



Appointment

Teacher of English (maternity cover)

Salary Scale: MPS/UPS

Required: January or February 2027

ADVERT

We are seeking to appoint a temporary Teacher of English to join our successful English department from either January or February 2027, for a minimum of one full year. This appointment arises from a combination of maternity leave and our wider commitment to investing in additional staffing to further enhance students' attainment and progress. Our results already exceed local, county and national benchmarks, and we are ambitious to build on this success. While the post is initially offered for a minimum of one full year, there may be an opportunity to extend the appointment beyond this period if the additional staffing contributes to further improvements in student outcomes.

This is an excellent opportunity to join a creative, collaborative and passionate team of experienced subject specialists. The English department combines a strong track record of academic achievement with a genuine commitment to ensuring that students enjoy positive, engaging and enriching experiences in the classroom. We are proud of what we achieve, but never complacent: continuous improvement is central to our work, and we actively welcome the fresh ideas and perspectives that new colleagues bring.

Ideally, the successful candidate will be able to teach across Key Stages 3 and 4, although we would also welcome applications from an excellent teacher whose experience and strengths are focused on Key Stage 3. Our department benefits from high-quality, centralised curriculum resources, including comprehensive lesson-by-lesson materials, to support effective planning and teaching.

Wyvern is a popular and happy school where staff and students feel valued, supported and appreciated. Our students are polite, hardworking and well behaved, with a genuine enthusiasm for learning and outcomes that are well above national expectations. Staff morale is high, turnover is low, and there is a strong sense of teamwork and community. Leaders work positively with staff to create an environment in which both staff and students can thrive.

We are keen to appoint the right person and will interview suitably strong candidates as applications are received. We therefore encourage interested applicants to apply promptly.



Letter from the Head teacher

Dear Prospective Applicant,

Thank you for your interest in applying for the position of English teacher at Wyvern College.

We have recently had an Ofsted inspection (December 2023). The school was judged to be a strongly “Good” school. The report validated our own assessment of the college – there were no surprises! It described Wyvern well:

“Wyvern College is inclusive with a strong community feel. Pupils respect diversity and feel confident to be different. Relationships are very positive. As one parent said, ‘My daughter has flourished due to the positive role models and encouraging culture at this school.’ Pupils feel safe and enjoy attending. The school’s values of ‘think, grow, care’ underpin all aspects of school life. There are high expectations for what all pupils can achieve. The school strives to provide the same high-quality education to all pupils, regardless of their starting points or the challenges they face. Pupils consequently achieve well.”

The class of 2024 achieved some of the best results the college has had and attainment at the 9-7, 9-6, 9-5 and 9-4 thresholds actually increased from 2023 amidst the back drop of declining attainment nationally. Strong exam results are crucial for setting students up for high quality careers which give their lives meaning, purpose and fulfilment, but I want them to have fun and enjoy their school days too, and to live lives enriched by the arts, sport, charity, community and a deep sense of public service. A Wyvern education is not, then, just about great exam results but is defined by our vision of Think, Grow, Care:

Think deeply, read widely, discuss openly and listen intently. Study with PRiDe, forever Prepared, Respectful, Involved and Dedicated.

Grow personally, in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace personal challenges.

Care passionately about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values.

The English curriculum lies at the heart of this vision, with all that children can learn from literature and language. We are developing our tutor time curriculum, including the use of texts to engage students in ways which lead to their personal development (to grow personally and care passionately). In detentions, students study texts and answer questions on them which develop their empathy, humanity, sense of responsibility and respect for diversity. In all subjects, super-curricular activities invite students to spend their own time digging deeper into the taught curriculum by reading texts, listening to podcasts, visiting sites, watching videos and studying websites which extend and enrich their knowledge and understanding in the subjects they are passionate about. Recognising that reading and writing is the key to success across the whole curriculum, we have established a highly successful transition curriculum which accelerates the progress of those joining below age related expectations in English. Data shows that on average, these students make 4.5 years’ progress in their reading in years 7-8.

The college is characterised by high quality relationships between staff and students. Students are polite, friendly and well behaved; they are loyal to their college and enjoy warm, mutually respectful relationships with staff. Teachers can get on and teach the lessons they want and students can learn without disruption.

A high level of trust exists between the leadership group and staff – this is something I am very proud of. The Ofsted inspector said, “School leaders have a strong sense of moral purpose. Staff are proud to work at the

school. They believe that leaders consider their well-being and workload. Teaching and support staff, including those in the early stages of their careers, feel supported and valued as they develop their expertise in helping pupils to learn and achieve". We are therefore seeking to appoint a person who can quickly earn the respect and trust of staff because of their expertise and ability to form positive relationships. At Wyvern leadership is about service not being served. Our job as leaders to make sure that those working in the front line with students – our staff – have everything they need to do the best job they can and that includes us being there on the front line with them too. Above all else, Wyvern is a happy school and the successful candidate will be someone who will positively affect the ethos of the college through their actions and words.

We are guided by the principles of Tough Care and the successful applicant will be committed to these: the idea that if we want the very best for our students we have to demand the very best from them: the best attendance, the best behaviour the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students "that is not good enough." By challenging them in this way, we know they will have choices and chances in their lives that they wouldn't have if we just let students set their own standards.

I hope this brochure provides you with the information you need to decide whether this is the right role and the right school for you. Please do get in touch with me if you would like to ask any questions or discuss any aspects of the job or college: b.rule@wyvern.hants.sch.uk .

With best wishes,

A handwritten signature in black ink, appearing to read 'B. D. Rule'.

Ben Rule

Head teacher



Key Information: The College

College Context

- With 1300 students on roll, Wyvern College is bigger than the average secondary school with a PAN of 270 for each year group. There is a trend of increased admission applications to the college. Although there are falling numbers of students in our feeder schools, we have seen a sharp increase in the proportion of students coming to Wyvern from out of catchment, attracted by high standards, good behaviour and the strong sense of community.
- Wyvern is an academy converter, mixed comprehensive school. The proportion of disadvantaged students is 18% which is well below the national average. Overall, 10% of students have low prior attainment, 40% middle and 47% high.
- Most students are white British: the proportion of students who speak English as an additional language is low at 4%
- The proportion of students receiving help for SEN is 19%; 58 students have an EHCP; 202 other students are on the SEND register.
- The college makes occasional use of alternative provision: 18 students are currently in some form alternative provision due to their SEND needs or emotional needs.

Summary of the College's Strengths

- Students throughout the college are making strong and increasing levels of progress in the majority of subjects. English and Maths are especially strong, in terms of results at all levels: in terms of 9-4; 9-5; 9-7
- The gender gap between boys and girls has reduced significantly from being much greater than the national gap to much lower.
- A culture of high expectations and academic standards exist: high attainers on entry make good progress overall and across the range of subjects.
- Standards of behaviour are very high and continue to rise year -on-year as we have a relentless focus on it – our view is that standards of behaviour never stay the same, they either rise or fall but will not rise by themselves. So, every year we look to make further gains. Systems and processes for managing behaviour are tight and bring high levels of consistency.
- Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning, every lesson, every day. The ratio of positive achievement points to negative behaviour points is 18:1. Students routinely greet staff in corridors and around the college, thank them for their lessons as they leave the classroom and write them appreciation postcards.
- The achievement gaps for disadvantaged students have reduced and are reducing. Attainment for pupil premium students is well above the county average.
- Parents and students recognise that pastoral care is a real strength of the college. Consequently, students get the help they need and this contributes to the positive experience of the college.
- There is a very wide range of subjects for students to study at KS4: over 20.
- Staff morale is high and staff are proud to work at Wyvern. Staff turnover is low. Only two new teachers joined us in September.
- We have a very strong learning support team which works well with students and staff to bring about higher outcomes than national and local averages in attendance, behaviour and GCSE results.
- Governors (Trustees) are dedicated and involved; they provide strong strategic leadership and support for staff.
- Leadership team is visible, responsive and supportive. They are out of offices, on the front line with staff every day. At Wyvern leadership is about service, not being served; it is about supporting staff and making sure they have everything they need to do their job to the high standards they want.

Tough Care or “Warm Strict”

We are guided by the principles of Tough Care: the idea that if we want the very best for our students we have to demand the very best from them: the best attendance, the best behaviour, the best work and the best attitude. We cannot think very highly of our students if we do not challenge poor effort, behaviour, attendance and work. It is because we do care that we sometimes have to say to students “that is not good enough.” By challenging them in this way, we know they will have choices and chances in their lives that they wouldn’t have if we just let students set their own standards.

Tough care is about having high expectations and holding students accountable to these. We have one, common set of behavioural expectations for all classrooms which ensures consistency in approach and means that no teacher can be accused of picking on students who they do need to reprimand.

Tough care means both supporting students to meet our standards and also following up when they don’t.

Students who routinely do not meet our expectations, despite our considerable support, are moved on to alternative provision and we do this as early as possible, usually in years 7 and 8 to ensure that they can get the more specialist support they need to become engaged in learning from a different model than the one mainstream schools can provide.



Key Information: The English Department

Situated in the heart of the college, the English department is accommodated in its own suite of 10 classrooms, including a computer room, as well a departmental office; all but one are connected by one central corridor.

In addition to the curriculum leader role, there are 3 TLR posts within the department: a deputy curriculum leader, a KS4 co-ordinator, a transition curriculum leader and a teaching & learning lead. One of the college’s assistant Head teachers is an English teacher. The department is fully staffed with subject specialists. There are 16 teachers in total, with a healthy mix of experienced staff, mainly experience UPR teachers, reflecting the fact that staffing is stable and turnover is low. Recognising their responsibility as a strong department, staff are committed to training the English teachers of the future and therefore keen to support trainees.

The college timetable operates a two-week cycle of 50 one-hour lessons. For years 7-8 (KS3), students have 7 hours of English per fortnight, and in years 9-11 (KS4) they have 8 per fortnight. A “transition curriculum” is in place for those year 7 and year 8 students whose literacy levels are especially weak; they have two Primary-trained literacy experts to work with them in the time where other students study English, Geography and History. In years 9-11, students with low prior attainment do one less GCSE option and follow the Core Premium pathway which involves having additional English and Maths lessons, where pre-learning and over-learning can support accelerated progress.

For GCSE, in year 10 and 11 students follow the AQA specifications and the set texts are: *An Inspector Calls*; *A Christmas Carol*; *MacBeth* and *Power and Conflict* poetry. There are exam board markers employed in the department for both English Language and English Literature.

English staff are highly collaborative, working together to produce high quality resources to ensure strong and consistent implementation of curriculum plans. The staff shared area contains long term, medium term and short term curriculum plans and schemes of work, together with lesson-by-lesson resources to support effective implementation. However, staff are free to create their own resources too, in order to achieve the learning objectives set for each week and to adapt and personalise for specific learning needs in the classroom.

The department also offers Film Studies GCSE and Media GCSE which students can choose as an option for years 9-11, as well as running a student produced magazine.



Key Information: Job Description

Purpose:	- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. - To monitor and support the overall progress and welfare of students as teacher and tutor. - To plan and deliver lessons which meet individual student need and promotes progress for all sub-groups of students. - To assess students' work accurately and provide meaningful and helpful feedback.
Reporting to:	Curriculum Leader
Responsible for:	- Implementation of college policies. - Successful student outcomes in taught classes: attainment and progress. - Meeting the teaching standards. - Maintaining a high level of professional conduct.
Working time:	195 days per year. Full-time
Salary/grade:	Main Teachers' Pay Scale or Upper Pay Scale as appropriate
MAIN (CORE) DUTIES	
Operational/ Strategic Planning	- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area. - To contribute to the Curriculum Area and department's development plan. - To plan and prepare courses and lessons. - To contribute to the whole college's planning activities.
Curriculum Development:	To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the college's ethos and aims.
Staffing Staff Development	- To take part in the college's staff development programme by participating in arrangements for further training and professional development. - To continue CPD, including subject knowledge and teaching methods. - To engage actively in the Performance Management Review process. - To ensure the effective/efficient deployment of classroom support.
Quality Assurance:	- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed college 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.
Management Information:	- To maintain appropriate records and to provide relevant accurate and up-to-date information for the SIMS management system. - To complete the relevant documentation to assist in the tracking of students. - To track student progress and use information to inform teaching and learning.

Communications:	• To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and co-operate with persons outside the college. • To follow agreed policies for communications in the college.
Marketing and Liaison:	• To take part in marketing and liaison activities such as Open Evenings Parents Evenings, Review days and liaison events with partner colleges. • To contribute to the development of subject links with external agencies.
Management of Resources:	• To assist the Curriculum Leader 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 college, department and the students.
Pastoral System:	• To be a Form Tutor to an assigned group of students. • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To liaise with a Pastoral Leader to help implement the college's pastoral system. • To electronically register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of college life. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the college concerned with the welfare of individual students. • To contribute to PSHE, citizenship and enterprise activities according to college policy • To apply the behaviour management systems so that effective learning can take place. • To meet with the Pastoral Leader as required to liaise over the progress of students.
Teaching:	• To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in college and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To undertake a designated programme of teaching. • To ensure a high-quality learning experience for students. • To prepare and update subject materials. • To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the college's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and college procedures. • To mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties: