

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Teacher of English
CONTRACTED HOURS	Ful time or Part time – September 2026 start
LOCATION	Thomas Gainsborough School
GRADE / SCALE POINT – SALARY	MP1 – UPS3 (dependant on experience)
REPORTING TO	Head of English

Thomas Gainsborough School is seeking to appoint an enthusiastic and committed Teacher of English to join our thriving department from September 2026.

JOB PURPOSE

Overall Responsibility

- To plan, deliver and continually refine high-quality lessons that inspire and engage students across a broad and inclusive English curriculum.
- To monitor, assess and support student progress, setting ambitious but achievable targets so that all students can reach their full potential.
- To contribute to the safeguarding, wellbeing and personal development of all young people, in line with our school vision of *“Excellence: for each, for all.”*

KEY TASKS & RESPONSIBILITIES

Core Teaching Duties

Teaching and Learning

- Deliver engaging, challenging and purposeful lessons in line with departmental schemes of work.
- Ensure continuity, progression and high expectations in all teaching, adapting approaches to meet the needs of every learner.
- Use a range of teaching methods and resources to ensure equal opportunities and promote a love of English for all.
- Set meaningful homework to consolidate and extend learning, encouraging students to take responsibility for their progress.
- Work effectively with Learning Support colleagues to ensure every student is able to thrive.
- Plan for appropriate challenge, including stretch for high prior attainers and targeted support for those who need it.
- Embed the school’s Assessment for Learning strategies with clear objectives, success criteria and feedback.
- Contribute actively to departmental improvement planning, curriculum development and collaborative practice.
- Implement whole-school and national initiatives in teaching and learning, evaluating and reflecting on outcomes.
- Create and maintain a positive learning environment that supports high standards of behaviour and achievement, consistent with school policy.

Monitoring, Assessment and Reporting

- Be responsible for identifying, tracking and reporting on student progress, using assessment data to inform planning and intervention.
- Monitor outcomes against student targets and take timely action to close gaps.
- Provide accurate and constructive feedback to students and parents, in line with school

policy.

- Contribute to personalised learning plans, including support for SEND students, in line with the SEN Code of Practice.
- Ensure all statutory assessments and reports are accurate, informative and delivered on time.

Subject Knowledge and Professional Practice

- Maintain an up-to-date knowledge of English curriculum requirements and examination specifications.
- Keep abreast of developments in pedagogy, educational research and subject innovation.
- Make effective use of resources, including digital technologies, to enhance learning.
- Contribute to the development and evaluation of teaching materials and schemes of work.

Professional Standards and Development

- Model professional standards in personal conduct, presentation and commitment to school values.
- Maintain punctuality and reliability in all professional duties.
- Support the wider life of the school through contributions to clubs, trips and enrichment where appropriate.
- Engage fully with performance management, professional development and reflective practice.
- Share expertise and good practice with colleagues, contributing to a collaborative team ethos.
- Communicate effectively with parents, carers and external agencies to support student progress and wellbeing.

Health, Safety and Safeguarding

- Uphold the highest standards of safeguarding and child protection, always putting the welfare of students first.
- Take responsibility for personal health, safety and wellbeing, and support colleagues in maintaining a safe learning environment.

Continuing Professional Development

- Take responsibility for personal professional growth, making the most of training and opportunities aligned with the School Improvement Plan.
- Engage in reflective practice, coaching and peer review to continually improve teaching and learning.
- Contribute to departmental and whole-school development through collaboration and the sharing of professional expertise.

Additional Responsibilities

- Undertake any duties reasonably requested by the Headteacher.
- To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the

Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Unity Schools Partnership

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

PERSON SPECIFICATION

CLASS / SUBJECT TEACHER (SECONDARY) MPR

CRITERIA	ESSENTIAL	DESIREABLE
KNOWLEDGE		
Qualifications	<p>Second class degree or higher</p> <p>Relevant Teaching Qualification</p> <p>English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)</p> <p>ICT QTS accreditation test level or European Computer Driving License (ECDL)</p>	
Experience and Knowledge	<p>A strong practitioner with excellent subject knowledge. High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum;</p> <p>Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s);</p> <p>Evidence of successful leadership of a project or initiative;</p> <p>Evidence of effective team working.</p>	Evidence of CPD in the subject area.
Key Skills and Attributes	<p>Positive disposition to implementing the Schools' educational vision;</p> <p>Willingness to work across the Trust's secondary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s).</p>	
Other Qualities	<p>Able to develop genuine, empathetic relationships with young people</p> <p>High personal standards in terms of attendance, punctuality and meeting deadlines</p> <p>High level of personal organisation skills</p> <p>Good communication skills, both written and spoken</p> <p>Solution focused disposition and a positive attitude particularly to challenge and change</p> <p>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils</p> <p>Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education</p>	

	<p>Able to work as part of a broader inclusion and pupil support system</p> <p>Ability to work as a team player and supportive of team working</p> <p>Ability and willingness to develop own understanding and capability through advice and training</p> <p>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</p> <p>Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</p>	
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