

RECRUITMENT PACK - Teacher of English (Full Time)



Beaumont School

Enjoy & Excel

ENJOY & EXCEL

We pride ourselves on the quality of the staff we have at Beaumont, allowing our students to Enjoy & Excel, both within and beyond the classroom.

62.4

ATTAINMENT 8

73%

**OF STUDENTS
ACHIEVED
GRADES 9-5
IN ENGLISH &
MATHS**

B

**AVERAGE A
LEVEL GRADE**





PROVIDING OUTSTANDING EDUCATION

Beaumont is a truly outstanding school which achieves the very highest levels of academic success across a broad and balanced curriculum, supported by excellent pastoral care. We are an 11-18, mixed, community school with Academy status, located on the east side of St Albans, with specialisms in Languages, Mathematics and Computing. The school provides an outstanding education where all students are encouraged to succeed and are given a wide range of learning and enrichment opportunities in which to 'enjoy and excel'.

At Beaumont we firmly believe that happy students achieve more and that's reflected in our philosophy of 'Enjoy and Excel'.

Our school is a real community with an experienced and passionate staff who want the very best for our students.

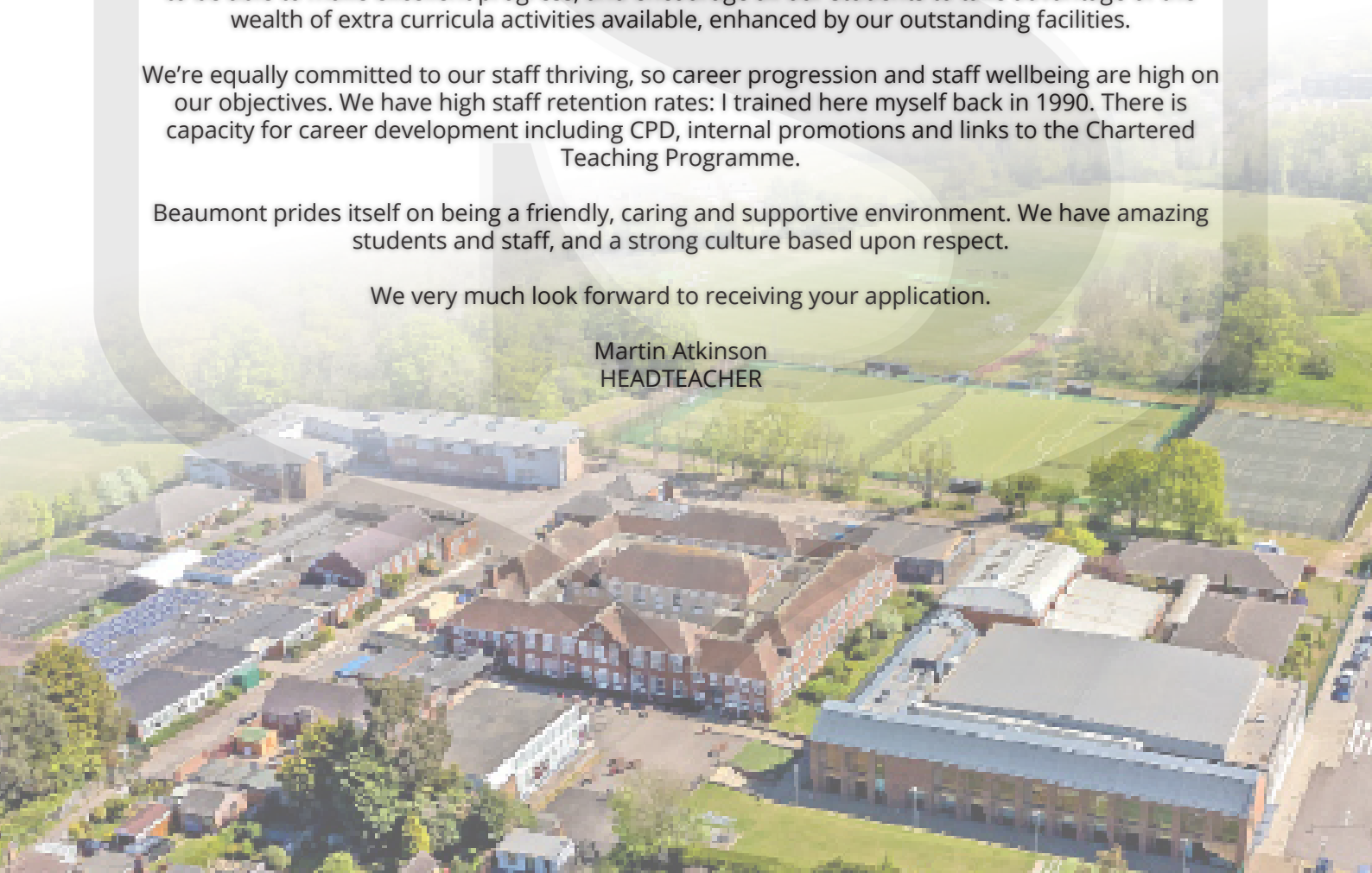
We're proud of the academic excellence we achieve, and aim for all students, regardless of ability, to be able to make excellent progress, and encourage all our students to take advantage of the wealth of extra curricula activities available, enhanced by our outstanding facilities.

We're equally committed to our staff thriving, so career progression and staff wellbeing are high on our objectives. We have high staff retention rates: I trained here myself back in 1990. There is capacity for career development including CPD, internal promotions and links to the Chartered Teaching Programme.

Beaumont prides itself on being a friendly, caring and supportive environment. We have amazing students and staff, and a strong culture based upon respect.

We very much look forward to receiving your application.

Martin Atkinson
HEADTEACHER





Staff Wellbeing Charter



Staff Wellbeing



Workload & Behaviour

- Schemes of work are provided and shared resources are available, but we believe teachers are best placed to make their own decisions about how to deliver the curriculum to meet the needs of their students.
- Departments are able to set their own assessment policies, with no school expectations about quantity or frequency of written feedback.
- Home learning is planned centrally within departments to minimise workload for teachers.
- We have a centralised detention system, meaning teachers do not need to chase up students who do not attend detention or supervise students who fail to submit homework.
- Our students are well behaved and keen to learn, but senior leaders support teachers with behaviour when necessary and the on-call system makes it possible to remove a disruptive student promptly.
- Teachers do not routinely write comments for student reports.
- Lesson plans are not required when being observed.
- We have designated workspaces for staff.
- We provide a laptop for every member of teaching staff.
- We have a well-organised, efficient reprographics service.
- Online systems provide quick access to student information to support teachers.
- The school calendar for staff meetings and evening events is shared well in advance. Middle leaders have flexibility to set their meeting times to best meet the needs of their teams.
- All parents' evenings are online, so teachers can hold appointments from their own homes if they wish.
- We are careful to implement change supportively and gradually, taking account of staff feedback during the process.

Communications and Meetings

- Staff are not expected to check or answer emails outside of standard working hours.
- Good email etiquette is promoted, with consideration shown around what is sent and when.
- Where possible, specific email addresses are used rather than 'All Staff', to cut down on irrelevant emails clogging up inboxes.
- We only ask staff to attend meetings and after-school events when it is necessary and make it clear in advance when they have to be there.
- Meetings and Twilight Insets are on the calendar from the start of the academic year so they can be planned for.
- After-school meetings are limited to no more than one hour.
- We promote open-door leadership, with approachable, supportive members of the SLT very willing to listen to staff concerns.
- We take regular, anonymous staff feedback via surveys, with the responses considered by the SLT and informing school plans.

Performance Management

- All staff have two appraisal meetings each academic year, focusing on their professional development.
- We do not grade lesson observations, but provide formative feedback only.
- Teachers are not set numerical targets based on students' results (and we have no target grades for students).
- We discuss career plans and opportunities for development which support long-term aspirations.
- All ECTs have a mentor and an informal buddy in school.

Professional Development

- CPD is tailored to staff needs, experiences and aspirations.
- Whole staff CPD is planned for the academic year in advance, taking into account staff needs and feedback.
- Lesson observation is designed with CPD in mind, not box-ticking.
- We have our own Golden Thread of CPD opportunities, including external accreditation such as NPQs.
- Teachers can work towards Chartered Status through our own programme, developed in partnership with the Chartered College of Teaching.
- We offer associate leadership roles as development opportunities for staff.

Opportunities

- Time to Talk Group
- Cycle to Work Scheme
- Flu Jab
- Education Support promotion
- Specsaver Eye Test Voucher for staff in computer based roles
- Workspace assessment for staff in office based roles
- Taste of Vietnam/Lebanese Kitchen Lunch
- Staff Book Club
- Fitness Suite usage
- Staff Christmas Party



Enjoy & Excel



THE ENGLISH DEPARTMENT

The English department is a hard-working, friendly and successful team with a wealth of experienced teachers - five of them full-time and ten part-time. Great emphasis is placed on working together and sharing ideas - an ability to work within a team is, therefore, essential. We offer a pleasant teaching environment with well-behaved and well-motivated pupils of all abilities, with the distribution of ability skewed towards the more able. Results in English are outstanding at all levels (within the top 10% of schools in England). All pupils take both Language and Literature at GCSE; the subject is also very popular at A Level.

Curriculum:

In Years 7 and 8 English is taught in mixed-ability form groups. In Year 9 students are divided into nine mixed ability groups across the form settings. For GCSE English/English Literature the year group is rearranged into nine mixed ability teaching groups of approximately 24 pupils. The department is following the AQA syllabuses, examined from 2017.

All pupils are expected to achieve a GCSE grade for English Language and English Literature. Emphasis is placed on ensuring that pupils experience a balanced, wide-ranging curriculum that includes study of both modern and pre-twentieth century texts from the beginning of Year 7. At A Level, OCR English Literature is offered. English Literature is a very popular subject at this level and we currently have around 60 pupils taking A Level English. GCSE 'retakes' are also organised where necessary by collaboration with consortium partners.

Resources:

The English department maintains strong links with the library and works in close liaison with the chartered librarian to offer comprehensive facilities and a range of visiting authors and speakers to all pupils. The department also works closely with the Learning Support Department in operating a programme of in-class support. Members of the department have collaborated to develop schemes of work and support materials. We read a wide range of texts, both modern and those drawn from the Literary Heritage.

Visits, activities and extra-curricular contribution: In addition to the aspects mentioned above, the English department organises an annual public-speaking competition in which all pupils in Years 7-9 take part. There is a Year 8 book project, in which pupils meet children from local infant schools and write books designed specifically for them. We also organise visits and performances from theatre groups across KS3 and KS4, as well as trips to relevant lectures. There are also reading, creative writing and debating clubs.

Kelly Molyneux
Head of Department



JOB DESCRIPTION

Job Title: Teacher of English
Responsible to: Head of English
Start date: September 2026
Commitment: Full time
Salary Range: MPS / UPS Full time range £34,398 - £52,490. Application from ECTs' also welcomed

Accountability

- Accountable to the relevant Head of Subject in all matters relating to this role.

Core purpose

- Take responsibility for the academic development of each student in the classes taught, in keeping with the school's aims, so that students are able to fulfil their potential and gain maximum benefit from the opportunities offered by the school.
- All teachers work within the statutory conditions of employment set out in the current School Teachers Pay and Conditions Document (STPCD). from the September 2025 STPCD. The duties listed below are taken These may change from time to time so teachers should refer to the current STPCD for up to date detail. The relevant duties relating to each of these broad headings are listed over page.
 1. Teaching
 2. Whole school organisation, strategy and development
 3. Health, safety and discipline
 4. Management of staff and resources
 5. Professional development
 6. Communication
 7. Working with colleagues and other relevant professionals
- Teachers on the Main Pay Scale are expected to meet the Teachers' Standards as found in the STPCD. Teachers on the Upper Pay Scale (UPS) are expected to meet the Post Threshold Standards as found in the STPCD.
- Teachers at UPS will demonstrate
 - That the teacher is highly competent in all elements of the relevant standards and
 - That the teacher's achievements and contribution to an educational setting or settings are substantial and sustained
- Appraisers will assess qualified teachers against the Teachers Standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.
- This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Professional Responsibilities: Teachers (from STPCD September 2025)

- A teacher (other than a Headteacher) may be required to undertake the following duties:

Teaching

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Participate in arrangements for preparing students for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or student development to secure coordinated outcomes.
- Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (Teachers should be required to provide cover only rarely, and only in circumstances that are not foreseeable.)

Health, safety and discipline

- Promote the safety and well-being of students.
- Maintain good order and discipline among students.

Management of staff and resources

- Direct and supervise support staff assigned to them and where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

Professional development

- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with students, parents and carers.
- Working with colleagues and other relevant professionals.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

PERSON SPECIFICATION

	Essential	Method of Assessment
Qualifications	• Relevant degree • UK Qualified Teacher status (QTS)	• Application Form • Certificates
Experience	• Recent teaching experience in a secondary school or evidence of recent completion of initial teacher training	• Application Form • References
Knowledge and understanding	• Theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • Understands and values the processes of planning as an aid to raising standards • Good understanding of safeguarding procedures and child protection methods and responsibilities • Knowledge of relevant Key Stages and National Curriculum requirements	• Application Form • References • Interview
Skills and abilities	• Teaching to a high standard • Ability to form and maintain appropriate relationships and personal boundaries with children • Works well within and contributes to team development • Good behaviour management skills • Communicates effectively (both orally and in writing) to a variety of audiences • Creates a happy, challenging and effective learning environment	• Application Form • References • Interview
Personal Qualities	• Have flexibility, sensitivity and tact • Be enthusiastic and have a positive outlook • Good personal organisation • Reliability and integrity • Commitment to teaching and a willingness to learn through professional development	• Application Form • References • Interview
Additional Requirement	• Reasonable expectation that you are able to support and attend some trips	• Interview

APPLICATION PROCESS

Beaumont fosters a culture that is inclusive, as well as diverse and where our people can be themselves. As such, we have a valuable community of governors, staff, pupils, parents and alumni from a wide variety of backgrounds.

We welcome applications from all, with our primary goal being to recruit exceptional staff, who will provide exceptional learning to our students.

To apply for this position, please complete the application form within MyNewTerm. We are not able to accept CV's.

All questions regarding our application process can be directed to Human Resources at hr@beaumont.school

We are keen to give candidates a good insight to our school environment during their interview. **As such, the application process for this role will include:**

- Tour of the school – student led
- Interview (with Human Resources, leaders from the department and / or Senior Leadership team)
- Delivery of a lesson (details will be provided in advance)
- Meet the team

Applications will be reviewed upon receipt and interviews arranged accordingly; early applications are therefore encouraged.

We reserve the right to withdraw the advertisement early and once a suitable candidate is found.

SAFER RECRUITMENT INFORMATION FOR CANDIDATES

This information is aimed at helping you to understand what is required should you be invited to interview. We do request that you bring to any interview all of the relevant Pre-Employment Vetting documentation. This will allow us to take copies and commence our safer recruitment checks quickly, in the event that you are successful. For candidates that are not successful, this confidential information would be disposed of securely.

Safeguarding Children and Young People

Beaumont School is committed to safeguarding and promoting the welfare of children and/or young people.

We have robust processes and procedures in place to reduce risk and continuously promote a positive culture of safeguarding across our workforce. The post you are applying for is subject to our safer recruitment process and we would ask you to review our [related policy](#) ahead of any interview.

Pre-Employment Vetting

As part of our safer recruitment process, Beaumont School operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below:

- **Declaration of previous convictions**

All posts at Beaumont School are exempt from the Rehabilitation of Offenders Act 1974, however some specific spent convictions and cautions are now 'protected' and need not be disclosed. All other police cautions or convictions for a criminal offence must be disclosed. Guidance can be found on the [DBS website here](#) where you can review the 'criminal record filtering rules'. As part of our recruitment process you will be asked to complete a staff declaration for disclosure of Criminal Offences.

- **Disclosure and Barring Service Check**

Successful applicants seeking to work with children and / or young people will be required to undergo an Enhanced DBS check; including Children Barred list checks. This will need to be completed and the original certificate seen by us, prior to your employment commencing.

To enable us to initiate a DBS check, please bring to the interview your appropriate Identification and Proof of Address documentation as per the guidance [here](#).

If you are subscribed to the DBS update service, please bring along your existing DBS certificate and we will ask you to sign a permission slip for us to complete an update check.

Where an applicant is not normally resident in the United Kingdom, or has been resident outside of the United Kingdom for more than 6 months within the last 5 years, an additional police check will be requested with the appropriate country of residence.

- **Qualifications / Registration with a Professional Body**

If the post applied for requires a specific qualification and/or registration with a professional body, you will be required to bring the original certificate(s) along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

- **Social Media Checks**

We may undertake social media checks as part of our recruitment process.

- **References**

Candidates are required to provide a minimum of two referees, one of whom must be your most recent employer and should be able to confirm your suitability to work with children and/or young people. If you have undertaken voluntary work with children and/or young people you may use the voluntary employer as a referee.

- **Eligibility to work in the UK**

We have a legal obligation to check that all potential employees are eligible to work in the UK.

Right to work in the UK will be validated through sight, at interview, of original documents that are on the list of [acceptable documents prescribed by the home office](#).

- **Medical Assessment**

All offers of appointment will be subject to you being deemed 'fit' to work with children and/or young people by our Occupational Health provider. We are a diverse employer and welcome applications from people who have a disability.

- **Training**

In advance of commencing, all new joiners will need to complete remote training on Safeguarding and Prevent. You will be sent logons in order to complete this. If you have worked in an educational establishment previously, we will accept existing valid certificates of this training (please bring these with you to interview).

AT BEAUMONT

What our staff have to say about our school...

When I decided to change my career and become a teacher, I didn't really know what to expect. From my first day at Beaumont I felt welcome and that staff and students alike wanted me to succeed. Beaumont students are friendly, well behaved and want to do well. The feeling of community and pride that I sensed when I first arrived has only grown stronger as I have become a part of that community. The day to day support and encouragement I receive from my department has been a major factor in my succeeding as a new teacher. The senior leadership team is incredibly supportive, accessible and passionate about providing an environment where students can thrive. The mutual and respectful relationships that exist between staff and students make me proud to be a part of the Beaumont community. I have no regrets about becoming a teacher



Ian Laws

Beaumont school is a great place to work and for career development. There are lots of opportunities for training throughout the year. I initially applied as a part time SEN administrator but was offered some additional hours as a teaching assistant. I've had training for my admin role and it has developed since 2015 but I also now have the opportunity to take small groups of students for learning support lessons. The staff at Beaumont are very friendly and welcoming. The staffroom is also a warm and welcoming area and its nice to see lots of different people in there. There are also lots of social gatherings throughout the year where staff from all departments can get to know each other and have a nice time. I have developed strong friendships with people in all different areas of the school. The ESS team are an important part of the functioning of the school and every person is a valued member of this community. I have always felt supported and appreciated in my role within this team and this is evident in the fact that this has been the longest that I have worked in the same organisation.



Salma Khanum



CONTACT US



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