



Clifton High School

CANDIDATE INFORMATION

TEACHER OF ENGLISH



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BEYOND A SCHOOL, a place to belong



AN INTRODUCTION TO OUR SCHOOL

Clifton High School is a forward-looking school set in beautiful surroundings in the heart of Clifton. We are a mid-sized, all-through, independent school, educating boys and girls from 3-18 years. 'Realising Individual Brilliance' is more than just a tagline at Clifton High, it is something we truly believe in and see exemplified in many ways, every day at our School. Each child's unique talents and qualities are nurtured and celebrated, in ways bespoke to them as an individual.

Clifton High School is known for its strong pastoral and family ethos. The safety and wellbeing of each pupil is our priority. We are a School that ensures a child's emotional and personal development is given the same level of importance as their academic achievements. Parents comment on the excellent relationships between staff and pupils - relaxed but always respectful. The rapport, encouragement and support available to every single child, pupil and student create an atmosphere where children and young people can develop happily and progress successfully



JOB DESCRIPTION

Job Title: Teacher of English

Department: English

Reports to: Head of English

GENERAL QUALITIES

The Clifton High School teacher will be articulate and inspiring, confident, stable and supportive, highly able and innovative. They will have stamina, energy and drive, with the ability and determination to attain and maintain very high educational standards and to raise their pupils' standards of achievement to the very highest levels.

SAFEGUARDING

All staff at Clifton High will be committed to Safeguarding and promoting the welfare of children and young people across this 3-18 School, both in and out of the School. They will also ensure that any volunteers they have engaged to work with the children and young people are also committed to Safeguarding and are fully aware of the School's policies and procedures beforehand.

MAIN RESPONSIBILITIES

The teacher will demonstrate high levels of competence in the following areas:

Planning and Setting Expectations

- Demonstrate an excellent ability to plan
- Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils
- Set consistently high expectations for pupils in work completed in class and at home
- Plan teaching to ensure it builds on the current and previous achievement of pupils
- Think creatively and imaginatively to anticipate and solve problems and to identify opportunities
- Make full use of the additional opportunities for curriculum enrichment in the wider school environment



MAIN RESPONSIBILITIES CONT.

Teaching and Managing Pupils' Learning

- Demonstrate an excellent ability to teach, manage pupils and maintain discipline
- Understand and use the most effective teaching methods to achieve the learning objectives in hand
- Display flair and creativity in engaging, enthusing and challenging groups of pupils
- Use questioning and explanations skilfully to secure maximum progress
- Quickly understand pupils' perceptions and misconceptions from their questions and responses
- Develop pupils' literacy, numeracy and ICT skills as appropriate within phase and context
- Provide positive and targeted support for all pupils, including those who have special educational needs, are very able or lack confidence
- Maintain respect and discipline and be consistent and fair.

Assessment and Evaluation

- Demonstrate an excellent ability to assess and evaluate
- Use assessment as part of teaching to diagnose pupils' needs
- Use assessment to set realistic and challenging targets for improvement
- Use assessment to plan future teaching

Pupil Achievement

The teacher will be able to:

- Demonstrate the ability to achieve excellent results and outcomes
- Demonstrate that, as a result of their teaching:
 - Pupils show consistent improvement in relation to prior and expected attainment
 - Pupils are highly motivated, enthusiastic and respond positively to challenge and high expectations
 - Pupils exhibit consistently high standards of discipline and behaviour



MAIN RESPONSIBILITIES CONT.

KNOWLEDGE AND UNDERSTANDING:

The teacher will know and understand:

- What constitutes excellence in teaching and learning
- How to make use of recent research findings and theories about the different types of intelligence and how children and young people learn

They will have:

- Highly developed teaching skills
- Excellent subject knowledge
- Up-to-date knowledge of ICT and the new technologies and will use them effectively to enrich their teaching and to improve learning

COMMUNICATIONS:

- Demonstrate a consistent record of positive parental involvement in learning and a generally high level of satisfaction

RESPONSIBILITY FOR:

Managing Own Performance and Development

The teacher will be able to:

- Keep up-to-date in subject(s) and/or specialism(s)
- Improve teaching through evaluating own practice in relation to pupils' progress, school targets and inspection/review evidence
- Achieve challenging professional goals
- Participate very effectively in professional development, taking responsibility for own professional development

Managing and Developing Staff and Other Adults

The teacher will be able to:

- Provide clear feedback, good support and sound advice to others
- Analyse teaching and understand how improvements can be made
- Have highly developed interpersonal skills, which allow the teacher to be effective in a wide range of learning situations

RESPONSIBILITY FOR CONT.

Managing Resources

The teacher will be able to:

- Know how to plan and prioritise own time and actions effectively
- Ensure that resources are used to their best advantage

Strategic Leadership

- Provide a role model for pupils and other staff through personal and professional conduct
- Be highly respected and able to motivate others

Teaching requirement

A full time teacher at Clifton High School is currently required to teach 50 out of 60 periods per fortnight. Teachers are guaranteed 15% of their teaching time as non-contact time.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.



PERSON SPECIFICATION

Skills and Abilities	<ul style="list-style-type: none">• Good interpersonal skills• Ability to communicate effectively, both orally and in writing• Excellent high level IT skills• Excellent subject knowledge• Ability to teach subject to A level
Experience	<ul style="list-style-type: none">• Proven experience of recent and successful teaching of the subject (this could include your placements as a PGCE student/trainee teacher)• Ability to teach subject to A Level
Qualifications and Professional Development	<ul style="list-style-type: none">• Degree and QTS (or working towards QTS)
Personal Qualities and Competencies	<ul style="list-style-type: none">• Commitment to the Safeguarding of our pupils• Willingness to undertake training as required• Adaptable and flexible• Flexibility to undertake any other responsibilities as many be reasonably required by the Head of School commensurate with this post• A willingness to be involved in the wider life of Clifton High School
Attitudes and Outlook	<ul style="list-style-type: none">• Boundless energy and vision• Ability to work under pressure and a capacity for hard work• Ability to appreciate the needs of the whole school• Positive and proactive approach to continuous improvement• Ability to work as a member of a team



DEPARTMENT INFORMATION

Our Philosophy: our lives as humans on this planet are made up of stories: written, read and told. As English teachers at Clifton High, we want to inspire and excite pupils and teachers to create and understand stories, fostering curiosity in all. Our planning puts pupils' needs first, building in time for teachers to respond to their pupils individually and constructively throughout the year - time being such a precious commodity for all: for teachers especially so, and none more so than for English teachers!

Our Aim: Clifton High School English teachers aim to inspire children to develop English skills for life: a passionate curiosity and interest in the world; a love for stories; and an ability to manipulate language with mastery.

The Pedagogy: Our Scheme of Work uses principles suggested by Educational theorists and writers such as David Didau, Daisy Christodoulou and Alex Quigley to allow for pupils' independence, while also preserving a strong didactic lead where necessary, or just gentle guidance. Ideas and additional resources to deliver the English Toolkit come in part from Debra Myhill's collaboration with the University of Exeter in the Skills For Writing series. Similar principles can also be found in the framework guidance from the Department for Education on "Character Education" (Nov 2019).

Courses across the Year Groups

There are 6 periods in a school day; we operate a fortnightly timetable; lessons are 50 minutes long and are mostly singles, with some doubles for Year 10 up.

Years 7-9: The Diamond Edge Model that we deliver at Clifton High School means that boys and girls in Years 7-9 are taught English separately in small classes, allowing us to select texts and strategies that engage the pupils and enable them to fulfil their potential. Each term, pupils study one theme, completing a range of reading, writing and spoken tasks linked to our study of fiction, non-fiction and real-world scenarios. This means that across the whole year, every year, pupils will have had access to a modern novel, a Shakespeare play, a modern play, poetry and pre-20th century literature. For example: Year 7 pupils consider "Villains" in the Spring term, looking at texts such as Duffy's poem "Medusa", Keats' "La Belle Dame Sans Merci", the origins of Morgan le Fay and the Arthurian myths, and a wide range of extracts from "Dracula" to "The Lord of The Rings" and "Harry Potter and the Goblet of Fire".



DEPARTMENT INFORMATION CONT.

Courses across the Year Groups cont.

We bring this into the real world by considering the vilification of public figures in the media today and how writers use language to manipulate the reader's reactions, then analysing the portrayal of a 'villain' as we explore a longer text in its entirety. We formally assess pupils once each term using the GCSE 9-1 criteria of analytical writing, comprehension and creative/transactional writing, to enable pupils and parents to chart progress across each key skill. We also regularly test pupils on the 'Toolkit' of English: how words work, how punctuation works and how sentences work. In Years 7 and 8 pupils also enjoy a fortnightly Library Lesson to support their wider exploration of literature in their given topic for that term. Adaptation of lessons to support the work of the Enhanced Learning Department, EAL teachers, as well as pupils identified as More Able, is also key to successful teaching and learning in the English Department.

Years 10-11: We enter pupils for Edexcel International GCSEs (9-1) in English Language (A) and English Literature. We select the coursework option on both of these subjects. Boys and girls are taught together in these years in four mixed-ability groups and for 8 lessons per fortnight; where there are text choices, texts are chosen which are current and relevant to the pupils' abilities and interests and with our aim to include diversity of representation across characters and authors. In 2023, 20% of our pupils achieved a grade 9 in English Language; while 27% achieved a grade 8 or 9 for Literature. These have been our strongest results to date.

Years 12-13: We teach the AQA English Literature spec A qualification, exploring the topics of Love Through the Ages and Modern Literature from 1945 to the present day. Freedom of choice is encouraged with regard to texts, especially so in the area of wider reading within a specific genre or context, as well as of academic publications such as those in *The English Review*, or on JSTOR. Delivery is through two teachers sharing 11 lessons per fortnight. In 2023, 100% of pupils achieved an A grade; in 2022, 100% achieved A*-C; in 2021 (TAGs), 100% achieved A-B. In all of these years, every pupil has achieved or exceeded their baseline grade.

DEPARTMENT INFORMATION CONT.

Pupil groupings

Clifton High School is unique in Bristol in offering the Diamond Edge Model of education. In keeping with this, pupils within Years 7-9 are taught in single sex classes. While these can be mixed ability groups, we aim to set classes according to ability wherever possible.

At GCSE in Years 10-11, boys and girls are taught together, in mixed ability groups. Pupils are expected to achieve at least a Grade 7 at GCSE to be considered for A level English Literature.

The School is selective in its intake and this is reflected in the high standard of its academic results. A healthy percentage of pupils opt to study English Literature in the Sixth Form.

Facilities

We have dedicated subject rooms with interactive whiteboards, desktop PCs with DVD players and staff iPads. Access is also available to IT rooms, our well-stocked Library and a dedicated Drama space. Since September 2021, all Y7-Y11 pupils use a school iPad (OneNote is the app most used for completion of work) while sixth form students bring their own device to use at school.

Extra-curricular activities

- yearly theatre trips
- book club and Carnegie shadowing
- creative writing club
- Oracy and public speaking/ debating club
- Curriculum 'Help' sessions
- competing in Youth Speaks
- Gabblers' Club of Bristol
- competing in Young Writers (poetry/ short story)

A commitment to the wider enrichment for pupils through co-curricular activities is expected and an active interest in theatre, drama and performance is desirable. Teachers are also encouraged to offer co-curricular activities which fall outside of their subject specialism. Experience of school productions and a willingness to support the Drama department with school plays, productions and clubs will be an advantage. Recent productions have included Sweeney Todd, Les Misérables and West Side Story. In addition to teaching, there will be departmental meetings, delivery of assemblies, Year 6 Taster Day, open events, attendance at Rose Day, Sports Day, House Challenge Day and CPD days, pastoral/form responsibilities and any extra duties required for the collaborative smooth running of the school.

CLIFTON HIGH AS A BUSINESS

Just like any other independent school, Clifton High is a business. Our product is a high-quality, desirable education. However, to ensure that we can continue to provide the education and experience that we are so passionate about, we must function as a successful business. This is largely down to fees; securing future pupils and retaining families, and maintaining and building on the good reputation we have. Our parents are our customers and are making big financial and emotional investments in our School. As such, all employees are representatives of the School and play a part in its success.

With a flourishing and affluent population, the demand for independent education in Bristol is strong. However, the offering from the independent sector is highly competitive, with more independent schools within the city and its outskirts than anywhere in the country other than North London.

As a school, we have learnt never to be complacent but to strive to keep competitive and ahead of the game. Clifton High School has a unique offering where extra-curricular activities and personal and social development are given emphasis alongside academic excellence. Our parents very much value this; indeed, it is an important reason why they choose us. Competition to attract pupils is high and as such we seek to appoint and retain staff of the highest calibre who act as ambassadors for the School and embrace and reinforce our ethos and values.



Being a Clifton High Employee

Working at Clifton High School involves a commitment to the vision, culture and heart of the School; all staff work with colleagues to ensure that the School fulfils its aims.

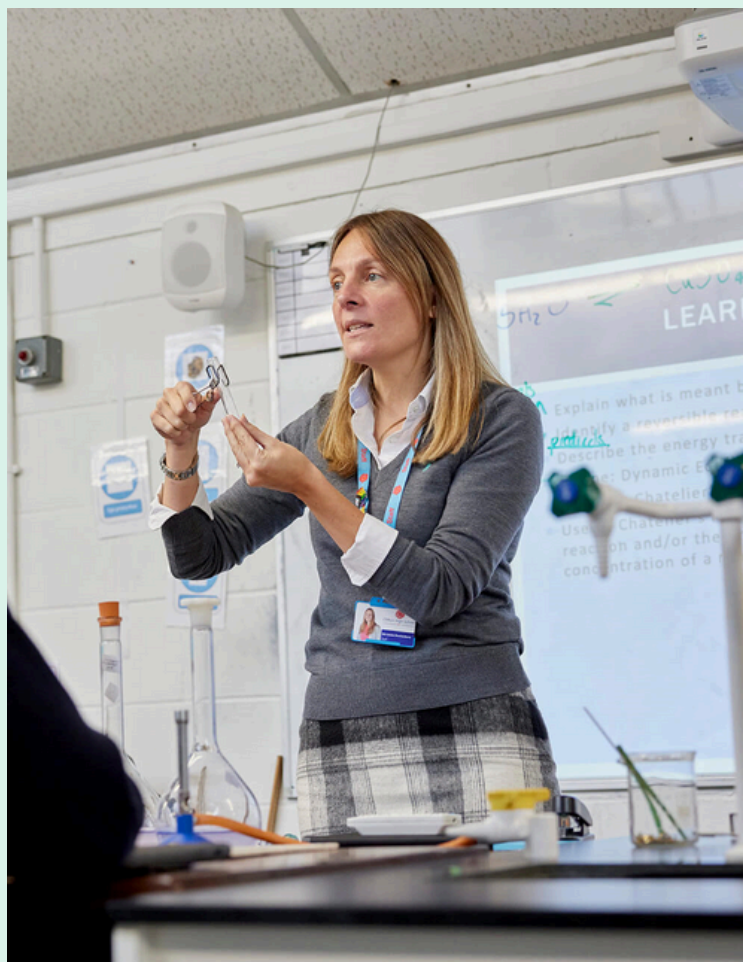
Our pupils are fun, inquisitive, enthusiastic and rewarding, and staff are expected to share and champion our passion for bringing out the best in each and every one of them. Classes are small, giving staff the opportunity not only to strive to achieve the highest standards within it, but also to make a significant contribution beyond it. All staff enrich and strengthen the wider life of the school by undertaking duties and offering and supporting activities or clubs. As role models for our young people, you are encouraged to show planned and focused career development.

Whilst focusing priority on excellence in the teaching and learning of our young people, as well as their personal development; staff are also encouraged to learn new skills and advance their own professional growth. The School encourages its young people to acquire skills and its staff must lead by being open to new skills and knowledge .

We very much want every individual, whether part of teaching, support, business administration or otherwise, to feel that they belong to our community and share our common goal with the health, safety, well-being and education of our young people at its core. Realising Individual Brilliance is not just for the pupils, but for everyone at Clifton High.

What do we have to offer you?

- Committed and supportive staff
- Motivated children with a desire to learn
- A drive to change and be better
- A culture of high ambition and excellent pastoral care throughout the school
- A history of embedded excellent best practice
- A creative and inspiring ethos and school values that our children and team carry for life
- Strategic, committed and supportive leaders
- Regular support and training to update skills
- Healthy and nutritious two-course lunch during term times
- 'School Fee Discount Scheme' for permanent staff members
- Regular staff socials



OUR VALUES



CURIOSITY

We want to encourage a natural and joyful interest in our pupils that inspires playful exploration and discovery in the world around them



LOVE

We want children to understand and appreciate the importance of showing love and respect; not only to fellow humans, but to the world around us.



EMPATHY

We place huge importance on our ability as humans to put ourselves in other people's shoes and show compassion towards them.



DIRECTION

We believe in guiding and supporting individuals to discover their own unique brilliance and helping them find the right path to fulfil their potential.



OUR STRATEGIC AIMS

At Clifton High School, our aims are based around six key areas:

- Raising Expectations and Academic Outcomes
- Mental and Physical Wellbeing
- Technology for Learning and Communicating
- The Business of Education
- Learning and Teaching
- Our Environment



Clifton High School

**THANK YOU FOR YOUR INTEREST IN
WORKING AT CLIFTON HIGH**