



# Teacher of English (0.6fte) at Bishop Luffa School



“Always our best because everyone matters”





Thank you for your interest in the post of Teacher of English at Bishop Luffa School.

Required from January 2025, we are seeking to appoint a 0.6fte, permanent Teacher of English to join a passionate, experienced and high performing department.

We are looking for someone able to teach Key Stage 3-5, who is innovative, creative and passionate about English. The successful candidate will love the challenge of working with teenagers and will be committed to supporting them to reach their potential. They will deliver high quality rigorous lessons that inspire a love of English amongst all students which extends beyond the classroom. The English Faculty has a track-record of providing a broad experience for students. As well as securing excellent outcomes, the department prides itself on the variety of trips and competitions that students are able to access. This would suit an experienced teacher or an NQT. There is the possibility of a TLR for the right candidate.

All of our teachers are also tutors. We have a strong House system and we will be looking to recruit someone who will be an asset to the House that they join. The pastoral team will be involved in the interview process.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, the Sixth Form Fashion Show and Charity Week. We would like to hear from people who share our vision that we are here to show students 'life in all its fullness' and who firmly believe that learning extends beyond the classroom.

Bishop Luffa School is a fully comprehensive 11-18 academy. We do not select students based on academic ability, but we do give priority to children whose families go to church. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

I would encourage you to come and view the school and looking forward to meeting you.

Best wishes,

Mr Austen Hindman  
Head Teacher

*The school is committed to safeguarding and promoting the welfare of children and young people.  
The successful candidate will be required to undergo an enhanced DBS check.*





## Our Vision

*Our aim is to show every child what 'life in all its fullness' means.*

*We are a school of hope, where students are invited to explore their God-given potential.*

Staff at Bishop Luffa commit to:

- ◇ Inspire all students to be ambitious about their futures
- ◇ Encourage and develop leadership amongst students and staff
- ◇ Develop Partnerships within, and beyond, the school
- ◇ Foster engagement in personal and spiritual development
- ◇ Nurture a sense of belonging to a safe school and the wider world



# About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1603 students including 378 Sixth Formers, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Governors extra powers and responsibilities for the control of the School.



The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Students, parents and carers are strongly supportive of the school.



Our 97 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an *Investor in People*, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school.

The Ofsted Inspection of December 2022 judged the school to be "Outstanding", with an Outstanding grade in every category.

The Anglican Schools' Inspection (SIAMS) in March 2020 calls the school "an outstanding Church school" and judges every category as "outstanding". Not all members of staff are practising Christians, but all support the Christian ethos of the School.

As a school we pride ourselves on the opportunities we give our staff to develop and grow. The successful candidate will be encouraged to take part in CPD programmes to prepare them for the next stage of their career. All of our teachers are tutors. Bishop Luffa School is supported by a strong House system, with each House having a distinctive identity. The successful applicant will have the opportunity to contribute to the life of the House and join in the many traditions associated with this, such as Burrows three legged race or the Ridgeway Reindeer Run!

Bishop Luffa School was founded on the aim of providing local children with the opportunity to experience a rich and diverse education based on Christian values. Our aim is to show our students 'life in all its fullness' (John 10), which means that we are not narrowly focussed on academic goals. Our staff come from many backgrounds and have diverse beliefs, and for some, no belief at all, but all agree with this fundamental aim.



# English at Bishop Luffa School

## Our Faculty Vision



At Bishop Luffa School, when we study English we learn about who we are, as a people, as a nation and as one of the two billion other people on the planet who use English every single day, whether they are in Chichester, Chile or China. We study the rich heritage of the great writers who have used English over the last 1,000 years: the poetry of Chaucer, Shakespeare, Robert Browning, Tony Harrison, Simon Armitage; the plays of Shakespeare, Oscar Wilde, Tennessee Williams; the novels of Ian McEwan, Suzanne Collins, Khalid Hosseini, Andrea Levy; the non-fiction of Bill Bryson, Jonathan Swift, Sathnam Sanghera. We dive into the rich, deep world of stories written in other languages and translated into English. We also learn how to understand what people mean when they write or say

something, whether in fiction or non-fiction. And, most importantly, we learn how people communicate with each other in different contexts, so that we become creative and imaginative 21<sup>st</sup> Century communicators ourselves.

*‘Studying English literature at school was my first, and probably my biggest, step towards **mental freedom and independence**. It was like falling in love with life.’*

*Ian McEwan*

We seek to motivate our students through positive relationships, a wide range of teaching and learning styles, and the promotion of independence. We aim to be a faculty of active readers, writers, speakers and listeners, whose enthusiasm for English Language and Literature is found in our continuing active involvement with the subject. As a Faculty we value teamwork through shared planning, shared observation, shared professional dialogue and shared support. Our aim is to develop our working practices through reflection and evaluation.

The Faculty promotes active learning. Wherever possible, we teach language through literature and a range of media. We arrange – and change – groups within classes to suit both the learning styles of students and the demands of the particular work in hand. We are reflective and responsive to the needs of individual students, and use a range of assessment techniques to inform progress in speaking and listening, reading and writing.

Throughout recent curriculum changes our planning has been guided by our vision of English as a means of emotional and cultural development as well as a tool of expression. Many of our resources come from NATE and the English & Media Centre.

## Faculty team and accommodation

The Faculty teaching team consists of the Head of Faculty, a 2nd in charge Head of English and a Coach based in the Faculty. The Head of Faculty and the 2nd in charge oversee student progress in each Key Stage, while the Faculty Coach’s role is to lead Faculty CPD and to support teachers in such a way that students enjoy a consistently outstanding experience in their English lessons and make exceptional progress. There are at present 13 members of the Faculty. We benefit from having 12 hours of administrative support each week.



English has a suite of rooms in an attractive building. All rooms are wireless-networked and equipped with an interactive whiteboard. A designated office space for English is also available for working with faculty staff. The adjacent Conference Room can be booked for Drama, speaking and listening activities, and larger group work.

# Curriculum

## Key Stage 3

English at Bishop Luffa focuses on building on the skills acquired at Key Stage Two and applying them to great works of fiction, drama and poetry, as well as looking at literary non-fiction. Students will learn how to explain how meaning is created in a text, through reading together and independently, and through writing clearly and fluently in a range of styles, knowing how to adapt language for different purposes and audiences, and becoming competent in the art of speaking and listening in different contexts. From Year 7 onwards students at Bishop Luffa are encouraged to become confident and fluent speakers and writers, so that they can communicate their own ideas and emotions, and develop into enthusiastic readers and listeners so that others can communicate with them.



## Key Stage 4

At KS4, students will study for two GCSEs: English Language and English Literature. Both of these courses are designed to develop independent, creative thinking skills and the confident use of the English language, as well as encourage a lifelong love of reading.

In Year 10, students start their English Literature GCSE by studying *An Inspector Calls*, a play which continues to have resonance in these modern times. Students will study the bulk of the English Literature texts in this first year of their GCSE course: *A Christmas Carol*; thematically-based poetry dating back to the Romantic movement; Shakespeare's *Macbeth*. Students also undertake their Spoken Language Endorsement. They will also begin to study a variety of fiction and non-fiction texts and undertake a variety of creative writing tasks for different audiences and purposes. In Year 11, students' reading skills (including analysis, comparison, evaluation and synthesis) and writing skills (describe, entertain, persuade and argue) are developed and refined, so that they are ready for the terminal exams in both English Language and English Literature.

## A Level

English Language (AQA), English Literature (AQA specification B) and English Language & Literature (AQA) are popular subjects in the Sixth Form.



Typically, we run three groups each year for AS and A2. There are nine one-hour lessons per fortnight together with a further non-supervised lesson. Teaching is shared between two teachers for each group. Group sizes vary from year to year, but average 15 students per group in Year 12.

More detailed information can be found on the school website <https://www.bishopluffa.org.uk/about-us/our-curriculum/english-2/>

# Job Description

## Teacher

Following the School motto, 'Always our best because everyone Matters', we all work together to provide the highest quality education for all our students.

### Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable students to achieve well.

Responsible to:

- Head of Faculty / Team Leader (as subject teacher)
- Head of House (as tutor)

### Strategic

Teach students by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress
  - for all students
  - across all teaching areas
  - across all spectrums of background, ability and behaviour
  - that compares favourably with students in similar settings
  - effectively, managing other adults in the classroom

### Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate students' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

### Pastoral Duties

Each member of the teaching staff is also a form tutor. You will:

- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- liaise with the Head of House to ensure the implementation of the school's pastoral system
- register students, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents and carers of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- contribute to PSHE, citizenship and enterprise according to school policy



#### Other Professional Requirements:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- undertake professional development to enhance teaching and students' learning, and
  - apply outcomes and identify impact
  - share outcomes with colleagues
  - take responsibility for professional learning (for example, using the "Transforming Learning" tool)

#### **For teachers on the Upper Pay Spine**

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale. They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
  - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
  - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.

## **How to fulfil the role**

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

### **Professionalism**

- *Challenge & support: a commitment to do everything possible for each student and enable all students to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

### **Thinking**

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

### **Leading**

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing students: the drive and the ability to provide clear direction to students, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support students in their learning, and to help them become confident and independent learners*

### **Planning and setting expectations**

- *Drive for improvement: relentless energy for meeting challenging targets, for students and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

### **Relating to others**

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

### **Developing people**

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

### **Reflecting**

- *Reflect on personal and professional development*
- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

### **Inspiring**

- *Be able to inspire staff and students with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard