



The Nobel English and Media Faculty

Welcome to the English and media faculty at Nobel. We are an enthusiastic and committed team dedicated to providing our students with a broad and balanced knowledge-rich curriculum. We believe that students deserve a varied and rigorous curriculum which is designed to prepare them, not only for future exams, but also for life beyond school. We aim to instil a love of literature, the English language and different media in our students to reflect our own enthusiasm!

In KS3, we aim to build upon students' primary school knowledge and skills by exploring a wide range of fiction, poetry, drama and non-fiction. By the end of Key Stage 3 students have a good understanding of a range of texts and are ready for the challenges of GCSE. In Years 10 and 11 students follow the AQA GCSE specification. Students complete GCSEs in English language and English literature. The school also offers GCSE film studies and is soon to introduce BTEC media. At Key Stage 5 we offer A levels in English literature and English language and literature. Sixth form students can also opt for A level film studies or an OCR extended certificate or diploma in media.

The faculty strongly believes that students can gain invaluable insights, enjoyment and engagement from learning opportunities outside of the classroom. We see these extra-curricular activities as an intrinsic part of developing our students, allowing them to reach their fullest potential. When conditions allow, these activities include our new English super-curriculum, meeting visiting poets and authors, poetry workshops, creative writing clubs, film club, competitive mock trials and theatre trips..



Support

The school and the Department have an excellent reputation for supporting teaching and learning. We are the School Direct Lead School for the Stevenage Schools' Partnership and we train teachers from many different organisations including the University of Hertfordshire and University of Bedfordshire. We are also a strategic partner within the North Herts Teaching Alliance. The department is very experienced and have developed a successful approach to delivering the curriculum over the last few years.

Being an ECT at Nobel School

As you embark on your teaching career as an ECT, you will have a comprehensive induction programme of monitoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

All ECTs can expect:

- Support and guidance from a subject mentor.
- Weekly timetabled mentor meetings.
- Regular observation and prompt and constructive feedback.
- Half termly professional reviews of progress with the professional mentor (member of Senior Team).
- Observations of experienced teachers.
- Student shadowing opportunities.
- Opportunities to participate in the Local Authority subject days; including a residential experience. This will allow you to meet and network with other ECTs in your subject area.
- A full range of CPD activities including a programme of ECT twilights.
- Termly assessments in line with County guidance.

At the start of the induction, all ECTs are issued with an induction booklet which outlines the Teachers' Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers' Standards.

Nobel has a strong history of successful ECT induction. You can be assured that you will receive the very best experience on offer.

PERSON SPECIFICATION: Full time teacher of English & Key Stage Lead

Essential	Desirable
SKILLS AND EXPERIENCE	
Education to degree level in English Literature or English Language plus teaching qualification	
Evidence of successful initial experience or teaching practice	Teaching practice or experience in a comprehensive/wide ability school
Potential expertise in the teaching of English at <i>all</i> levels	Evidence of involvement in team working to improve practice
Willingness and ability to participate in extra-curricular activity.	Experience of extracurricular involvement
Good knowledge and understanding of the National Curriculum in English	Experience of the formal assessment of students' work
Excellent oral and written communication skills	Good/excellent IT skills
PERSONAL QUALITIES	
Commitment	
Ability to establish good relationships with students, parents and staff	
Dependability and sound organisational skills	Good time management
Enthusiasm and good sense of humour	Perseverance
Flexibility	



Job Description

Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies and the national teaching standards 2013.

Job Context

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

- consistently high standards of learning and teaching
- continual progress in educational achievement
- positive attitudes to learning and school
- personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

Area	Responsibilities
Line Management	<ul style="list-style-type: none"> • Responsible to: Headteacher; Director of Faculty; Director of Learning; Assistant Director of Learning; as appropriate.
Teaching & Learning	<ul style="list-style-type: none"> • Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. • Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. • Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. • Ensure the effective and efficient deployment of classroom support. • Ensure students are fully prepared for external examinations.
Pastoral	<ul style="list-style-type: none"> • Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline • Undertake student supervisory duties and cover for absent colleagues in line with school procedures • Maintain discipline in accordance with the school Behaviour for Learning Policy. • Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. • Make every reasonable effort to ensure the Home School Agreement is adhered to. • Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable.
Assessment	<ul style="list-style-type: none"> • Assess and record each student's progress through observation, questioning, testing and marking. • Make effective use of national, local and school data to set clear targets for students' achievement and to monitor progress. • Meet tracking and reporting deadlines.

Area	Responsibilities
	<ul style="list-style-type: none"> • Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. • Ensure effective assessment of students for external examinations, as required.
Reporting/ Communication	<ul style="list-style-type: none"> • Ensure familiarity with reporting requirements and prepare and present informative reports for parents. • Communicate as appropriate with parents of students and external bodies concerned with student welfare. • Take part in activities such as Parents' evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required.
Form Tutorship (if applicable)	<ul style="list-style-type: none"> • Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. • Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. • Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; • Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. • Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening.
Performance Appraisal	<ul style="list-style-type: none"> • Participate fully in the school's Performance Appraisal arrangements. • Review own professional development and identify training needs. • Take part in lesson observations to share good practice and as part of the school's self-evaluation. • Act on advice and feedback given and be open to support to improve own performance.
Other	<ul style="list-style-type: none"> • Attend assemblies • Take registers for classes. • Provide suitable cover work in good time for planned absences. • Establish effective working relationships and set a good example through personal and professional conduct. • Any other duties requested by line manager, HOF or Headteacher/SLT link. • To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. • To promote actively the school's corporate policies and to comply with the school's Health and safety policy and undertake risk assessments as appropriate.
MPS	<ul style="list-style-type: none"> • Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school's Pay Policy.