

EASTBURY COMMUNITY SCHOOL

Appointment of Teacher of English

Secondary Phase

Date of advert: 9 September 2020

Closing Date: 25th September 2020

Shortlisting: 28th September 2020

Interviews: 2nd October 2020

Advert

EASTBURY COMMUNITY SCHOOL
Hulse Avenue
Barking
Essex IG11 9UW

Teacher of English
Required ASAP
Fixed term contract (maternity cover)
MPS incorporating Inner London Allowance
Roll 1800 (Oversubscribed)

Excellent opportunity for an inspirational teacher, in a successful, well ordered, and inclusive 3-19 all through school. We are at the heart of an ethnically diverse community in London East, an area undergoing significant regeneration and building affordable homes. We have just celebrated excellent examination results in 2020 with many pupils achieving top grades at both GCSE and A level.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand new purpose built accommodation.

The school is located less than 10 minutes' walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of young people. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school. The ability or desire to teach in our primary phase would be an advantage but is not essential.

We have the highest expectations of everyone and can offer:

- Highly aspirational pupils who are eager to learn
- A highly supportive school in which teaching and learning is the key priority, and staff are provided with the time and coaching needed to be successful.
- The opportunity to teach in our outstanding and oversubscribed sixth form
- Career development (Leadership training for exceptional candidates after 2 years in post)

For full details of the post and an application form please visit the school website www.eastbury.bardaglea.org.uk and return the application form to the Headteacher's PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is 25th September 2020 . Shortlisting will take place on 28th September and interviews will take place on the morning of 2nd October.

Eastbury School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including enhanced DBS checks. We value the diversity of our community and wider society and are committed to promoting and upholding equalities at our school. CVs are not acceptable and will not be considered.

APPOINTMENT OF ENGLISH TEACHER

SECONDARY PHASE

October 2020 start

Dear Colleague and Prospective Applicant

APPOINTMENT OF ENGLISH TEACHER (Secondary Phase)

English teacher needed to teach across all key stages (3-5)

Thank you for requesting details about teaching in our school. I am delighted that you are interested in developing your career at Eastbury, at such an exciting time in the school's development. We pride ourselves in creating a positive, calm and purposeful ethos, where teachers can teach and pupils can learn, in a caring and supportive environment.

The post is ideal for someone with drive who is keen to develop their professional skills and expertise in preparation for further promotions. We are seeking a talented, inspirational and adaptable teacher who wants to start, or further their career, in a forward thinking school. The self-motivation and resilience to ensure the highest standards of care, achievement and attainment for our young people is essential.

Successful teachers at Eastbury are:

- Ambitious and dynamic classroom practitioners who are passionate about their subject and raising achievement, attainment and aspirations of pupils
- Committed to ensuring all pupils achieve academic success and are well cared for
- Team players who are highly organised, yet flexible, with excellent interpersonal and communication skills who remains calm under pressure
- Active learners, who constantly strive to improve, with the desire to progress as an excellent teacher, or leader in education
- Able to teach across the 11-19 age and ability range up to and including A-level
- Committed to working in an all through school and willing to collaborate with primary colleagues in our own school and across the borough.

We believe that for our ambitious goals to be realised for our pupils it has to start with the adults and so we are committed to ensuring that our staff have access to a wide range of continuing professional development opportunities. We are all learners at Eastbury. Staff and pupil wellbeing is of the utmost importance to us and we are constantly seeking ways to reduce workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

ECS is currently undergoing significant change, which is creating many career opportunities. In September 2015 we became a 3-19 all-through school and in September 2016 our primary pupils moved into their own self-contained purpose built accommodation. Our new secondary building opened in January 2017 providing 36 'state of the art' classrooms and 14 English laboratories. Our new buildings have been extremely well received by pupils, staff and the community.

ECS is an exciting, challenging and rewarding place to work. We are growing in both number (two-form entry in our primary phase and ten-form entry in the secondary phase) and reputation. We are situated in the heart of Barking, less than ten minutes from the Tube and Rail station, in the London Borough of Barking and Dagenham. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

Barking and Dagenham is an excellent borough to work for, committed to raising attainment and developing its staff. Full Inner London Weighting is paid and we encourage all staff to develop their careers by providing excellent Continuing Professional Development opportunities. In addition the borough can offer support in providing quality affordable housing for rent (<https://www.affordablelettings.london/>).

The school is a large, well-ordered and diverse community, which enjoys an excellent reputation. The school strives to be at the forefront of educational improvement and we were recently featured in the Independent on Sunday www.independent.co.uk. Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

ECS is a caring and kind school that gets the very best for and from its children. It is a friendly, supportive, diverse and welcoming school that nurtures local children from varied and sometimes challenging backgrounds to achieve their full potential academically and socially. We are especially proud of the creativity and leadership potential of our children which are both actively encouraged.

Our record-breaking number of higher grades in 2019, with a strong Progress 8 figure in 2018 and 2019, and current pupil progress data, demonstrates clearly that the school is improving the life chances of our pupils and provides the evidence that we will become outstanding in the near future. Eastbury Community School is part of a successful 6th form partnership arrangement with four other local secondary schools. This potentially will cater for the educational needs of over 1000 pupils studying a diverse range of academic and vocational courses. In 2019, we celebrated another record breaking year of A-level results with a 100% pass rate and increasing numbers of pupils achieving top grades in our Sixth Form. Over half of all grades achieved at A-Level were at A* to B and 1 in 4 were A*/A grades. Consequently, a record number of Sixth Form pupils progressed to Russell group universities, including Cambridge, and many secured Modern Apprenticeships. Eastbury Sixth Form is 1st in the borough for its results, placing it at the top of the league table, and was rated outstanding by OFSTED.

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Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

Many parents choose Eastbury because they feel that each child in our care is offered a broad and balanced curriculum and can be assured of support and encouragement to attain their full potential. We see our school as a family: caring, supportive and well-ordered, with a commitment to everyone achieving their best. We challenge our pupils to achieve ambitious goals and to never settle for second best. If you feel you could contribute to this ethos and enhance it further, please apply.

We invite you to visit our school website (www.eastbury.bardaglea.org.uk) to find out more detailed information about our school.

Department Information

ENGLISH & DRAMA FACULTY

The English & Drama Faculty at Eastbury is a dedicated and successful team consisting of the following people:

<i>Louise Eustace</i>	<i>Head of Faculty/Assistant Head Teacher</i>
<i>Anita Ark</i>	<i>Lead Practitioner</i>
<i>James Cummins</i>	<i>English Key Stage 5 Co-ordinator</i>
<i>Jolaine Foxe</i>	<i>English Key Stage 4 Co-ordinator</i>
<i>Suv Kar</i>	<i>English Key Stage 3 Co-ordinator</i>
<i>Kerry Hallahan</i>	<i>Lead Teacher for Teaching and Learning</i>
<i>Aneesa Moghul</i>	<i>English Teacher</i>
<i>Jane Crollie</i>	<i>English Teacher</i>
<i>Adam Dray</i>	<i>English Teacher</i>
<i>Tasnim Khan</i>	<i>English Teacher</i>
<i>Henna Riaz</i>	<i>English Teacher</i>
<i>Whitney Uche-Ndubuisi</i>	<i>Drama Teacher</i>
<i>Megan Ratcliff</i>	<i>Drama Teacher</i>

We deliver a dynamic, innovative and inclusive curriculum that offers students diverse and engaging experiences of literature and drama. We understand that both literacy and the arts can have transformative effects on the lives of young people. The core skills of reading, writing, oracy and performance are central to both the curriculum and our extensive work beyond the

classroom. As a faculty, we bring together expertise in English and Drama teaching to ensure that students receive high-quality first teaching in both subject areas, and that language, creativity and performance are established features of school life at Eastbury. Our creative work with outside agencies further enriches the curriculum and offers both students and staff the time and space to really enjoy and appreciate literature and drama texts

Teaching is planned collaboratively at each Key Stage and gives the Faculty an opportunity to explore creative schemes of learning and exciting ways of teaching. Our pedagogic approaches are researched-informed, and we collaborate frequently in education research both within and beyond the school. We are members of the Let's Think in English cognitive-acceleration programme, which utilises dialogic approaches to learning and offers students an engaging selection of diverse literature texts to study. Time is dedicated to honing students' creative writing and storytelling skills throughout KS3 and offers opportunities for publication, an element of the embedded careers education that ensures students are equipped for life beyond the school gates.

As a Royal Shakespeare Company (RSC) Lead Associate School, we work closely with the RSC to provide our staff and students with exciting opportunities to engage with Shakespeare's work and deliver 'Rehearsal Room' CPD to local schools via our Schools Cluster Network. Through this work, we have enjoyed many on-site productions and have had students perform at the Barbican as well as local theatres. We regularly offer students the opportunity to see live theatre performances both in-house and at the theatre and have also built strong relationships with the National Theatre and Old Vic Theatre Company to expand this. We work closely with the School Library to ensure that whole-school literacy resources further support our students.

Providing exceptional teaching is at the heart of what we do and we meet regularly to discuss Teaching and Learning and to share resources and good practice. We are always looking to update and develop our teaching, and to devise lessons together that fully cater for the diverse needs of our students. We look forward to receiving applications from candidates who believe they will be a good match for our collaborative and creative team.

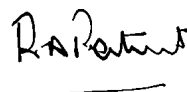
If you would like to discuss any aspect of the post or application process please contact Kerry Ward, Deputy Headteacher (kwa@eastbury.bardaglea.org.uk) to arrange a telephone appointment or to visit the school. All applications will be seriously considered irrespective of a pre-application visit. Please note that all shortlisted candidates will have the opportunity to visit and tour the school as part of the application process.

We look forward to receiving your application.

Yours sincerely



DAVID DICKSON
Executive Headteacher



ROY PATIENT
Chair of Governors

Job Description

Post Title:	English Classroom Teacher – Main Professional Grade
School Context	Eastbury Community School (ECS) is an All-through school for pupils aged 3 -19 in the London Borough of Barking & Dagenham (LBBD).
Department Context	We are a large, supportive and experienced department team. We offer a wide range of enrichment opportunities, which help to extend and improve the provision within the classroom.

Purpose:	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of pupils as a teacher/ Form Tutor • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. • To contribute to raising standards of pupil attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To become an increasingly effective practitioner, leading to improved and sustained standards of teaching and learners' attainment. • To be responsible for the continuing review and development of their professional practice, providing evidence of their improving skills and the ability to work with colleagues, and of their potential capacity to meet the performance threshold/ senior teacher standards. • To work as directed by the HoD/ SLT, meeting department and School standards. • To personalise learning for the pupils under your care so that achievement is accessible to all. • To be accountable for the progress of the pupils in your classes. • To share good practice with colleagues and be willing to undergo INSET to develop and enhance your own good practice. • To support the Department in all initiatives that it undertakes. • To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the classes assigned to you, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school. • As part of the department to help develop and enhance the teaching practice of others. • To monitor and support the overall progress and development of pupils in your classes and as a Form Tutor. • As a member of the department to embody the strategic direction of the subject / area in the school and community. • To assist the Subject Leader in the essential liaison and collaboration with B&D CIAS; HMI; Consultants and other inspectors. • To contribute to keeping the school informed of the characteristics of high quality teaching and learning, and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils with particular reference to the area of responsibility. • To use comparative data, together with information about pupils' prior attainment to establish benchmarks and set targets for pupil improvement within your classes • To act as an advocate for the subject / area both outside and inside school • To contribute to the department in developing systems for behaviour for learning and thus contribute to whole school strategies. • With the department to provide quality assurance for the subject / area by monitoring progress towards meeting targets and developing / adopting intervention policies where appropriate especially in reference to your classes. • To cooperate with the HoD in the monitoring of teaching and learning in the subject / area. • To liaise with other teachers to meet individual and thus whole school targets. • Where possible to assist the HoD in the training of new teachers of the subject. • To maintain the distinct ethos pertaining to the subject / area in the school and that it is for the good of the subject/ area and the school • With the HoD to develop / implement short term measures aimed at enhancing pupil performance in the subject / area especially in reference to the classes designated to you. • With the HoD to provide and analyse current data as required regarding the performance of your designated classes.
Reporting to:	Head of Department; Line Manager; Post-holders in the department
Responsible for:	The provision of a full learning experience and support for pupils.
Liaising with:	Head/Deputies/Assistants, teaching/support staff, LEA representatives, external agencies and parents.
Working Time:	195 days per year. Full-time

Salary/Grade:	Main Professional Grade
Disclosure level	Enhanced
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the Curriculum Area and department's development plan and its implementation. • To plan and prepare courses and lessons. • To contribute to the whole school's planning activities. • To enhance cross curricular links • To promote cultural capital • To create opportunities for pupils to perform to a range of audiences
Curriculum Provision:	To assist the Head of Department, the Deputy Headteacher / Assistant Headteacher Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development:	To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's Mission and Strategic Objectives.
Staffing Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> • To take part in the school'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 school.
Quality Assurance:	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school 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 school.
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils. • To track pupil progress and use information to inform teaching and learning.

Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents of pupils as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school.
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the pupils.
Pastoral System:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of pupils. • To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole. • To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System. • To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required. • To contribute to the preparation of Action Plans and progress files and other reports. • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff • To contribute to PSHE and citizenship and enterprise according to school policy • To apply the behaviour management systems so that effective learning can take place
Teaching:	<ul style="list-style-type: none"> • To teach, pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere. • To assess record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of pupils • To undertake a designated programme of teaching. • To ensure a high quality learning experience for pupils 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 pupil needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required.
Proposed Other Specific Duties:	

- Attend Meetings
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- To promote actively the school's policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title

Headteacher:

Teacher:

Date issued:

Person Specification MAIN PAY SCALE (MPS) TEACHER

We are seeking to appoint an effective colleague who is:

Assessment:
A = Application
IT = Interview task
I = Interview
R = Reference

1.	passionate about their subject and is well qualified to degree level	1. A,IT,I,R
2.	has a PGCE or equivalent (or working towards)	2. A,I,R
3.	hardworking, well-motivated and positive	3. A,I,R
4.	has the ability to teach effectively in a socially disadvantaged area 11-19 (the ability / desire to teach in the Primary Phase is an advantage).	4. IT,I,R
5.	can communicate effectively with young people	5. IT,R
6.	is committed to collaborative planning	6. I,R
7.	delivers well-structured lessons with clear learning objectives	7. A,IT,I,R
8.	has secure knowledge and understanding of their subject(s), including being able to anticipate pupils' common strengths and misconceptions	8. A,IT,I,R
9.	has appropriate and demanding expectations for pupils' learning across the age and ability range	9. A,I,R
10.	can assess how well learning objectives have been achieved and can use assessment for future teaching	10. A,I,R
11.	can ensure the effective teaching of pupils and can secure progress towards their targets	11. A,I,R
12.	communicates effectively with parents	12. A,I,R
13.	understands the need to take responsibility for their own professional development	13. A,I,R
14.	conducts effective working relationships with staff, parents / carers & pupils	14. A,I,R
15.	understands the need to look after resources and use them effectively	15. A,I,R
16.	has high standards and expectations of self and others	16. A,IR
17.	supports a collegiate management style	17. A,I,R
18.	has a sense of humour	18. A,I