



## Teacher of English

MPS/UPS

**Part Time (0.5FTE) - permanent**

September 2026 start date



1557

**Tadcaster**  
Grammar School

*Be your best self*



Dear potential applicant,

Thank you for expressing an interest in applying for the post of Teacher of English. (Part time 0.5 FTE.)

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure this as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our pastoral systems so everyone is seen, heard and valued.

Several features of the school are likely to be of note to you if you visit. The first is the very open and welcoming nature of the school from both the staff and students. The second, the sheer variety of activities which are offered both within the curriculum and after school hours. TGS is a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

English is a vibrant and highly successful part of the curriculum at TGS. Students tell us that they enjoy their learning and achieve highly. As such, we wish to recruit someone who will contribute something really special to our team. We are looking for a proven and skilled classroom practitioner who can inspire, enthuse and add value.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website. If you would like to speak with a member of the team, or arrange to visit during a school day, please do not hesitate to contact us on 01937 833466 or email the English Team Leader, Charlotte Carson at [C.Carson@tgs.starmat.uk](mailto:C.Carson@tgs.starmat.uk)

If you choose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision and Values Statement
- Job description and person specification
- School performance data about the school available in the public domain
- The [school](#) and [Yorkshire Learning Trust's](#) websites

I hope the following information shapes your thinking and gives the guidance to help you apply.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to the possibility of meeting you soon.

Yours faithfully,

**Mr R Vernon**  
**Interim Headteacher**

## The Selection Process

The Yorkshire Learning Trust (YLT) is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. For further details about the school visit our website: [Tadcaster Grammar School](#).

If you wish to apply for the post of Teacher of English:

Fully complete the online application form on our careers website [HERE](#), ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing the following:

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing how your experience and skills best fit the requirements of the Job Description and Person Specification.

Please use *relevant* examples and impact measures from your practice during the last 3 years.

Please make direct reference to your ability to teach or potentially teach the following subjects (ideally in tabular format):

- Key Stage 3 English
- Key Stage 4 English Language/Literature

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word. Your audience for your written work will be school staff and governors.

Remember when addressing the above, ***less is sometimes more***.

### Timeline for the selection process

Post advertised	Friday 22nd May 2026
Closing time/date for applications:	9am Friday 5th June 2026
Invitation to interview by telephone/ Confirmation by email:	Monday 8th June 2026
Selection day:	Thursday 11th June 2026

Please address all return mail to Mrs R Evans (HR Advisor): [tgs.recruitment@tgs.starmat.uk](mailto:tgs.recruitment@tgs.starmat.uk)

## Appendices

<b>1</b>	The School Vision and Values Statement
<b>2</b>	Job description for the role of Teacher of English
<b>3</b>	Person Specification
<b>4</b>	English Curriculum Team Information

## Appendix 1: The School Vision and Values Statement

### OUR VISION *(Our cause; our key belief)*

<b>Be your best self</b>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> <li>● aware of the needs of others in their thoughts and actions;</li> <li>● empowered to control their own well-being;</li> <li>● able to achieve fulfilment in their current and future lives.</li> </ul>
--------------------------	--

### OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the Yorkshire Learning Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

<b>Students considered first</b>	All of our decisions should put the needs of students first, whilst also considering our own and others' wellbeing. All students will be known well, included, valued and heard.
<b>High expectations - no limitations</b>	We do not prejudice potential by preconceptions about individuals or groups of students.
<b>The optimum curriculum experience for each student</b>	We respond to the aspirations and needs of individual students with a stimulating curriculum and diverse co-curricular offer.
<b>The optimum support for each student</b>	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

<b>Ambition</b>	To show a desire to achieve success.
<b>Resilience</b>	To show a determination to achieve success.
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.

## Appendix 2: Job Description

### Job Title: Teacher of English

<b>JOB TITLE:</b>	Teacher of English
<b>GRADE:</b>	MPR (M1 - M6) / UPR (0.5 FTE)
<b>RESPONSIBLE TO:</b>	Curriculum Team Leader
<b>JOB PURPOSE:</b>	To secure and account for effective learning, appropriate achievement and educational, social and personal progress of all students in the assigned area of responsibility, consistent with the aims of the school and the unique needs of each individual learner.

#### RESPONSIBILITIES AND KEY TASKS

##### Specific Responsibilities – All Teaching Staff

Teachers should work with their Curriculum Team Leader, whilst taking direct responsibility for the following:

- To uphold the aims, policies, procedures and ethos of the school.
- Work in accordance with the Teacher Standards (2012) [Teachers' standards](#).
- Work within the School Teachers Pay and Conditions Document
- Teach as directed throughout the school subject to appropriate training.
- To be accountable for students' attainment and achievement.
- Contribute to and implement the annual School Improvement Plan and agreed policies.
- Monitor, expect and improve progress in student learning.
- Participate in the pastoral management of the school as requested.
- Take part in appraisal procedures outlined in an agreed school policy.
- Take responsibility for their own professional development.
- Plan and deliver lessons using a range of strategies to meet students' individual learning needs.
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school.
- Set and mark homework according to the school and subject policies.
- Mark, assess, record and report on students' achievements, setting appropriate targets for improvement.
- Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades.
- Prepare students for examinations, taking part in standardisation and moderation activities required within the subject and by examination boards.
- Contribute to the development of schemes of learning, school and subject policies as appropriate.
- Attend and contribute to appropriate meetings and professional development activities.
- Contribute to the process of subject self-evaluation and improvement planning.
- Undertake whatever other duties might reasonably be requested by the Headteacher or Curriculum Team Leader.

<p><b>Specific Responsibilities – Form Tutors</b></p>	<ul style="list-style-type: none"> <li>● Take responsibility for day to day discipline routines and attendance in the form group.</li> <li>● Review and discuss students’ work and welfare, setting targets as necessary.</li> <li>● Promote good behaviour and positive attitudes at all times.</li> <li>● Support form, year, and house activities as appropriate.</li> </ul>
<p><b>Safeguarding and Promoting the Welfare of Children/Young People</b></p>	<ul style="list-style-type: none"> <li>● Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate</li> <li>● This Yorkshire Learning Trust is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</li> </ul>
<p><b>Health &amp; Safety</b></p>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<p><b>Data Protection</b></p>	<ul style="list-style-type: none"> <li>● Know about data protection issues in the context of your role.</li> <li>● To comply with the school and Yorkshire Learning Trust’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> </ul>
<p><b>Equalities</b></p>	<ul style="list-style-type: none"> <li>● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values</li> <li>● The Yorkshire Learning Trust is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.</li> </ul>
<p><b>Customer Service</b></p>	<ul style="list-style-type: none"> <li>● The Yorkshire Learning Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>● The Yorkshire Learning Trust requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values</li> </ul>



This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

As part of the Yorkshire Learning Trust (YLT) we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the [website](#) for access to our recruitment policies.

The YLT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

### Appendix 3: Person Specification

Job Title: Teacher of English

#### PERSON SPECIFICATION FOR CLASSROOM TEACHER

Essential upon appointment	Desirable on appointment
<b>Knowledge &amp; Skills</b>	
<ul style="list-style-type: none"><li>● Thorough knowledge and understanding of the subject and how it can be effectively taught across the spectrum of age and ability.</li><li>● Good knowledge of curriculum development and improvement in your subject area, together with a willingness to contribute to schemes of learning.</li><li>● Confident about using data systematically to evaluate performance, together with an ability to monitor and assess progress and provide feedback to students.</li><li>● Proven, excellent teaching and classroom management skills and an ability to relate well to and motivate <i>all</i> students.</li><li>● An understanding of how students learn and improve their skills, knowledge and understanding.</li><li>● Excellent verbal, written and communication skills</li><li>● Understanding of current research into teaching and learning, and can demonstrate how this has been used in the classroom</li></ul>	
<b>Qualifications &amp; Experience</b>	
<ul style="list-style-type: none"><li>● Qualified teacher, with a proven track record of good or better teaching</li><li>● Excellent classroom practitioner with a relevant degree (or equivalent) and experienced subject specialist to the 11-16 age group.</li><li>● Understanding of the importance of the planning, delivery, assessment cycle.</li><li>● Able to demonstrate a variety of approaches to teaching and learning.</li><li>● To have a clear understanding of the National Curriculum and its application.</li></ul>	<ul style="list-style-type: none"><li>● Evidence of relevant Continued Professional Development or keeping abreast of recent development in teaching</li><li>● Experience of working with pupils with additional educational needs and demonstrates an ability to ensure inclusion. Knowledge or understanding of strategies to support children with SEN</li></ul>

### Personal Qualities

- A professional approach to all aspects of the role as per the [Teachers' standards](#)
- A willingness to model the core staff values of the school.
- Demonstrates enthusiasm, drive and energy to achieve results.
- Make a positive contribution to the wider life and ethos of the school, including extracurricular activities.
- Commitment to work as part of a team.
- Ability to filter, judge and act decisively.
- Ability to work in a way that promotes the safety and wellbeing of children and young people.
- Flexible, able to cope with change.

### Other Requirements

- Enhanced DBS Clearance.
- Ability to use initiative and take responsibility for own Continuing Professional Development.
- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and attitudes.
- Ability to use authority and maintain discipline.
- An empathy for equality & diversity.
- The ability to converse at ease with stakeholders and provide advice in accurate spoken English.

## Appendix 4: Additional information about the English Department

### Job Title: Teacher of English

#### Staffing

Charlotte Carson	Curriculum Team Leader for English
Beth Thorp	KS3 Leader for English
Helen Brydon	KS5 Leader for English
Joanne Alderson	Teacher of English and Leader of Literacy
Natalie Brown	Teacher of English
Anna Cantrell	Teacher of English
Victoria England	Teacher of English
Jude Kay	Teacher of English, Associate Assistant Headteacher, KS4 Leader for English
Rachel Kennady	Teacher of English
Victoria Lightfoot	Teacher of English
Philip Richardson	Teacher of English and Computing
Rebekah Young	Teacher of English
Louise Dale	Curriculum Support Assistant

#### Accommodation & Resources

- English is taught in Toulston Lodge Hall and the portacabins on the Year 7 playground.
- Almost all staff have their own classroom.
- We have a Curriculum Support Assistant.
- Tadcaster Grammar School has an excellent library and a full time librarian.

#### Curriculum Intent Statement

The English department aims to inspire students to be intellectual, curious and instinctive readers, writers and speakers who are empowered to be confident and independent through their encounters with a rich range of texts from different times and periods. We want our students to have the confidence to use their words to explain, describe and articulate their beliefs, knowledge and experiences and to understand the power of their own voices. It is our desire that our students will develop empathy, understanding and appreciation of their own culture, identity and literary heritage, as well as those of others.

### **Key Stage 3 Curriculum Details**

We have a three year KS3 where students have 6 periods of English a fortnight and are taught in mixed ability groups. Students visit our excellently resourced library once a fortnight in an English lesson.

### **Key Stage 4 Curriculum Details**

KS4 students have 8 periods of English a fortnight. Our groups are mainly mixed ability; in Year 11 there is a top set.

- AQA GCSE English Language
- AQA GCSE English Literature

### **Key Stage 5 Curriculum Details**

We currently offer our students 2 A level courses. Students have 8 lessons a fortnight and groups are shared by two teachers:

- AQA A level English Literature B
- AQA A level English Language (students study this at Sherburn High School)

Full Curriculum details can be found [HERE](#)