



Prepare | Aspire | Succeed

**Please return one signed copy to Judith Woods, HR Manager,
and retain the other copy for your records**

Name
(in capitals)

Signed

Date

JOB DESCRIPTION

Post Title: Teacher of English (temporary)

Responsible to: Curriculum Leader

Job Purpose: To be a highly effective, ambitious, and motivating classroom practitioner, responsible for the excellent delivery of the English curriculum across all key stages. The postholder will be directly accountable for maximising student attainment and progress, while actively contributing to the positive culture and safeguarding of the entire school community.

Key Responsibilities and Duties (Job Description)




1. Teaching and Learning Excellence

- To plan, prepare, and deliver engaging, high-quality lessons across all key stages that inspire curiosity and challenge all students, regardless of ability.
- To demonstrate a commitment to continuous improvement in classroom practice, incorporating feedback and professional development to consistently achieve high standards of performance.
- To ensure that the development of literacy, numeracy, and digital skills are embedded and reflected in the learning experience of all students.
- To employ effective teaching strategies to support students in making exceptional progress and to narrow the achievement gap for disadvantaged and vulnerable learners.
- To regularly set, mark, and provide timely, constructive feedback on homework and classwork in line with departmental and school policy.




2. Assessment, Data, and Accountability

- To take direct responsibility for the learning, progress, and achievement of all students within their classes.

The Cottesloe School

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- To rigorously track, monitor, and report on student progress and attainment, proactively identifying and implementing intervention strategies for students falling behind.
- To contribute fully to the departmental assessment schedule, including the setting and marking of internal examinations and external assessments.
- To participate in the department's self-evaluation processes and contribute to the ongoing refinement and improvement of Schemes of Learning.

3. Student Welfare and Behaviour

- To maintain an orderly, positive, and safe learning environment in the classroom where high expectations for conduct and effort are consistently upheld.
- To manage classroom behaviour effectively and consistently, following school policy to maximise learning time.
- To fulfil the role of a Form Tutor, actively supporting, counselling, and guiding the tutor group to foster the school ethos, support academic mentoring, and reduce barriers to learning.
- To establish and foster positive working relationships with students, parents, and colleagues, communicating effectively regarding student progress and welfare.

4. Wider Professional Responsibilities

- To work within and actively promote all school and departmental policies and procedures, demonstrating respect for all members of the school community.
- To take full responsibility for safeguarding and promoting the welfare of students at the school, adhering to all child protection and safeguarding policies, protocols, and best practice.
- To participate in the school's professional development programme, attending staff meetings, and engaging in continuous professional learning.
- To undertake any other duties commensurate with the post as reasonably requested by the Curriculum Leader or Headteacher.

Responsibilities Of A Form Tutor

Post Title: Form Tutor

Responsible to: Head of Year

The post holder is responsible to the Headteacher in all matters and to the Head of Year in respect of day to day duties.

The post holder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them, in order to promote mutual understanding and to continue to improve the quality of pastoral care in the School.

The role of Form Tutor is a most responsible one and vital both to the efficient running of the school and successful pastoral care. It is the first level of pastoral care and, arguably, the most important role in the school. The Form Tutor is the key person in terms of regular daily monitoring, setting standards and fostering the school ethos. For this aspect of work, a Form Tutor is accountable to the Head of Year.

The Form Tutor should be the first person to whom a pupil will turn for help or advice, although it may sometimes be necessary to refer the matter to the Head of Year, to the Assistant Heads, or,

through them, even to an outside agency. It is through this daily contact that unobtrusive care is exercised.

To be responsible for:

1. *Registration and routine business*

The Form Tutor is responsible for the accurate daily marking of the register (a vital legal document) and for seeing that all information kept in the register is maintained up to date. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents. All absence must be accounted for by notes and any not so covered should be reported to the Head of Year and Attendance Officer immediately.

2. *Reports and records*

Any information of a confidential nature should be referred to the Head of Year or Headteacher. The Form Tutor is expected to comment on reports and cover aspects of achievement and personality which are not covered by academic reports and to set appropriate individual targets for every student in the form.

3. *References and special reports*

Form Tutors are expected to prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like, as required.

4. *Personal appearance and conduct*

Form Tutors are expected to monitor the personal appearance and behaviour of students in their form and to uphold the standards required by the school.

5. *Healthy Relationships and 6Cs*

Form Tutors should engage positively with students, parents and staff to embed school 6Cs and Healthy Relationships to promote high levels of achievement..

6. *Assemblies*

Form Tutors should encourage tutor group participation in Year assemblies and ensure that the school assembly procedure is adhered to.

7. *Pastoral team meetings*

Form Tutors are expected to meet with Heads of Year as set out in the assemblies programme.

8. *Relations with parents/carers*

In association with the Heads of Year, Form Tutors should contact parents through homework diaries or formal correspondence. It is hoped that parents would see Form Tutors as a matter of priority at Parents' Evenings and, whenever possible, Form Tutors will be involved when parents visit the school at other times. Form Tutors are encouraged to foster good home-school relationships.

9. *Form Tutors are involved in the academic mentoring of their tutees on a regular basis.*

Form Tutors should actively support, counsel and give guidance to the tutor group, either as a group, or to individuals as required, establishing feelings of trust and fostering the ethos of the school in order to reduce barriers to learning and influence progress.

- The Governing Board of The Cottesloe School is committed to safeguarding and promoting the welfare of the students. All employees are expected to share this commitment, to follow

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the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.

- The postholder will be required to undergo criminal, teacher status, qualification, medical and reference checks as part of the safer recruitment process and must be willing to participate in further training as the job requires. Disclosure of a conviction or caution will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children are likely to make you unsuitable since this is a 'regulated position' under the Criminal Justice & Courts Services Act 2000.
- The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.
- The postholder will ensure that school policies are reflected in all aspects of their work, in particular those relating to safeguarding children, equal opportunities, health and safety, data protection, code of conduct and professional behaviour.
- All staff are expected to take responsibility for safeguarding and promoting the welfare of students at the School.
- We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable a suitably qualified applicant with a disability (as defined under the Act) to meet the requirements of the post.
- This job description and person specification sets out the duties of the post at the time it was drawn up and should be seen as describing in more detail aspects of the duties set out in the Education (School Teachers' Pay and Conditions) Act. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

PERSON SPECIFICATION - TEACHER OF ENGLISH

This acts as selection criteria and gives an outline of the types of person and the characteristics required to carry out the post. Please make sure when completing your application form that you give clear examples of how you meet the essential and desirable criteria.

1 = Application form | 2 = Interview | 3 = Reference | 4 = Proof of qualification | 5 = Practical (Lesson Observation)

Criteria	Essential (✓)	Desirable (✓)	How Measured
TRAINING / QUALIFICATIONS			
Degree or equivalent in a relevant subject	✓		1, 4
Qualified Teacher Status (QTS)	✓		1, 4
Evidence of continuing professional development (CPD)	✓		1, 2
Relevant subject qualification to teach at Key Stage 5	✓		1, 4
Thorough and up to date knowledge of safeguarding procedures and child protection	✓		1, 2
EXPERIENCE & KNOWLEDGE			

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Criteria	Essential (✓)	Desirable (✓)	How Measured
Highly effective classroom teacher in the relevant subject area	✓		1, 2, 3, 5
A clear understanding of how to use student progress data to drive intervention	✓		1, 2, 3
Knowledge of current curriculum and assessment requirements for GCSE and A Level English Language and English Literature	✓		1, 2
Experience of working effectively as a Form Tutor or in a pastoral capacity		✓	1, 2
Understanding of Inclusive teaching including how to support students with SEND.		✓	1, 2
SKILLS & COMPETENCIES			
Ability to deliver consistently high quality lessons, evaluate impact, and plan accordingly	✓		1, 2, 3, 5
Outstanding communication, presentation, and interpersonal skills	✓		1, 2, 3
High professional standards and commitment to the school's ethos	✓		2, 3
Excellent personal organisation and time management	✓		2, 3
Willingness to be involved in the wider life of the School (extra-curricular)	✓		1, 2, 3
Demonstrates high levels of flexibility, resilience, and a positive, 'can-do' attitude	✓		2, 3
Knowledge of best practice regarding online safety	✓		1, 2