



**Orion
Education**

Teacher of English with KS3 TLR



**Improving
Outcomes
Transforming Lives
Enabling Social Mobility**



Welcome from the CEO

Thank you for showing an interest in our pupils, our schools, and our Trust. This is an exciting time to join Orion Education. We are a very different organisation in 2025 than we were four years ago.



Simon Garrill

Chief Executive Officer

Thank you for taking the time to look, and for showing an interest in one of the roles in our schools. In a long career in education, starting out as an English teacher, I have loved the fact that I get to work with some fantastic young people and a group of like minded professionals who have a real passion for their work and share the same values. There aren't many professions where that is the case.

We are driven by our desire to do the best for our young people. Our reason to exist is to improve outcomes, transform lives and enable social mobility. Our values of trust kindness and endeavour underpin our work, and we succeed through ensuring a healthy culture and academic rigour. This emphasis on leadership involves nurturing a robust pipeline of leaders deeply committed to our values and mission. Collaborative partnerships are integral to our goals, as we seek to forge strong partnerships to amplify our impact.

At Orion Education, we take pride in the work that we do to develop our teachers and our leaders. Our approach to instructional coaching and leadership development has been recognised nationally. We are at the forefront of a coaching model that supports you in making the most of your career. Our expectations of ourselves and each other are high. In return we offer you unrivalled professional development, so that you can fulfil your own ambitions. Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

SG

Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

Trust • Kindness • Endeavour

How do we behave?

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

Through a clear backbone, strong culture, academic rigour and smart systems.

How do we succeed?

Mission & Values

All schools share the trust four critical questions. We exist to improve outcomes, transform lives and enable social mobility.

Curriculum

The curriculum within our schools is designed around our principles of focused, coherent, sequenced, and inclusive. Where we can enhance collaboration and reduce workload, we standardise some elements. However, teachers do adapt the curriculum based on the needs of the students in their class.

Assessment & Feedback

Our assessment and feedback calendar captures the rhythm of our assessment and data collection. Data driven instruction and responsive teaching ensure that formative assessment is central to pedagogy.

Safeguarding & Attendance

Safeguarding is the responsibility of all. Our standardised approach to safeguarding and the support that we give our schools ensures that all children are kept safe. External reviews scrutinise the work that we do.

Quality Assurance

Our school workflow captures the rhythm of the work that we do. We undertake regular cycles of structured monitoring to ensure that our schools are accelerating the progress of the students in their care.

CPD

We allocate 7 training days to the teachers in our schools. All our teachers take part in instructional coaching. In addition, we provide enhanced levels of training for our leaders to develop their expertise in their current role and to prepare them for their next role.

Workload

Schools are expected to streamline workload as much as possible. We limit the number of assessment points within our calendar and ensure that teachers do not undertake unnecessary administrative tasks.

Teaching

Teaching is responsive to the needs of pupils. Our lesson framework based on the Rosenshine principles helps teachers to frame learning. However, we understand that each lesson will be different and will be designed to meet individual needs of pupils with adaptive teaching.

Behaviour & Routines

It is essential that we have the highest expectations of behaviour within our schools. Good discipline and order are the foundation upon which pupils learn. Our common culture rubric and our behaviour, along with a codified approach to routines ensures that our schools are great environments in which to learn and teach.

SEND

Adaptive teaching is at the core of our approach to meeting the individual needs of pupils. We share best practice and undertake annual reviews of SEND to ensure that pupils make progress. All our schools are open and welcoming places for pupils with SEND.

Performance & Appraisal

We share a common approach to performance management and appraisal by providing a highly supportive and professional environment. Our talent programme ensures that colleagues who are talented and ambitious to progress are supported to do so.

Operations

We take pride in running our schools well. Governance, IT, estates, finance, communications, and marketing are all within our Backbone.

The Orion Backbone

The Orion Backbone provides clarity on the elements of our schools that are standardised or aligned.

Our Schools

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

Secondary Schools



**Orion
Eden Park**

11 - 18



**Orion
Spires**

11 - 16



**Orion
Coopers**

11 - 18



The
Ravensbourne
School

11 - 18

Primary Schools



**Orion
Blenheim**

4 - 11



**Orion
Mead Road**

4 - 7



**Orion
Ravensworth**

4 - 11



**Orion
Scotts Park**

4 - 11

Candidate Charter

Orion Education wants every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

Our Commitment to You

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting your privacy** we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing** talent we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

We Will

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

In Return We Ask that You

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you

Your Wellbeing at Orion Education

We know that, to achieve our vision, it is our people who will make the big difference. That is why we are continuously reviewing our wellbeing offering through the implementation of our wellbeing strategy.

Wellbeing Strategy

Our strategy aims to represent a commitment to an integrated approach to staff wellbeing that creates:

- a sense of belonging
- an environment and culture based on our vision, mission and values
- an environment where staff wellbeing is integrated into day-to-day practices
- an environment that recognises skills and encourages personal development
- encouragement and support for employees to develop and maintain a healthy lifestyle
- support for people with manageable health problems or disabilities to maintain access to or regain work
- improved staff satisfaction, recruitment and retention.

Our Commitment

- development of the Orion Education wellbeing charter
- protected time for PPA
- needs based flexible approach
- improving working lives through employment policies such as flexible working, absence management, menopause, mental health and dignity at work
- creating a safe place to work through health and safety strategy and initiatives
- ensuring that all line managers support staff through regular line management meetings
- decreasing the interval between treatment and return to work through occupational health referral and advice
- career development through continual professional development (CPD)
- personal support through the Employee Assistance Programme counselling service
- adherence to the rarely cover policy
- reducing workload through sharing best practice and agreeing smarter ways to work in line with the backbone.

Why work for us

Competitive salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role you do with automatic pay progression for main scale teachers. Pay ranges are reviewed annually with our recognised unions.

Pension Scheme

All contracted members of staff will be automatically enrolled into a career-average pension scheme with either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate). You don't pay tax or National Insurance on your contributions and Orion Education adds a generous employer contribution, which varies depending on your salary.

Professional Development

Key to our ongoing success our development programmes are second to none.

Our commitment to instructional coaching ensures a consistent approach to teacher development across our schools.

Our Trust conference, online CPD modules and in-school service training supports you to achieve your goals whatever they might be.

Additionally, our programme of Trust Twilights provides our teachers with opportunities for deliberate practice and curriculum development planning.

Our early career teachers benefit from weekly mentoring and coaching, alongside a thorough training programme and additional Trust-wide events.

We also have opportunities for practitioner research and access to an NPQ programme through National Institute of Teaching.

Benefits

For a full list of our benefits, please visit our website [Orion Education - Staff Benefits](#)

Welcome from the Principal

Welcome to Orion Coopers, a successful secondary that ensures that all members of our community are focused on creating strong outcomes for our young people.



Ms Maria Papachristodoulou
Interim Principal

At Orion Coopers we place our pupils learning at the heart of everything we do to ensure that we strive to constantly improve and drive progress. The most important lever to improving outcomes, transforming lives and enabling social mobility is our staff body. We are a coaching school and focus on developing the expertise and practice of all teachers and leaders regardless of their starting points.

Our vision is clear: we are a thriving community where pupils achieve strong progress, attend with purpose, and no child is left behind regardless of background or need. Every classroom reflects our high expectations, and our pupils lead with integrity, wearing their uniform with pride and managing their behaviour with maturity.

Our core values – Trust, Kindness, and Endeavour – shape everything we do. Trust builds the strong relationships that underpin our pastoral care and culture. Kindness ensures that every member of our community feels respected and included. Endeavour drives our commitment to hard work, resilience, and personal growth.

We believe in a holistic education where the academic curriculum is supported and enriched through extra-curricular opportunities and experiences. Pupils leave Orion Coopers with the skills, knowledge and experiences necessary to embark on the university or career of their choice. Our staff are fundamental in making this vision into a reality.

About our School

Orion Coopers is a welcoming and thriving secondary school located in Chislehurst. It is part of Orion Multi-Academy Trust. Set in 33 acres of beautiful parkland it offers extensive educational facilities. Orion Coopers is a community that inspires ambition, resilience and success for all.

In Orion Coopers we have high expectations of all members of the community; we push each other to be the best versions of ourselves. This is best demonstrated in our ambitious curriculum for all pupils which matches and exceeds what is expected nationally. We have a strong team of creative and enthusiastic teachers who support and stretch pupils in their learning. We have a shared understanding of what great teaching looks like and support this through bespoke training and coaching. As a teacher at Orion Coopers you will receive exceptional professional development to enable you to develop your skills set and progress. We are committed to developing opportunities for our staff to grow in their roles and into roles within the school and across the Trust

We have clear behavioural expectations that ensures our school is calm and orderly and learning comes first. Clear systems mean that pupils are rewarded and encouraged whilst behaviour that does not meet expectations is consistently challenged. Working alongside our classroom teachers, we have a dedicated pastoral team that support within each year group and across the school. Our recent Ofsted in 2023 commented that "Pupils are safe around the large school site. They know that bullying is not tolerated, and that staff swiftly intervene to resolve any issues. Staff build positive working relationships with pupils and listen to any worries that they may have. Pupils are kind and respectful to others, including to new arrivals to the school. Sixth-form students act as role models for their younger peers."

Our pastoral and associate staff teams are key in delivering our educational goals. As a community we are committed to the professional development of all staff. Therefore, we offer a comprehensive Associate Staff programme of training and development which allows members to enhance their experience and skills through a broad range of opportunities.

Joining Orion Coopers now means that you will be part of our exciting journey on this next stage of our development. We look forward to welcoming you into our community.



Job Description

Job Title	Teacher of English with KS3 TLR
Salary	M1- UPS 3 (dependent on experience), TLR2a £3527.00
Contract Type	Permanent
Working Hours	32.5 Hours a week
Location	Orion Coopers
Reporting To	Head of English

Job Purpose

We are looking to appoint an enthusiastic, forward thinking, and experienced classroom practitioner with strong subject knowledge to support the leadership of the English department at Orion Coopers.

The successful candidate will have a proven track record of exceptional teaching across all key stages and the ability to make positive student connections by guiding and encouraging students of all abilities to realise their aspirations.

Main duties and responsibilities

Strategic direction and development of the subject

Within the context of the school's aims and objectives, develop and implement subject policies, plans, targets and practices.

- Support with implementing policies which reflect the school's commitment to high achievement and effective teaching and learning.
- Make contributions to whole school strategic direction and development of the subject.
- Create a climate which enables other staff to maintain positive attitudes to the subject and confidence in teaching it.
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, intellectual and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils

- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Establish short-, medium- and long-term plans for the development and resourcing of the subject, which:
 - contribute to whole school aims, objectives, policies and practices
 - are based on a range of comparative information and evidence, including in relation to the prior attainment of pupils and the results of any other tests used by the school
 - identify realistic and challenging targets for improvement in the subject
 - are understood by all those involved in putting the plans into practice
 - are clear about action to be taken, responsibilities, timescales and criteria for success
- Monitor the progress made in achieving subject plans and targets, evaluate the impact on teaching and learning and use this analysis to inform further strategies for improvement
- Prepare reviews of key stage 3 data as requested by the Head of Department, including an analysis of public examination results, and attend a meeting with the Leadership Group to discuss.

Leading and managing staff

Support all those with involvement in the teaching of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning.

- Establish clear expectations and constructive working relationships among staff involved in the subject, through teamwork and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- Sustain the motivation of all staff involved in the subject area.
- Support in ensuring that ITT, Teach First and ECTs are appropriately trained, monitored, supported and assessed in relation to national standards.
- Liaise with other colleagues, on cross-curricular matters and support for pupils with special educational needs.
- Support with overseeing the curriculum area's presence at whole school functions.
- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational needs.

- Ensure that teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate this information to pupils.
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils at key stage 3.
- Plan the most effective grouping of pupils to meet all needs.
- Ensure effective development of pupils' literacy, numeracy and ICT skills through the subject.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Set expectations and targets for staff in relation to the quality of teaching.
- Set expectations and targets for staff and pupils in relation to Key Stage 3 assessment results and evaluate progress towards these outcomes.
- Support with the evaluation of the teaching of the subject and use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching and learning.
- Ensure development of pupils' individual and collaborative study skills necessary for them to become increasingly independent learners both in and out of school.
- Ensure that teachers are aware of the subject's contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Take responsibility for the management of pupils by using effective strategies at an early stage, thus avoiding the need to refer problems to others.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

Line Leader Role

- Line lead in accordance with the School's Performance Management Policy and structure.

- Meet regularly with these staff, identify training needs and act as their reviewer and coach for the purposes of performance management.
- Induct staff effectively into School policies and continuously model and reinforce high standards.

Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere.
- To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy, and academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures and to encourage good practice regarding punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to the subject area's Development Plan and its implementation.
- To attend all appropriate meetings.

- To plan and prepare courses and lessons.
- To contribute to the whole academy's planning activities.

Staff Development: Recruitment/Deployment of Staff

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

Quality Assurance

- To help to implement academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management of Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (Arbor), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with people or bodies outside the academy.

- To follow agreed policies for communications in the academy.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Lead to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure the sharing and effective usage of resources to the benefit of the academy, subject area and the students.

Pastoral System

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group.
- To liaise with the Subject Lead and Head of Faculty to ensure the implementation of the academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor student progress and keep up to-date student records as required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and make recommendations for how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and Citizenship according to academy policy.
- To apply the Behaviour Management systems so that effective learning can take place.

Vision and Values

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.

- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
- To participate in training and other professional development learning activities.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's corporate policies.
- To adhere to the Trust's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Trust policies and procedures, particularly those relating to conduct, child protection (as above), health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

Person Specification

Skills, Capabilities and Experience

Qualifications

- DfE recognised Qualified Teacher Status
- Graduate in relevant subject

Desirable

- Relevant CPD

Skills, Capabilities and Experience

- Successful teaching experience at secondary level (can be teaching practice).
- Strong teaching ability backed up by good and outstanding outcomes.
- Tailored teaching that challenges and supports students.
- Experience of writing lesson plans, developing resources and assessing students work.
- High expectations which motivate and challenge students.
- Excellent subject knowledge.
- Understanding of the secondary curriculum.
- Understanding of how students learn.
- Highly tailored planning using scheme of work.
- Effective use of formative assessment.
- Behaviour management to support a disciplined and joyful culture.
- Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers.
- Understanding the importance of being a Tutor.
- Good level of ICT skills.

Desirable:

- Understanding of what makes an Orion Education academy different and successful.

- SEND theory and practice.

Character

- Strong moral purpose and drive for improvement.
- Values driven.
- Mission-aligned.
- Humble and kind.
- Motivated, enthusiastic and flexible.
- Excellent interpersonal skills.
- Good sense of humour.
- Desire to develop yourself.
- Ability to receive and act on feedback.
- Strong attention to detail.
- Ability to work under pressure.
- Commitment to safeguarding.
- Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.
- Commitment to the full life of the academy.

*We reserve the right to this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

We look forward to hearing from you.

Orion Education is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Orion Education is fully committed to equality and to valuing diversity as an employer and a provider of education.

Orion Education

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