the</p>	<p>GCSE AQA Literature Paper 1 Section A Macbeth</p> <p>Exploring conventions of tragedy, themes, character archetypes.</p> <p>Understanding Shakespeare's purpose.</p> <p>Investigating the reaction from a variety of audiences.</p> <p>GCSE AQA Language Paper 1 Section B</p> <p>Examining fiction in</p>	<p>GCSE AQA Literature Paper 1 Section A Macbeth</p> <p>Exploring conventions of tragedy, themes, character archetypes.</p> <p>Understanding Shakespeare's purpose.</p> <p>Investigating the reaction from a variety of audiences.</p> <p>GCSE AQA Language Paper 1 Section B</p> <p>Examining fiction in order to replicate and</p>	<p>GCSE AQA Literature Paper 2 Section A: An Inspector Calls</p> <p>Developing an informed personal response to the text.</p> <p>Consider how and why Priestley has used language and dramatic techniques to create effect.</p> <p>Understanding how the text has been impacted by key events and the message of the play.</p> <p>GCSE AQA Language Paper 2 Section B</p> <p>Examining non-fiction</p>	<p>GCSE AQA Literature Paper 2 Section A: An Inspector Calls</p> <p>Developing an informed personal response to the text.</p> <p>Consider how and why Priestley has used language and dramatic techniques to create effect.</p> <p>Understanding how the text has been impacted by key events and the message of the play.</p> <p>GCSE AQA Literature Paper 2 Section B: Power and Conflict Anthology</p>
-----------------------	--	--	---	--	---	--

	<p>purpose.</p>	<p>writer's methods and purpose.</p> <p>GCSE AQA Literature Paper 2 Section B: Power and Conflict Anthology</p> <p>Analysing poetry.</p> <p>Making comparative links within an anthology of poetry.</p> <p>Explore dynamics of power.</p>	<p>order to replicate and experiment with writing styles and techniques for effect.</p>	<p>experiment with writing styles and techniques for effect.</p>	<p>writing styles to discern the purpose, audience and form.</p> <p>Experiment with persuasive writing styles. (AO5-AO6)</p> <p>GCSE AQA Language Paper 2 Section A</p> <p>Exploring, analysing and comparing non-fiction texts.</p>	<p>Analysing poetry.</p> <p>Making comparative links within an anthology of poetry.</p> <p>Explore dynamics of power.</p> <p>GCSE AQA Language Paper 2 Section B and Speaking and Listening</p> <p>Examining non-fiction writing styles to discern the purpose, audience and form.</p> <p>Experiment with persuasive writing styles.</p>
--	-----------------	--	---	--	---	---

<p>Year 11</p>	<p>GCSE AQA Language Paper 1</p> <p>Exploring a range of genres in fiction.</p> <p>Practising exam skills.</p> <p>GCSE AQA Literature Paper 1: Macbeth</p> <p>Revising plot, themes characters and tragic conventions.</p> <p>Practising exam skills.</p>	<p>GCSE AQA Literature Paper 1: A Christmas Carol</p> <p>Exploring theme, character and plot.</p> <p>Practising exam skills.</p> <p>Revision - Practising exam skills for Mock 1</p>	<p>GCSE AQA Language Paper 2</p> <p>Analysing and comparing non-fiction texts.</p> <p>Writing non-fiction pieces.</p> <p>Practising exam skills.</p> <p>GCSE AQA Literature Paper 2: An Inspector Calls</p> <p>Exploring theme, character and plot</p> <p>Practising exam skills.</p>	<p>GCSE AQA Literature Paper 2: Power and Conflict Poetry</p> <p>Comparing and analysing poetry.</p> <p>Revision</p> <p>Practising exam skills for Mock 2</p>	<p>Revision</p> <p>Practising exam skills.</p>	<p>Revision</p> <p>Practising exam skills.</p>
-----------------------	--	--	---	---	---	---

<p>Year 12</p>	<p>AQA A-level Lit B Introduction to Critical Theories</p> <p>Exploring a range of critical theories including feminist, Marxist and narrative.</p> <p>Analysing how literature can be viewed through these lens.</p>	<p>AQA A-level Lit B Othello - William Shakespeare</p> <p>Examining aspects of tragedy and how this has change over time.</p> <p>Analysing how Shakespeare's 'Othello' is a tragic play.</p> <p>How it relates to the context of its time and how the structure of the text shapes meaning.</p>	<p>AQA A-level Lit B Poetry of John Keats</p> <p>Analysing Keats' poetry in relation to Tragic conventions.</p> <p>Understanding how his poetry is influenced by the context of the time.</p>	<p>AQA A-level Lit B Death of a Salesman - Arthur Miller</p> <p>Analysing Arthur Miller's play in relation to Tragic conventions.</p> <p>Understanding how his poetry is influenced by the context of the time.</p>	<p>AQA A-level Lit B NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>	<p>Revision</p> <p>Practicing exam skills and finalising NEA.</p>
-----------------------	--	--	--	--	--	--

<p>Year 12</p>	<p>AQA A-level Lit B NEA:</p> <p>Introduction to Critical Theories</p> <p>Exploring a range of critical theories including feminist, Marxist and narrative.</p> <p>Analysing how literature can be viewed through these lens.</p>	<p>AQA A-level Lit B NEA:</p> <p>Introduction to Critical Theories</p> <p>Exploring a range of critical theories including feminist, Marxist and narrative.</p> <p>Analysing how literature can be viewed through these lens.</p>	<p>AQA A-level Lit B NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>	<p>AQA A-level Lit B NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>	<p>AQA A-level Lit B NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>	<p>AQA A-level Lit B NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>
<p>Year 13</p>	<p>AQA A-level Lit B Introduction to Social & Political Protest writing/ Unseen Extract.</p> <p>Examining seen and unseen texts that are</p>	<p>AQA A-level Lit B The Handmaid's Tale- Margaret Atwood</p> <p>Reading and analysing 'The Handmaid's Tale' and its links to</p>	<p>AQA A-level Lit B The Kite Runner- Khaled Hosseini</p> <p>Reading and analysing 'The Kite Runner' and its links to social and</p>	<p>AQA A-level Lit B Poetry of William Blake</p> <p>Reading and analysing Blakes ' poetry' and its links to social and political elements of protest</p>	<p>Revision</p> <p>Practising exam skills</p>	<p>Revision</p> <p>Practising exam skills</p>

	associated with protesting social and political systems.	social and political elements of protest writing. Linking the text to literary theory.	political elements of protest writing. Linking the text to literary theory.	writing. Linking the text to literary theory.		
--	--	---	--	--	--	--

Year 12	AQA A-level Lit B Introduction to Critical Theories Exploring a range of critical theories including feminist, Marxist and narrative. Analysing how literature can be viewed	AQA A-level Lit B Othello - William Shakespeare Examining aspects of tragedy and how this has change over time. Analysing how Shakespeare's 'Othello' is a tragic play.	AQA A-level Lit B Poetry of John Keats Analysing Keats' poetry in relation to Tragic conventions. Understanding how his poetry is influenced by the context of the time.	AQA A-level Lit B Death of a Salesman - Arthur Miller Analysing Arthur Miller's play in relation to Tragic conventions. Understanding how his poetry is influenced by the	AQA A-level Lit B NEA: Poetry and Prose analysis Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.	Revision Practicing exam skills and finalising NEA.
----------------	---	--	---	--	---	---

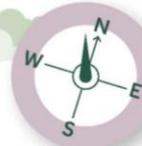
	through these lens.	How it relates to the context of its time and how the structure of the text shapes meaning.		context of the time.		
Year 12	AQA A-level Lit B NEA: Introduction to Critical Theories Exploring a range of critical theories including feminist, Marxist and narrative. Analysing how literature can be viewed through these lens.	AQA A-level Lit B NEA: Introduction to Critical Theories Exploring a range of critical theories including feminist, Marxist and narrative. Analysing how literature can be viewed through these lens.	AQA A-level Lit B NEA: Poetry and Prose analysis Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.	AQA A-level Lit B NEA: Poetry and Prose analysis Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.	AQA A-level Lit B NEA: Poetry and Prose analysis Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.	AQA A-level Lit B NEA: Poetry and Prose analysis Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.

<p>Year 13</p>	<p>AQA A-level Lit B Introduction to Social & Political Protest writing/ Unseen Extract.</p> <p>Examining seen and unseen texts that are associated with protesting social and political systems.</p>	<p>AQA A-level Lit B The Handmaid's Tale- Margaret Atwood</p> <p>Reading and analysing 'The Handmaid's Tale' and its links to social and political elements of protest writing.</p> <p>Linking the text to literary theory.</p>	<p>AQA A-level Lit B The Kite Runner- Khaled Hosseini</p> <p>Reading and analysing 'The Kite Runner' and its links to social and political elements of protest writing.</p> <p>Linking the text to literary theory.</p>	<p>AQA A-level Lit B Poetry of William Blake</p> <p>Reading and analysing Blakes' poetry' and its links to social and political elements of protest writing.</p> <p>Linking the text to literary theory.</p>	<p>Revision</p> <p>Practising exam skills</p>	<p>Revision</p> <p>Practising exam skills</p>
-----------------------	--	--	---	---	--	--



Oak Wood School

Welcome to your Learning Journey



We dream, we learn, we grow



Oak Wood School

We dream, we learn, we grow

Applicant Information

Thank you for your interest in our school.

Candidates are requested to complete the Application Form (in two parts) downloadable from the Oak Wood School Website: www.oakwoodschoo.uk and send it by email, with a letter of application, outlining how your skills and experience will have prepared you for the role and how you would contribute to Oak Wood School's future success, addressed to Daniel Cowling, Headteacher via email: HR@oakwoodschoo.uk.

Oak Wood School
Sutton Court Road
Hillingdon
Middlesex
UB10 9HT

Telephone: 01895 237350

www.oakwoodschoo.uk
Email: HR@oakwoodschoo.uk

Oak Wood School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.
Oak Wood School is an Equal Opportunities Employer.