



**FUTURE  
ACADEMIES**  
LIBERTAS PER CULTUM



# Teacher of English Recruitment Pack



## JOB DESCRIPTION

<b>JOB TITLE:</b>	Teacher of English
<b>RESPONSIBLE TO:</b>	Head of English
<b>RESPONSIBLE FOR:</b>	The provision of a full and rich learning experience and support for pupils
<b>HOURS:</b>	Full time
<b>SALARY:</b>	MPS £38,766 - £50,288 dependant on experience.
<b>PLACE OF WORK:</b>	Trinity Academy, 56 Brixton Hill, London, SW2 1QS.
<b>START:</b>	September 2025
<b>RIGHT TO WORK:</b>	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance
<b>STAFF BENEFITS:</b>	<p>Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:</p> <ul style="list-style-type: none"><li>• A supportive ethos and concern for the well-being of all colleagues.</li><li>• Excellent CPD opportunities and career progression.</li><li>• Employer Contributions to Local Government or Teachers Pension Scheme.</li><li>• Mintago – employee benefits platform</li><li>• Employee Assistance Programme.</li><li>• Access to a Virtual GP</li><li>• Eye Care Voucher scheme.</li><li>• Salary sacrifice childcare</li></ul>
<b>PROBATION PERIOD:</b>	The post holder will be required to complete a 4-month probation period

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### PURPOSE OF THE ROLE

As a member of the Teaching Team, to contribute to the establishment and implementation of Trinity Academy's curriculum to ensure that Trinity Academy becomes one of the best schools in South London and that all pupils achieve to their full potential.

*The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and subject to any amendments due to government legislation.*

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## MAIN RESPONSIBILITIES AND TASKS

### PLANNING

- Plan teaching to achieve progression in students' learning through:
  - Identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed;
  - Setting tasks for the whole class, individual and group, including homework, which challenges and motivates;
  - Setting appropriate and demanding expectations for students' learning, motivation and presentation of work;
  - Setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do.
- Provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge students.
- Make effective use of assessment information on students' attainment and progress in the teaching and planning of lessons and sequences of lessons, including SEN and EAL needs.
- Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study.

### TEACHING AND CLASS MANAGEMENT

- Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time.
- Establish and maintain a purposeful working atmosphere.
- Set high expectations of students' behaviour through well-focused teaching and consistent application of the Behaviour Policy and other school systems.
- Establish a safe environment, which supports learning and in which students feel secure and confident.
- Use teaching methods which sustain the momentum of students' work and keep all students engaged through:
  - Matching the approaches used to the subject matter and students;
  - Clear structure and presentation of content;
  - Effective use of resources and time;
  - Providing opportunities for students to consolidate their knowledge and skills, both in the classroom and the setting of well-focused homework.
- Meet the requirements of the Code of Practice, implement and keep records on individual education plans (IEPs) and report progress and concerns as required.
- Evaluate own teaching critically, including taking responsibility for professional improvements targets and monitoring progress.

### ASSESSMENT, RECORDING AND REPORTING

- Mark and monitor students' class work and homework as required by subject and school policies.
- Assess and record student progress as required by subject and Trinity Academy policies, including National Curriculum and other standardised tests, and baseline assessment where relevant.
- Write reports and profiles as required, including the National Record of Achievement.
- Participate in appropriate meetings with colleagues and parents/guardians.

## OTHER

- Participate in curriculum, pastoral, administration and organisation meetings.
- Contribute to the work of curriculum and pastoral teams.
- Take responsibility for own professional development and keep up to date with research and development.
- Cover for absent colleagues in accordance with school policy.
- Contribute to examination arrangements.
- Implement school policies consistently and follow the procedures outlined in.
- Carry out any other reasonable responsibilities compatible with the role and grade of this post.

## PERSON SPECIFICATION

	Essential	Desirable
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good Literacy or numeracy – GCSE Maths English or Equivalent</li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• High level skills as a classroom practitioner</li> <li>• Experience of effective lesson planning, marking and assessment practice</li> <li>• Experience of using a range of positive behaviour management</li> <li>• Experience of teaching in the subject area.</li> <li>• Able to relate well to young people and adults</li> <li>• Experience of using a range of positive behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of target setting and data tracking systems</li> <li>• The ability to analyse data in order to identify underperformance.</li> <li>• Experience of raising attainment through the use of effective intervention strategies</li> </ul>
<b>KNOWLEDGE AND SKILLS</b>	<ul style="list-style-type: none"> <li>• Able to relate well to young people and adults</li> <li>• Able to work as a team member</li> <li>• Good communication and presentation skills</li> <li>• Competent in the use of Microsoft Office packages</li> <li>• The ability to motivate and enthuse others</li> <li>• Good organisational and time management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of research and evidenced best practice relating to the quality of teaching and learning</li> <li>• Knowledge of curriculum design and development</li> <li>• Understanding of the latest Ofsted inspection framework and how this should be reflected in practice</li> <li>• Knowledge of recent developments at national level pertaining to examination reform, curriculum reform and school accountability measures</li> <li>• To understand how teams work effectively</li> <li>• Knowledge of Quality Assurance processes</li> </ul>
<b>PERSONAL COMPETENCIES AND QUALITIES</b>	<ul style="list-style-type: none"> <li>• Commitment to the safeguarding and promotion of the welfare of all children and young people.</li> <li>• Commitment to equality and Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular interests and a willingness to share them</li> </ul>

	<ul style="list-style-type: none"> <li>• A positive role model</li> <li>• Commitment to own CPD</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• A willingness to engage fully in the extracurricular life of the School</li> <li>• A willingness to collaborate on projects, departmentally and whole school</li> <li>• Excellent record of attendance and punctuality</li> </ul>	
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## APPLICATION PROCESS

### 1. Applying for the role

To apply for the post, please visit our website - [Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)  
 Applicants should complete the online application form via FaceEd. Applicants should also complete the 'Personal Statement' section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.

Applications must be received no later than **10<sup>th</sup> March 2025 at 12noon**. Applications after this date will not be considered.

### 2. Interview Process

The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

### 3. Notification & Feedback

Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.

Unsuccessful candidates will be given the opportunity to receive professional feedback.

### 4. Taking up the post

The successful candidate will take up the post as soon as possible.

### 5. Additional information

For further information please email [i.abeyratne@trinity.futureacademies.org](mailto:i.abeyratne@trinity.futureacademies.org)

### 6. Safeguarding

As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the Trust expects all members of staff and volunteers to share in this commitment. An 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check is required for this role.