



# Farlingaye High School

## Recruitment Pack Teacher of English

Required for April or September 2026

Employment Status

Full time, Permanent

Employment Location

Farlingaye High School, Suffolk

Application Closing Date

Monday, 9<sup>th</sup> February at 9 am  
We reserve the right to interview at any time

Interview Date

Thursday, 12<sup>th</sup> February 2026



[www.farlingaye.suffolk.sch.uk](http://www.farlingaye.suffolk.sch.uk)



@farlingayehigh



[mail@farlingaye.suffolk.sch.uk](mailto:mail@farlingaye.suffolk.sch.uk)



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# ABOUT FARLINGAYE HIGH SCHOOL

Our vision at Farlingaye is very clear. We want our students to be taught by brilliant teachers, to learn to love different subjects, and to develop a sense that they are part of a wider community where their actions matter and their contribution is valued.

We want our students to excel here, to gain the skills and develop the qualities needed to go on and succeed in their future, by offering a chance for our students to involve themselves in a broad range of extra-curricular provision that enables them to participate in activities that develop resilience, teamwork and a sense of pride. We are hugely proud of what's on offer at Farlingaye, from the range of sporting opportunity through to the music, art and drama that so many participate in. Our aim therefore is to ensure that Farlingaye is a beacon of excellence in all it does.



As a staff we strive to ensure that every area of school is the best it can be, and are committed to being restless in order to achieve this goal. We are humble, keen to learn from others and aim to keep developing. We believe that all our key stakeholders - students, parents, staff and governors - have a key role in helping us further improve.

In order to achieve that we want our staff to all have one thing in common: the desire to make a difference. Whilst experience and specialism will differ, what unites our teachers is that they are unashamedly passionate about their subject, and want to work with young people. The support therefore in place, and how we use our time has to be focused on developing those two things. Our rich programme of CPD offers bespoke routes of development for staff, and there are many paid opportunities within school to develop wider experience and take on responsibility in order to continue to move forward in your career. We recognise that our strength comes from our brilliant staff, and we must invest all we can in them to continue to push ourselves forwards.

A students time at school should leave a lasting legacy on shaping the person they become - all our staff play a part in making that happen. Work with us as part of the Farlingaye community in an environment that helps you develop and progress in your career.



Mr Smith, Headteacher



## Teaching & Learning

Teaching and Learning is at the heart of all we do here at Farlingaye. We want our teachers focused on delivering innovative and engaging lessons that help foster a love of learning for all students. The Teaching and Learning Policy was developed by staff and designed to reflect this aim, tying together the strands of excellence that are prominent in teaching across the school. The focus this year is on how we can use adaptive teaching strategies to complement our Teaching and Learning policy and enhance our student's experience. To support this focus, CPD (both school wide and personal), is linked to a variety of adaptive teaching ideas. CPD and appraisal are closely linked at the school and the targets for our teaching staff reflect the implementation of the new policy. To monitor Teaching and Learning within the school, all teachers are observed at least twice, as well as the use of peer observations and a popular "Open classrooms" fortnight to encourage the sharing of good practice.



## School Site

There has been a school on the site since 1953 when Woodbridge Secondary Modern opened. Farlingaye opened in 1988, and the school site has been gradually developed and extended since this date. The school currently consists of five main buildings, each housing well-maintained classrooms and specialist learning spaces as well as a large Sports Centre and separate Main Hall. The Sixth Form have their own block, containing a common room, study area, separate cafeteria and there is ample outside space including playing fields, a floodlit all-weather pitch and staff parking. Due to RAAC, a number of the school blocks have been significantly renovated and refurbished, transforming spaces into fresh and well appointed learning environments for our students and staff.

## Pastoral Care



Farlingaye High School is organised into distinct year groups in terms of its pastoral structure. Each year group has a Year Learning Coordinator and an Assistant Year Learning Coordinator. There are eleven tutor groups in each year and tutors are managed by the Learning Coordinators in terms of daily pastoral care and tutor time activities. Students generally stay in the same form group between Years 7 and 11, and will have the same form tutor. Learning Coordinators work with tutors to be the first point of contact for parents and carers. For each Key Stage, there is an Assistant Headteacher who supervises and supports their respective year teams. Behaviour, both positive and negative, is recorded on the school's SIMS system, so early intervention can be conducted by the Learning Coordinators.

The year teams are supported by the SEND department which includes a SENCO, HLTAs and a large number of Learning Support Assistants who support students in a variety of ways – from day to day classroom support, to the provision of additional programmes of targeted support and parent/carer liaison. The department includes a number of members of staff with a variety of expertise that allows them to focus their intervention supportively.

Working alongside the year teams and SEND department is our Behaviour Support Team. They work in our Student Support 'Hub' and consist of a Senior Behaviour Manager, three Behaviour Support Managers and a Behaviour Support Assistant. They help students on a daily basis with one-to-one nurturing support, mentoring, individual behaviour plans and Thrive. The team also work with the Assistant Headteacher with responsibility for the school's behaviour strategy.

Farlingaye has a Safeguarding Manager, who works closely with all teams in the provision of support with oversight from a Deputy Headteacher who is the Designated Safeguarding Lead. The team provide support for LAC/PLAC students and those students who require mental health or safeguarding support. There are two members of staff who work with the Safeguarding Manager to further support students and families and provide administrative support. The school also employs a Family Liaison Officer to support with improving attendance of vulnerable students.



## Extra Curricular

Enrichment at Farlingaye High School is a key part of the school's identity. The PE department actively encourages all students to regularly participate in lunchtime and after school clubs in everything from traditional school sports such as football and netball to table tennis, running and fitness clubs where everyone is welcome. We are one of the top performing schools in Suffolk for sport. The school is represented at local, county, regional and national level by teams in Athletics, Netball, Rounders, Cricket, Football, Rugby, Handball, Basketball, Tennis, Hockey and many other sports. We pride ourselves on our high levels of sportsmanship as well as competitive spirit.

The Arts are highly valued at Farlingaye with a strong musical tradition, these include upper and lower school productions, concerts and a Mini-Fest where students showcase their musical talents and an annual Christmas Concert at St Mary's Church. Students are able to take extra tuition in Drums, Brass, Guitar, Woodwind, Piano and singing and many students use practice rooms to rehearse with their bands at lunchtime and after school. Every two years the Music department runs a music tour abroad, most recently to Italy.

The school also runs a full range of weekly extra-curricular activities with over 80 clubs a week taking place. These currently include STEM Club (Science, Technology, Engineering and Maths), Books and Breakfast, Music and Drama clubs, Wellbeing club, Homework Club, Singing Choir, Christian Union, LGBTQ+, French Club, Art drop in and Art and Photography Club.

The Duke of Edinburgh's Award scheme is undertaken from Years 9 to Year 13 and many of our students go on to achieve bronze, silver and gold awards, with expeditions taking place in the Spring and Summer terms.



## Sixth Form

Farlingaye Sixth Form is Outstanding. Our students say that Sixth Form is one big happy family. Students in the Sixth Form achieve highly and progress on to fantastic post Sixth Form destinations, including University, Degree Apprenticeship programmes both locally and nationally, apprenticeships, employment and Further Education.

Farlingaye Sixth Form currently has 345 students on roll. This academic year we had 32 students who joined us from other providers specifically for Sixth Form.

All students study three A levels/Level 3 qualifications and are taught our enrichment programme over two years. A small proportion of students will start on four A levels. In Year 13 students can choose to complete the Extended Project Qualification.

Sixth Form students are part of our whole school community. Taking the lead in shows, raising money for charity, promoting and supporting all school events. Students are wonderful ambassadors for the school, they support students in lower school via Buddy Mentoring, the Student Hub, our 'adopt a teacher' programme, reading club and numerous other opportunities to act as role models for all students.



## Careers



We are very proud of our innovative careers education programme that utilises a series of different delivery models, including tutor time sessions, curriculum information sharing and the UNIFROG digital platform. Our Careers Lead is supported by an administration assistant and working with the PHSE Lead, the programme is integrated across the curriculum. Supported by a number of events, the programme includes a Careers Convention for Year 10, mock interviews for KS4 students, Pop-up Careers Stands throughout the year, visiting speakers from the locality and a biannual Careers Fair. Our rate of NEETs is very low and we have an excellent record of progression, both in the main school and Sixth Form.



## Our Curriculum



All students at Farlingaye have access to a full range of subjects and developmental experiences. Our aspiration is a curriculum that allows learning for all. Adapting what we do to suit our students is integral to our curriculum design. All subjects at Farlingaye are of equal value whatever the timetable allocation given to them.

Students undertake the full range of Key Stage 3 subjects until the end of Year 9, and choose their options in late February, ready to commence KS4 programmes of study in Year 10. Students have 4 options, of which at least one must be an EBacc 'bucket' qualifying subject. The most popular option subjects at Key Stage 4 are Geography, History, and Business Studies. We offer vocational KS4 courses in Child Development and Education, Health and Social Care, Sport Studies, Travel and Tourism, Music Practice, and Digital IT, alongside a very broad range of GCSE subjects.

At Key Stage 5, the vast majority of students follow 3 x 2-year courses. We offer a range of A Level subjects and vocational Level 3 courses. Alongside their Level 3 studies we deliver a taught enrichment programme, and in Year 13 students can choose to complete an EPQ.

## Our Results

GCSE 2025 examination results demonstrated further improvement on the already strong outcomes of 2024, with a higher proportion of top grades achieved across key measures.

A Level results have consistently been some of the best in Suffolk. In 2025 the average points score for the best three A levels was 35 which was the best state school score in Suffolk. 73% of grades being A\*-C and 27% A\* or A. These put us amongst the highest performing schools in Suffolk.

Parents get regular reports on progress across all years. Attainment data is collected through a combination of ALPS, 4Matrix and our own systems in order to produce report summaries for year coordinators and subjects leaders 2 to 3 times each year.

## Developing Professionals with Integrity & Autonomy



We feel that the size of Farlingaye offers the perfect context to provide development opportunities for our staff. We are well aware that our greatest resource is the people who work here, and that quality in the classroom and high standards in the wider school can only come from appointing the right people and then providing opportunities for staff to grow.

We are proud of the CPD routes on offer in school. Our in-house programme is bespoke to staff, and is flexible enough to be tailored to support both those new to the profession and colleagues who have been teaching for a sustained period of time. We also run a range of development programmes to ensure that colleagues at all levels have the chance to progress.

In the last few years these programmes have included:

- Our ECT induction programme: led by our Professional tutor and supporting those entering the profession.
- A 2nd and 3rd Year teacher programme: offering for those still developing in their career a chance to work alongside theirs in both our school and neighbouring ones to share good practice, learn through CPD and also focused project work
- Aspiring Middle Leaders and Secondment opportunities to leadership team: both designed to give a taste of leadership and a chance to take on wider responsibility

As well as our in-house programmes, the school supports colleagues through the National Programme of NPQs as well as enjoying the opportunities to offer joint CPD from within the EAST MAT.

There is also a range of progression opportunities within the school. Over 60% of teachers hold a position of paid responsibility across a range of areas such as subject leadership, pastoral care, extra-curricular provision or helping to support wider school issues. We feel that these opportunities are one of the reasons for our high staff retention, and we are proud that staff who come here are happy and thriving in the roles that they do. Whilst national statistics show a gloomy picture of those leaving the profession (over a third leave teaching within the first 5 years according to a recent study) at Farlingaye we are pleased to go against the trend, with 95% of the 15 staff new teachers appointed in the last 5 years still in teaching. Of those still at Farlingaye, 88% hold a promoted post.

We value our staff greatly and support them in a variety of ways which include the Employment Assistance Scheme, and a genuinely compassionate approach to all those in the school community.



- Staff children are prioritised for school places at Farlingaye even if you do not live within catchment.
- Staff have 24-hour access to our Employee Assistance Programme including free counselling, financial and pensions advice, legal advice, home and well-being support.
- All staff have complimentary access to excellent gym facilities and we enjoy close ties with a local health club who offer staff a generous discount on membership.
- Complimentary access to flu vaccinations every year.
- Access to salary sacrifice scheme (for existing members) for additional support in childcare costs.
- Professional development and bespoke CPD packages for every member of staff including external and internal courses.



- Training is scheduled across the whole year, so staff know what is happening and can select opportunities that are most relevant to them.
- Each department has administrative support to cut down on unnecessary admin tasks for teachers.
- We welcome applications from colleagues who would like part-time or job shares. Flexibility keeps good teachers in the school.
- All our recruitment processes are open and transparent. We develop leadership positions and undertake shadow-staffing and succession opportunities to encourage and invest in our staff to gain promoted posts within our school and elsewhere.
- Opportunities will be offered to staff to undertake developmental roles / work across our academies in the East Anglian Schools Trust if they choose to.
- Our appraisal is developmental and constructive.

## Our Culture and Ethos



At Farlingaye we are rightly proud of the fantastic results that our students achieve, but we realise there is more to school than examinations and strive to ensure that all our students find school a memorable, formative and engaging experience that prepares them for their next steps in life.

- Teaching and learning is at the heart of all we do. We want all our teachers focused on developing their craft in the classroom to ensure lessons are engaging and stimulating for learners.
- To support this, CPD has a huge role in what we do. Our in-house CPD programme is rich and varied, bringing in the best practice and latest research to support staff growth. We offer bespoke routes through our CPD programme to develop staff at all levels.
- We teach just three lessons a day and staff have a maximum of 84% timetable, with ECTs teaching less than this.
- Meetings are kept to a minimum after school. Teaching staff without responsibility within the school attend only 11 meetings a year outside of the school day.
- Lesson observations are for the purpose of teacher development and sharing of best practice. We discuss how to get better.
- Team rooms for all departments help build supportive collaborative relationships and facilitate shared planning time.
- There is no prescribed template for lesson planning. Our Teaching and Learning Principles focus on Subject Knowledge, Challenge, Modelling, Review & Retrieval, Questioning and Feedback.
- Students value being a member of our community. They take pride in being a Farlingaye student, and we work closely with our supportive parent body.



## Our Community & Local Area



Farlingaye is a creative school with excellent resources, lovely students and great results. We are part of East Anglian Schools' Trust (EAST) alongside Kesgrave High School, Bungay High School, Holbrook Academy and Castle EAST School as well as Aldeburgh, Easton, Leiston, Saxmundham, Wickham Market and Kyson Primary Schools.

We have been graded Good in our 2022 OFSTED and aim to achieve Outstanding again. We are committed to providing excellent staff opportunities through developing and promoting our staff and offering an excellent CPD and support programme for new staff.

We are also extremely pleased to have launched EAST's own teacher training provider: EAST SCITT. This allows us to award QTS and also QTS + PGCE Programmes within both Primary and Secondary schools.

## Our Location

Our Location: Farlingaye is located in Woodbridge, an idyllic market town situated on the River Deben in Suffolk. In 2021, The Times newspaper placed the town at the top of the list of best places to live in the East of England and a recent Right Move survey said Woodbridge was the "happiest place to live in the UK".

The school enjoys a prominent role in the local community, with strong ties to the town through arts, music and sport..



## Who are EAST?

EAST was established on 1 September 2019. At its inception, three secondary academies were formally partnered together: Bungay, Farlingaye and Kesgrave High Schools. In 2020, we applied to establish a Free Special School in Bungay, for children with interaction and communication needs. Demonstrating our commitment to local, inclusive education, we are proud to announce that Castle EAST School is open. EAST SCITT, our 'School Centred Initial Teacher Training' is an accredited Provider offering secondary (11-16) and primary (5-11) school-based initial teacher training awarding Qualified Teacher Status (QTS). We see this as the most effective way to find and develop future teachers to work in this vibrant county. We are delighted with the popularity and quality of EAST SCITT!

We are very confident that EAST will create a stronger future for our schools and continue to improve outcomes for our students. It is through a commitment to working together that we will continue to collectively and individually achieve great things, providing a first-class educational experience for our students and an excellent working environment for staff.

## Our Vision: Where everyone can achieve

We measure our **success** through a combination of **performance**, **growth** and **happiness**, as individuals and collectively.

Our **cornerstones** are the foundations of our vision; they underpin all that we do and shape the way we work with everyone in our trust and our extended educational community; from parents & carers to partners, suppliers and local government.



### #1 Learning

We will continually strive to deliver the best possible experience for quality learning and personal development for everyone at EAST through our curriculum, engaging teaching, the resources & support we have available and the quality of the physical environment in which we work.

### #3 Opportunity

We exist to enable everyone in our schools to realise their true potential through an academic or professional experience within our schools that achieves the outcomes they seek. We do not believe there is a one-size-fits-all for success and achievement and will always do our best to support the aims and ambition of the individual.

### #2 Inclusivity

We believe a great quality education, opportunities for personal development and participation should be available to everyone regardless of their personal circumstances. That's why our schools today already cater for many specialist needs and our trust is committed to developing the teachers of the future.

### #4 Community

We are a significant contributor to our local communities, we understand the role we play and will always seek to enable everyone at EAST to be considered, active, positive citizens of the world around them. Our sense of community begins in our schools and we nurture a respectful, supportive culture.



# JOB INFORMATION

## TEACHER OF ENGLISH

### **SALARY RANGE:**

*MPS - UPS*

*Potential TLR also available with this role*

### **REPORTS TO:**

*Head of English*

### **JOB LOCATION:**

*Farlingaye High School,*

*Ransom Road,*

*Woodbridge*



We are looking to appoint for a permanent, full time appointment required from April or September 2026, to teach English across the age and ability range.

The team is dynamic and hardworking group of teachers. There is a shared commitment to high standards of teaching and learning as well as concern for each individual student they work with. The person appointed will be assured of considerable support; we are a very successful, enthusiastic, hardworking faculty who are keen to share ideas and the principle of mutual professional support is of paramount importance both within the faculty and across the school as a whole. Farlingaye provides an excellent support programme for newly appointed staff with an innovative CPD programme and lots of opportunities for development. The post would be suitable for both an ECT or for an experienced teacher.

The role will also include the opportunity to teach a small number of Drama lessons, as well as a potential TLR2b as school Reading Lead.

We enjoy good facilities in the English Faculty, with projectors in each room, visualizers and a suite of computers and laptops. We run a programme of extra-curricular visits and clubs, including theatre visits to support drama texts studies, creative writing opportunities, book groups and plan other events to enrich the curriculum.

Within a framework that ensures consistency regarding the coverage of skills, knowledge and assessments across classes, teachers have a level of freedom that allows them to adapt texts and approaches to their students and pass on their love of English. We aim to expose students to a wide variety of literary genres, forms and contexts in order to empower them, giving them frames of reference that will support them through the Key Stages and in the wider world. Along with creating a passion for English that will lead them into joining us for their A Level studies. A new member of the team who is willing to share ideas and contribute to exciting initiatives would be a welcome addition.



# The English Faculty

The English Faculty ethos centres around our duty to ensure students have access and familiarity with a wide range of genres, themes, voices and cultures. We therefore have a spiral curriculum to present consistent content and skills to students with deepening layers of complexity and with different applications and material, repeatedly over the years.

Knowing how our students learning journey will end, we have designed the KS3 programme of study to expose students consistently to the key concepts of the KS4 programme. These being:

1. Pre-1914 Fiction - Story-Telling
2. Post-1914 Fiction - Investigating Society
3. Poetry
4. Non-fiction
5. Drama
6. Media Study

Classes are taught in mixed-ability groupings. Our aim is to allow all students to access the curriculum in a range of ways that will develop students into effective communicators through their engagement with various practices in reading, writing and oracy.

Developing students enjoyment of reading is a significant focus for us as a faculty, we believe not all reading in the classroom needs to be studied but instead enjoyed, discussed and demonstrative of how we would like students to read for pleasure at home. Aside from the curriculum texts, we frequently invest in the purchasing of new novels to read in isolation, that we hope will engage our students, whilst finding another way of exposing them to a variety of genres, voices and themes. We work closely with the whole-school Literacy Co-ordinator in looking at ways to develop our reading practices.

In preparing for their GCSE exams, students will be taught the literature and language skills holistically, generally having two teachers. The long-term plan is designed to ensure students cover the content and skills required with time incorporated for consolidation and classroom based revision. Teaching and learning aims to ensure that students grow in confidence with the skills required across the exams. They are provided with a wide range of activities to practise and develop their expertise; using a variety of texts and multi-modal resources to engage students.

English is a very popular and successful subject at post-16 study. Across our Faculty we currently have over one hundred and fifty students studying from our selection of courses; OCR English Literature, AQA English Language, Eduqas Film Studies, or AQA English Literature and Language.





## Interview Lesson



If you are invited for interview, you will be asked to teach a lesson: -

**TIMING:** 40 minutes

**STUDENTS:** Approx 30, Year 8 mixed ability students

**TOPIC:** **Creative writing:** Pick a picture to use as stimulus for students to produce some creative work- this can be fiction or non-fiction.

NB: We cannot give prior information about particular students and their learning needs within any teaching groups.

The lesson will be taught in a standard classroom with a whiteboard and data projector or an electronic screen linked to a laptop. If you require the use of one of our laptops, please let us know. Other resources are available on request.

We will also undertake reasonable amounts of photocopying if required.

If you would like to discuss your ideas, request the use of a laptop and/or organise any other resources, please contact Alice Silvester, Head of English at the school on 01394 385720 before the day of your interview or email: [asilvester@farlingaye.suffolk.sch.uk](mailto:asilvester@farlingaye.suffolk.sch.uk)

When watching candidates teach their interview lesson, we look for the following qualities:

- Strong subject knowledge
- Effective questioning and capacity to engage students with the subject matter
- Ability to be flexible and adapt to student needs rather than adhere rigidly to the lesson plan
- Good use of the formative assessment that enables them to be a responsive teacher

# Advertisement - Teacher of English

Salary Range: M1 - U3 (£32,916 - £51,047 per annum)  
Potential TLR2b may be available as school Reading Lead

## Appointment for April or September 2026

We are offering an exciting opportunity to an enthusiastic teacher to begin or enhance their career as part of a dynamic team here at Farlingaye. We are a high-achieving comprehensive school with over 1900 students. It has a well-established reputation in the county of Suffolk and in the community, situated in the picturesque town of Woodbridge, approximately 10 miles north of Ipswich. We are proud to be part of an exciting and developing local Trust, EAST.

### We would like to hear from you if:

- You are a committed and reflective individual who is able to deliver high quality teaching
- You have the ability to challenge, inspire and motivate students
- You have high standards and expectations of self and others
- You can build and maintain trusting relationships with the key stakeholders including staff, parents, and students
- You share our passion for education, and can clearly communicate a love of your subject
- You are able to work collaboratively with others and contribute to wider teams in our school community
- You have a desire to make a difference

### In return we can offer you:

- Enthusiastic and ambitious students who are keen to learn with proven high achievement and attainment
- A strong reputation locally and in the wider community
- A talented staff team that welcome new challenges and are committed to supporting colleagues and students
- A very wide range of exciting extra-curricular activities
- Opportunities to work in genuine collaboration with EAST and our partner schools

- A supportive community, and Local Governing Body
- A comprehensive induction programme
- OFSTED Good, 2022
- Access to the staff Wellbeing 'Employee Assistance Programme' and benefits of working for Farlingaye and within EAST

Potential candidates are encouraged to visit the school, and will be warmly welcomed. Please contact our HR team on [hr@farlingaye.suffolk.sch.uk](mailto:hr@farlingaye.suffolk.sch.uk) or 01394 385720 should you wish to visit the school or have any questions.

This post comes with the potential to apply for an exciting TLR for Farlingaye's Reading Lead. The whole school Reading Lead will have strategic oversight for the approach to reading at Farlingaye. The role will include organising and analysing reading assessments; working collaboratively with faculties and middle leaders to support the embedding of effective reading strategies across the curriculum; organising and evaluating evidence-informed reading interventions for students who require additional support as well as continuing to develop our reading for pleasure strategy.

A generous timetable reduction will be attached to this role, allowing the successful candidate dedicated time to work strategically with staff and students, support intervention delivery and drive improvements in reading outcomes across the school.

If you require more information about this TLR role, please contact Ellie Colton, Deputy Headteacher [ecolton@farlingaye.suffolk.sch.uk](mailto:ecolton@farlingaye.suffolk.sch.uk)

Applications should be submitted via our on-line recruitment page.

**Closing date for applications:** Monday, 9<sup>th</sup> February at 9 am

**Interview date:** Thursday, 12<sup>th</sup> February 2026

Should you wish to discuss the job role in further details, please contact Peter Smith, Headteacher or Alice Silvester - Head of Faculty via [hr@farlingaye.suffolk.sch.uk](mailto:hr@farlingaye.suffolk.sch.uk)

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. We are an equal opportunities employer welcoming applications from all sections of the community.

