



Queen's College, London

Established 1848

Teacher of English

The English Department

The English Department at Queen's College is dynamic and flourishing. Our curriculum is up to date and very diverse, incorporating everything from heritage novels such as *Pride and Prejudice* to *Whitehead's 'The Underground Railroad'* and the poetry of the civil rights movement.

Results in Cambridge IGCSE English and IGCSE English Literature have been strong. English is a very popular choice at A-level (we offer the Cambridge International specification, 9695), and our results are exceptional, with many going on to read English at university.

Beyond the curriculum, the department offers regular talks from visiting speakers on key authors, preparation of Year 7 and Year 9 pupils for English Speaking Board exams, a Literary Society for sixth form students and a Poetry Club. We have been working with Inua Ellams MBE as our Writer-in-Residence and have worked hard to further embed regular reading across the whole College in tutor times.

Students are regularly taken on theatre trips to the Regent's Park Open Air Theatre, the Globe, the Barbican and the West End and to galleries and museums including the Wallace Collection and the Charles Dickens Museum. Creative writing is strongly encouraged and students across the years write entries for the Katherine Mansfield Prize (Mansfield studied at Queen's College), which are awarded to those who have submitted the best short stories.

The Role

We are seeking to appoint a well-qualified and inspirational Teacher of English. The department is supportive and thriving; staff are expected to teach across all year groups and a good number of pupils take A-level English.

Key Responsibilities

Reporting to: Head of Department

Teachers will:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set targets that extend and challenge pupils of all backgrounds, abilities and cultures
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Promote a love of learning and intellectual curiosity

Promote excellent progress and outcomes

- Be accountable for pupils' attainment, progress and outcomes
- Plan and prepare schemes of work and lessons to build on pupils' capabilities and prior knowledge
- Encourage pupils to reflect on the progress they have made and identify the next steps in their learning
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and studies

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, in accordance with policies and procedures
- Analyse formative and summative assessment to track and secure pupils' progress and set appropriate targets on a regular basis
- Use and record relevant data to monitor progress, set targets and plan subsequent lessons
- Prepare relevant classes for public examinations at GCSE and A-level
- Give pupils regular feedback orally and through accurate and diagnostic marking in accordance with policies and procedures and encourage pupils to respond to feedback
- Integrate Assessment for Learning (AfL) strategies into lessons

Adapt teaching to respond to the strengths and needs of all pupils

- Deliver high-quality teaching using excellent subject knowledge and professional judgement
- Know when and how to differentiate appropriately, using approaches which enable effective teaching and learning
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different

stages of development

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those who are gifted and talented; those with English as an additional language; those with disabilities; and be able to use and evaluate effective and appropriate distinctive teaching approaches to engage and support them in accordance with school policies
- Use IT and educational technology discerningly to enhance teaching and learning

Manage behaviour effectively to ensure a positive and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting polite and courteous behaviour both in classrooms and around the school
- Have very high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

Fulfil wider professional responsibilities

- Support the leadership, development and progress of the department
- Write subject reports, prepare grades, and participate in monitoring pupil progress using the Progress Tracker
- Take responsibility for the regular updating of notice boards
- Support pupil recruitment events, including those taking place after the teaching day has ended
- As directed, be a form tutor, carrying out roles including registration, pastoral and academic monitoring of pupils, writing tutor reports, proofreading subject reports, target setting with pupils
- As directed, teach PSHE
- For the teaching of PSHE, be aware of the statutory regulations, guidelines and College Policies associated with teaching the Relationship and Sex Education curriculum
- For PSHE, be aware of how the sensitive nature of some of the topics discussed may affect pupils and approach these topics in a sensitive and balanced manner
- Contribute to the Queen's extra-curricular programme
- Take part in trips and visits
- Make a positive contribution to the wider life and ethos of the school e.g. house activities, assemblies, duties, parents' evenings, and similar related activities, Sports Day
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Provide cover for lessons, as reasonably required
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and by participating in the staff appraisal process

- Attend INSET, departmental and staff meetings and events, as required
- Communicate promptly and effectively with parents about pupils' achievements, behaviour and well-being, in accordance with policies and procedures
- Promote environmental awareness within the school

Other Duties

- Undertake additional duties that are commensurate with the role, as reasonably required

All staff are expected to:

- Be aware of and committed to the ethos and values of Queen's
- Take an active role in the development and implementation of school policies and in the whole life of the school
- Ensure that there are equal opportunities for all
- Adhere to school policies and procedures
- Be fully committed to safeguarding and promoting the welfare of children

Person Specification

The person appointed is highly likely to have the following qualification and attributes:

- Honours degree in English or a closely related discipline
- Recognised teaching qualification
- Qualified to work and teach in the UK
- Highly successful recent experience of teaching English Literature to A-level
- A desire to promote a love of literature, including beyond the classroom
- Excellent organisational and administrative skills and the willingness to work with different teams
- Understanding of Safeguarding and Child Protection protocols
- Pastoral interests – all teachers at Queen’s College are required to act as a Form Tutor, contributing to the work of pastoral teams
- A willingness to contribute to the co-curricular life of the College – all full-time staff are required to run a weekly club during lunchtime or after school.
- Demonstrable commitment to continuing professional development (CPD)
- Strong ICT skills and a willingness to enhance the teaching of English through the use of relevant Ed Tech.
- Outstanding planning and organisational skills, as a leading classroom practitioner
- Approachable and empathetic to the needs of others
- Enthusiasm and an ability to use own initiative
- Ability to prioritise and work flexibly as workloads require, and a willingness to take ownership of tasks
- Attention to detail and ability to actively question and clarify information
- A role model who demonstrates professionalism at all times
- A sense of humour and a positive ‘can do’ attitude

Terms and Conditions

- Permanent position
- Full-time
- Start date: September 2026
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Free lunch in the Dining Hall during term time
- Healthcare insurance (taxable benefit)
- Defined Contribution pension scheme (up to 22% employer contribution)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.

During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.

This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:

- *All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974*
- *All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020*

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further guidance on disclosure can be found [HERE](#).

Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.