



## **INFORMATION FOR APPLICANTS**

**Teacher of English**  
(ECTs welcome)



Dear Candidate



Welcome to All Saints Academy Dunstable.

As I enter into my tenth year as Principal, I feel extremely proud to have worked with the local community in transforming this Academy. When I joined in 2015 the Academy was in a category of Serious Weaknesses, and although the improvement journey has not always been smooth, our most recent Ofsted in November 2024 has judged that Personal Development is **Outstanding**, and Behaviour, Sixth Form and Leadership are all **Good**. Historically exam results have been below national average however the recent upward trajectory fills us with confidence that the Quality of Education will soon also reach a good standard.

The following extract from our recent Ofsted report demonstrates how the Academy's strong Christian ethos is driving improvements:

*"Pupils enjoy attending All Saints Academy Dunstable. It provides an exceptional range of opportunities that raise pupils' aspirations, develop their character, and broaden their interests.*

*The school's ethos is at the heart of its exemplary approach to developing pupils' personal qualities and their sense of right and wrong. Pupils fully understand the importance of diversity and respect for all. They embody this in how they treat each other around school. Pupils look out for and help one another. This is because the school is exceptionally inclusive in its culture and approach to teaching difference. It ensures, for instance, that all pupils, including those who are disadvantaged, participate in the rich 'electives' offer, trips and visits."*

In December 2024 we had a SIAMS inspection which was again very positive about the work of the Academy and the following strengths were noted:

*"The school community greatly value the school's vision, with its focus on dignity and aspiration. It is an appropriate Christian response to the complex context of the school.*

*Leaders work tirelessly to ensure that the school vision is made real through their strategic and day-to-day decisions. As a result, both adults and students flourish. The meticulous mapping of collective worship alongside the curriculum ensures that students' spiritual and character development are given priority. This enables them to develop as reflective and well-considered young people.*

*All Saints Academy is a community where adults and students treat each other with dignity and kindness. This means that students, particularly those who are vulnerable, have a fulfilling time at the school.*

*Students know that their voices are heard by adults at the school. As a result, they grow into a quiet assurance, which enables them to discuss issues with dignity and good humour.”*

We now need to ensure that all areas of Academy life become Outstanding. We are highly ambitious for everyone and fundamentally believe students should not have ceilings placed on their ability. We welcome teachers and associate staff who believe in having the highest academic expectations for all our students.

If you feel you want to be part of our journey to be an outstanding academy and have a genuine desire to make a difference to children’s outcomes, then please apply for this post. We firmly believe that visiting a school is key to deciding whether you should apply for the role, so please wherever possible contact the school to make an appointment to look around.

I look forward to meeting you.

Yours sincerely

Liz Furber  
**Executive Principal**

## INFORMATION ABOUT THIS VACANCY

At All Saints Academy our vision is “Living Well Together with **Dignity, Faith and Hope**”. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures. Our vision translates into our everyday practice and our values are particularly relevant in ensuring all in our community are encouraged to strive for excellence.

We are seeking to appoint an ambitious, enthusiastic and dynamic Teacher of English to join our team at All Saints Academy Dunstable. This role would suit an ECT. You must be flexible, imaginative and a skilled professional, who is committed to raising the achievement of every student in the classroom.

All Saints Academy is a fantastic school in which to work, with exemplary relationships at all levels. This is an exciting opportunity for an ECT to develop their teaching skills and work in an inspirational team. All staff and students are valued highly. We have a first-class commitment to developing individuals and working with others to reach their full potential.

## ACADEMY FACILITIES









We are proud of our building and facilities. Our classrooms are bright, our corridors wide and spacious, and our learning environment is calm. You will see an abundance of colour, high ceilings and lots of natural light. All classrooms are equipped with an Interactive Whiteboard.

Across the Academy as a whole, the accommodation includes:

- Five Science labs
- Six Maths classrooms
- Five English classrooms and a Lecture Theatre
- Four Humanities classrooms
- Further rooms for the teaching of Business Studies and ICT
- A Modern Library with 30 computers
- A Modern Hall with tiered seating
- Specialist rooms for each of Art, Dance, Drama, Food, Media and Music and a Recording Studio
- An amazing Sports Hall and a Sports Exercise Room
- 3G All Weather Pitch and Multi Use Games Area
- The Inclusion Bungalow
- Management Suite
- Spacious staff room
- Separate Departmental staff workrooms

## BENEFITS

Benefits of working at the academy include:

|   |   |
|---|---|
|  Training & support            |  Generous pension schemes (TPS & LGPS)                   |
|  Free Car Parking              |  Access to Occupational Health Services (where required) |
|  Free access to the gym        |  Staff social committee                                  |
|  Employee Assistance Programme |  Regular staff well-being initiatives                    |

# JOB DESCRIPTION



## Main Scale Teacher

### Responsible to:

Director of Learning/Curriculum Leader

### Core purpose:

To meet high professional standards in respect of:

- relationships with young people
- communicating and working with others
- knowledge and understanding
- skills to achieve consistent high-quality learning and teaching across the Academy
- promotion of a love of learning.

### Job description:

Teachers' performance, as relevant to their role in the school, will be assessed against the Teachers' Standards as part of the appraisal process.

The duties outlined in this job description are in addition to those covered by the latest 'School Teachers' Pay and Conditions' document. It will be regularly reviewed with you to reflect or anticipate changes in the job, commensurate with salary and area of responsibility.

### General teaching duties:

To plan effective courses and prepare good lessons by:

- delivering the curriculum as relevant to the age and needs of groups/subject/s that you teach
- developing Schemes of Work and planning lessons to implement the Academy learning and teaching policy and pastoral arrangements as appropriate
- matching the design of lessons to the ability of students
- having a clear understanding of the needs of all students including SEND and EAL and be able to use and evaluate distinctive teaching approaches to engage and support them

- demonstrating an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken and written English (whatever your specialist subject)
- taking account of the need for progression in students' learning experience and be accountable for the attainment, progress and outcomes of the students you teach.

To teach and manage students' learning by:

- ensuring effective teaching of whole class groups or individuals
- establishing a purposeful and safe learning environment conducive to learning and identify opportunities for learning in out-of-school contexts
- setting high expectations of students' behaviour, through good classroom discipline, adherence to Academy climate for learning policy, focused teaching and productive relationships
- establishing a safe, purposeful and stimulating environment for students and establishing a framework for discipline, using praise, sanctions and rewards consistently and fairly in accordance with Academy Behaviour Policy
- managing classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge
- being a positive role model and demonstrate consistently the positive attitudes, values and behaviour that are expected of students
- being responsible for promoting and safeguarding the welfare of young people within the school, raising any concerns following school protocol/procedures
- setting homework as an integral part of students' learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate
- using teaching methods which take account of different learning styles
- use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

To ensure students' progress and that they meet or exceed their targets by:

- having high expectations of students, based on a sound knowledge of their prior and potential attainment
- marking and assessing in line with Academy policy
- recording marks efficiently and reporting to parents/carers in line with Academy policy
- being clear about the level at which a student is working
- giving regular, clear and constructive feedback to students on how to move on to the next grade or level both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their

emerging needs and to take a responsible and conscientious attitude to their own work and study

- Participate in arrangements for examinations and assessments within the remit of the school policy

To manage one's own performance and enhance the working atmosphere and ethos in the Academy by:

- applying Academy policies and practices consistently
- working as a team member, identifying opportunities for working with colleagues and sharing development of effective practice with them
- taking part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- setting an example to students in work ethic, conduct, dress, punctuality and attendance
- regularly reviewing the effectiveness of one's own teaching and assessment procedures and its impact on students' progress and attainment, refining approaches where necessary and responding to advice from colleagues
- taking responsibility for one's own professional development, setting objectives for improvement and keeping up to date in subject expertise and teaching skills
- maintaining effective working relationships with teaching and support staff
- proactively participating with the Academy appraisal process.

To be a form tutor to a group of students by:

- keeping an accurate register of attendance
- mentoring them according to the planned Academy programme
- delivering the tutorial programme
- monitoring their progress across subjects and liaising with Achievement Leaders as appropriate
- playing an important role in the behaviour management of tutees
- responding to requests from the Achievement Leaders.

### **Administration**

- Register the attendance of and supervise students before, during or after school sessions as appropriate

To support the wider life of the Academy community and its individuals.

To meet the admin requirements of a teacher by:

- working to published timescales for reports, publications and events
- carrying out procedures to satisfy Academy policy and practice
- carrying out weekly duties.

I confirm that I have read and I understand my new job description.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs.

The job description will be reviewed at least once a year and it may be subjected to modification or amendment at any time after consultation with the holder of the post.

|                              |                      |
|------------------------------|----------------------|
| .....<br><b>Post holder</b>  | .....<br><b>Date</b> |
| .....<br><b>Line Manager</b> | .....<br><b>Date</b> |
| <b>Position</b> .....        |                      |

### **Safeguarding**

Because of the nature of this job, it will be necessary for an enhanced criminal record disclosure and prohibition order check to be undertaken. Therefore, it is essential that any pending charges, convictions, bind-overs or cautions are disclosed. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (exemptions) (amendments) order 1986. Therefore, applicants are not allowed to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. And in the event of employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-overs or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Teachers and Associate Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

# PERSON SPECIFICATION

## CLASSROOM TEACHER

### ENGLISH

|  | Essential  | Desirable   |
|--|--|---|
| <b>Education/Qualifications</b>        | <ul style="list-style-type: none"> <li>• Degree or equivalent level in relevant subject</li> <li>• Recognised teaching qualification &amp; QTS – where overseas trained appropriate NARIC certificates equivalent to UK qualifications</li> </ul>  | <ul style="list-style-type: none"> <li>• The ability to teach a second subject</li> <li>• Evidence of continuing professional development, e.g. attendance at relevant INSET</li> </ul>   |
| <b>Experience</b>                      | <ul style="list-style-type: none"> <li>• Evidence of successful teaching experience across the whole age and ability range in the secondary sector</li> <li>• Teaching Experience in key stages 3 and 4 (or equivalent)</li> <li>• Evidence of consistently good teaching and learning</li> <li>• The ability to use ICT effectively to engage students</li> <li>• An understanding of how to use assessment to inform planning for good teaching and learning</li> <li>• The ability to differentiate materials to meet the needs of learners</li> <li>• Evidence of pastoral experience<br/>An interest in the wider curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Successful teaching experience in an urban school</li> <li>• Teaching experience in key stage 5 (or equivalent)</li> <li>• Evidence of outstanding teaching and learning</li> <li>• Experience of being a form tutor</li> <li>• The ability to offer an extra-curricular activity</li> <li>• Resourceful and creative and willing to innovate to enhance teaching in the classroom and beyond</li> </ul> |
| <b>Knowledge, Skills and Aptitudes</b> | <ul style="list-style-type: none"> <li>• Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of teaching English to A Level</li> </ul>   |

|                                  |  |  |
|----------------------------------|--|--|
| <p><b>Personal Qualities</b></p> | <ul style="list-style-type: none"> <li>• A strong commitment to comprehensive education</li> <li>• Excellent communication skills</li> <li>• The proven ability to work in teams and partnerships with staff and students alike</li> <li>• Have high expectations of themselves and others within the Academy community</li> <li>• Be pro-active to innovate</li> <li>• A willingness to learn and develop new skills</li> <li>• A desire to make a difference to the lives of young people</li> <li>• A proven commitment to develop own professional learning</li> <li>• Displays commitment to the protection and safeguarding of children and young people</li> <li>• An excellent attendance record</li> <li>• Vision, energy and resilience, and a sense of humour</li> <li>• The ability to remain calm under pressure</li> </ul> |  |
| <p><b>Other</b></p>              | <ul style="list-style-type: none"> <li>• Commitment to safeguarding the welfare of young people in the Academy</li> <li>• Understanding of appropriate and inappropriate physical intervention with students</li> <li>• Commitment to the Academy's values and ethos</li> <li>• DBS check and if required a Certificate of Good Conduct</li> </ul>   |  |

## TIMELINE FOR RECRUITMENT PROCESS

|                                      |   |
|--------------------------------------|---|
| <b>Closing date for applications</b> | <b>9<sup>th</sup> July 2026 at 9.00am</b> |
| <b>Interviews</b>                    | <b>As soon as possible</b>                |
| <b>Start Date</b>                    | <b>September 2026</b>                     |

## HOW TO APPLY

Please apply by completing the online application form via MyNewTerm. Please note we do not accept CVs or applications submitted through email. Applications will be shortlisted throughout the process, and we may interview and close the advert early if we are in a position to recruit a suitable candidate. We therefore encourage interested candidates to apply early.

## REFERENCES & PRE-EMPLOYMENT CHECKS

We will seek references for candidates after the shortlisting process which may include approaching previous employers for information to verify particular experience or qualifications.

The first referee should normally be your present or most recent employer. If you are currently working in education this should be your Headteacher or equivalent person. Please ensure your referees are aware of your application as references will be obtained prior to interview where applicable.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- 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
- Attitudes to use of authority and maintaining discipline

In accordance with our statutory obligations under Keeping Children Safe in Education, we are required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we may want to explore further with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

## **CONDITIONAL OFFER – PRE-EMPLOYMENT CHECKS**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least 2 satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS with Children's Barred List Disclosure
- Section 128 check (where required)
- Prohibition Check (where required)
- Verification of professional status such as QTS Status, NPQH (where required)
- Completion of Employee Health Declaration
- Satisfactory completion of the 6-month probationary period
- Where the successful candidate has worked or been resident overseas in the previous 10 years, such checks and confirmations as may be required in accordance with statutory guidance