

# Information for applicants



Teacher of English

## Contents

A message from the Headteacher	2
Welcome from the Chair of Governors	3
Our Senior Leadership Team	4
Our priorities for 2025-26	5
Our core values	6
About the vacancy	7
Department information	8
Job profile	9
Summary of the role	10 - 13
Person specification	14 - 15



# A message from the Headteacher

Any welcome that I give here in writing can not do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.



**Mark Barrett**  
Head Teacher

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

Students are able to access this academic curriculum thanks to the clear routines and behaviour expectations we have in place. The start and end of every lesson is consistent and clearly structured. This means that our students are engaged and ready to learn. We expect students to overtly demonstrate behaviours for learning - being focussed, attentive and engaged. Because of this, the atmosphere in classrooms is one of calm purposefulness in which every student has the opportunity to achieve the best of their ability. Our students routinely tell us that they feel happy and safe in school and are able to learn.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate much of the PSHE, RSE, SMSC and British Values education, as well as our own Character Curriculum. This was all highly commended in our September 2021 and January 2026 Ofsted visits.

As a Google Reference school we use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

From September 2024, Kingsmeadow Community School has been on a journey of significant improvement. This is reflected in our behaviour, attendance and academic data, as well as through a very recent positive Ofsted experience. Moving forward, we have a number of areas for development which we are addressing, including: further improving inclusion in education; tackling inherently low-levels of literacy; ensuring that time in the classroom is used effectively; developing a praise culture for all. I am looking to appoint the right person who can work with me and the senior leadership team in making the improvements that the students and community of Kingsmeadow Community School deserves.

# Welcome from the Chair of Governors

Thank you for your interest in the position of Teacher of English (one year fixed term contract 1/9/26 - 31/8/27) at Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and has an excellent track record in narrowing the achievement gap between PP and other students.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.



**Steve Wraith**  
Chair of Governors

# Our Senior Leadership Team



**Mark Barrett**  
Headteacher



**Catherine Bulman**  
School Business Manager



**Stephen Ferguson**  
Deputy Headteacher



**Amy Douglas**  
Deputy Headteacher



**Graham Dunlop**  
Assistant  
Headteacher



**Michelle Langley**  
Assistant  
Headteacher

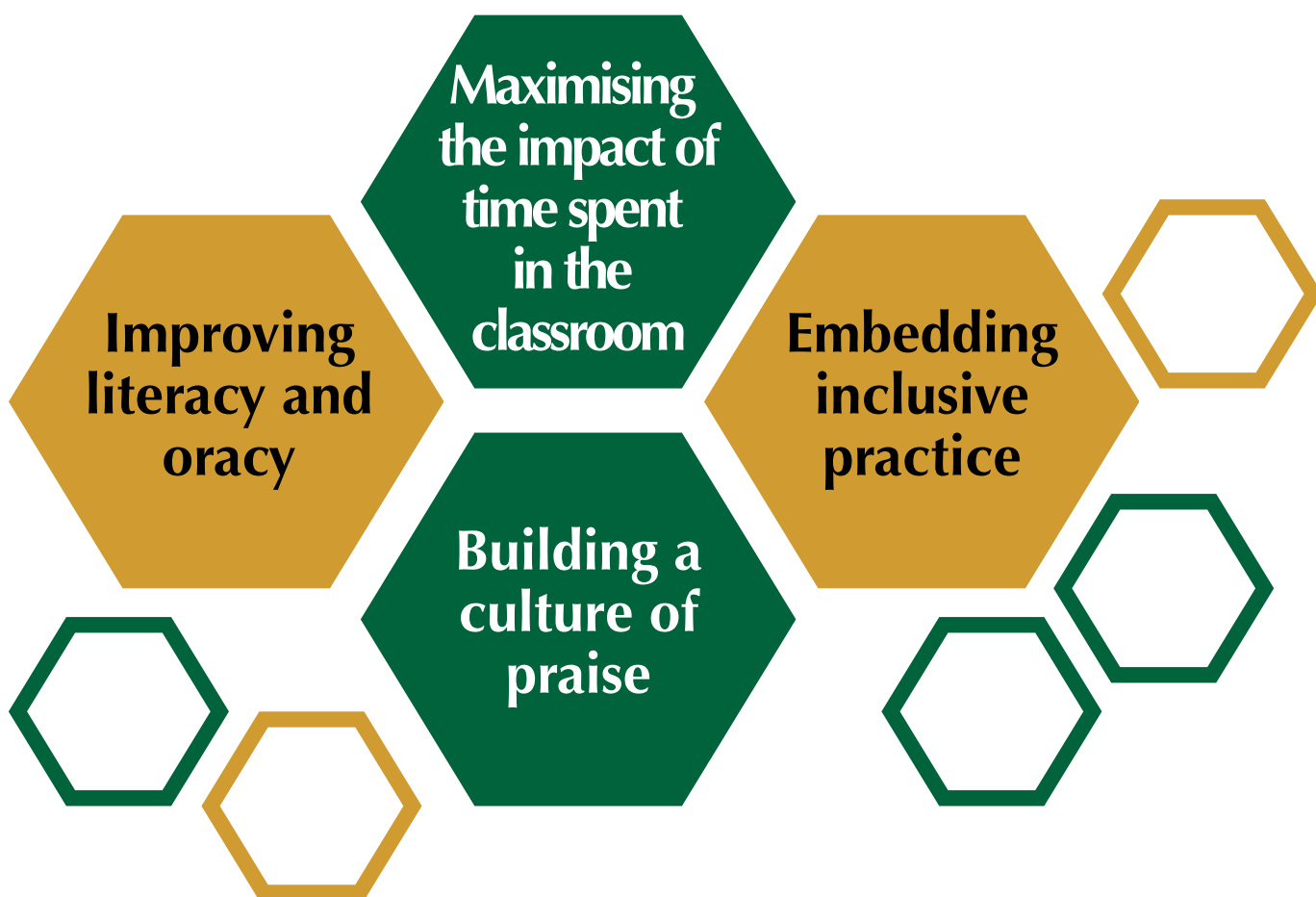


**Aimee Lowery**  
Assistant  
Headteacher



**Alex Milton**  
Assistant  
Headteacher

## Our priorities for 2025-26



We work closely with parents and carers to **open future doors of opportunity** for all of our students. Working together, we develop our students' **character and skills** whilst striving for **academic excellence** so that they can **enjoy success and positively contribute to the community** and wider society.

# Our core values



We promote our core values of respect, integrity, and resilience in all aspects of school life. These values underpin our commitment to develop the whole student, so that we can nurture character and personal development along with academic success.

Students experience this in action through our active character curriculum and daily 'Thrive' sessions, as well as the wide range of extra-curricular activities.



## About the vacancy

If you wish to be considered for this vacancy you should complete an application form on My New Term, giving the names and addresses of two referees (references will be taken-up prior to interview).

The link to the application form and relevant documents can be found on the school's website under Staff Vacancies. We will only accept applications via My New Term, and CV's or other application formats will not be accepted.

Applications should be completed and submitted by noon on Wednesday 3 June 2026.

Interviews will take place during week commencing Monday 8 June 2026. If you have not heard from us by this time, you must assume that your application has been unsuccessful on this occasion, in which case the Governors and I would like to thank you for your time and your interest in the school.

We welcome and encourage prospective candidates to visit the school. If you require any further information prior to making an application, please contact the Office Manager; Michelle Lane at [mlane@kingsmeadow.org.uk](mailto:mlane@kingsmeadow.org.uk) or phone 0191 460 6004 ext 222.

We look forward to receiving your application. Further information about our school can be found on our website at [www.kingsmeadow.org.uk](http://www.kingsmeadow.org.uk).



## Department information

The English department at Kingsmeadow consists of a strong team of full and part time teachers, with varying degrees of experience, supported by a specialist HLTA. We enjoy a range of modern facilities and resources; each classroom is fully equipped with an interactive whiteboard, and our students enjoy access to ICT through the department's two class sets of Google Chromebooks.

As a core subject, English is at the heart of the curriculum at Kingsmeadow. All of our students benefit from the opportunity to study language and literature at each key stage. In Years 7, 8 and 9 our mastery curriculum, focusing on the core components of literature analysis and independent creative writing, is designed to prepare students for the rigours of linear assessment at Key Stage 4. At GCSE level, all classes follow the AQA specifications and, similarly, our post-16 students study the combined AQA A level in English Language and Literature.

As a team, we pride ourselves on our high academic standards, following an interwoven curriculum model with embedded retrieval practice, modelling and challenge, to ensure that students are able to flourish in terms of academic outcomes and life skills. All students read and analyse complex texts, and word consciousness is key in encouraging curiosity, building resilience and supporting progress.

Ultimately, we aim to develop creative, critical thinkers who leave Kingsmeadow fully equipped to communicate with confidence and compassion.

I look forward to welcoming a new member of staff to our talented and supportive team.

**Mrs J McGarry**  
Head of Department

## Job profile

Job title	Reports to	Department
Teacher of English	Head of Department	English
Salary grade	Hours	Line management
MPS/UPS	Full time - 37 hours Pro-rata to term time only Permanent post	None

This is not necessarily a comprehensive definition of the post and may be subject to modification or amendment after consultation with the post holder.

Kingsmeadow Community School is committed to safeguarding and promoting the welfare of young people so successful applicants will be required to produce an Enhanced Certificate of Disclosure from the Disclosure and Barring Service.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a duty of care for their own and others health and safety. The following list is not exhaustive and other duties relevant to the post may from time to time be required. Variation may also occur to the duties and responsibilities without changing the general character of the post.

# Summary of the role

## Key responsibilities

### 1. 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.

### 2. 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.

### 3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, 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.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

# Summary of the role

## Key responsibilities

### 4. 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).

### 5. 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.

### 6. 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.

# Summary of the role

## Key responsibilities

### **7. 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 students, exercise appropriate authority, and act decisively when necessary.

### **8. 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 Associate Staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

## **In addition Post threshold teachers:**

### **1. Set high expectations which inspire, motivate and challenge students**

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

## **2. Promote good progress and outcomes by students**

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

## **3. Demonstrate good subject and curriculum knowledge**

- Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them.

## **4. Plan and teach well-structured lessons**

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

## **5. Make accurate and productive use of assessment**

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

## **6. Fulfil wider professional responsibilities**

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

# Person specification

AF - application form, SP - selection process, Ref - reference

Specification	Essential / desirable	Method of assessment
<b>Qualification and training</b>		
Degree or equivalent	AF	Essential
Qualified Teacher Status	AF	Essential
Evidence of continuing professional development	AF	Desirable
<b>Professional experience</b>		
Outstanding Teacher	Desirable	AF, SP & Ref
<b>Skills, knowledge and attributes</b>		
Well organised	Essential	AF, SP & Ref
Ability to meet deadlines	Essential	AF & SP
Excellent classroom practitioner	Essential	AF, SP & Ref
A commitment to teaching students of all abilities	Essential	AF & SP
Specialist knowledge of, and ability to teach, the English curriculum at KS3, KS4 and KS5	Essential	AF & SP
Ability to use IT effectively to enhance teaching, learning and planning	Essential	AF & SP
Knowledge of the Google suite of apps	Desirable	AF & SP

# Person specification

Specification	Essential / desirable	Method of assessment
<b>Qualification and training</b>		
<b>Personal qualities</b>		
Enthusiasm, drive and love for the job	Essential	SP & Ref
Clear vision and innovative approach	Essential	SP & Ref
Passion for ensuring all aspects of school life demonstrate integrity and respect	Essential	SP & Ref
Excellent communication skills	Essential	SP & Ref
Ability to organise, plan and prioritise time effectively	Essential	SP & Ref
Ability to act decisively	Essential	SP & Ref
Excellent attendance and punctuality	Essential	Ref