



English Department

All members of staff demonstrate their love of English and literature to the students. Within our department we are committed to ensuring that all students have access to an inspiring and academic approach to the curriculum, in which the students will be successful. We have high expectations of all students and we aim to treat all students consistently, with respect and consideration. We aim to ensure that our classrooms create the right learning environment for each lesson and we use a wealth of resources to support the learning of our students.

KEY STAGE 3

All Key Stage 3 students are set accordingly to ability which is reviewed each half term. The aim of the Key Stage 3 curriculum is to engage and develop students reading, writing and speaking and listening skills. All students in Years 7 and 8 study a range of novels, poetry, plays and non-fiction texts. An assessment is completed half termly to monitor the progress made.

In Year 9 students continue with the Key Stage 3 assessment but also have a flavour of the GCSE assessments. In Year 9 we challenge and prepare the students for their GCSEs, allowing them to develop the skills they will need the following year.

KEY STAGE 4

In Years 10 and 11 students follow the AQA English Language and English Literature course and they will cover a variety of texts including *A Christmas Carol*, *Macbeth* and *An Inspector Calls*.

KEY STAGE 5

English Language and Literature – AQA

In English Language and Literature at Key Stage 5 students will study a wide range of spoken, written and multimodal texts viewed as part of a continuum of ways of constructing meanings through language. As observers, readers and writers, students will be inspired by learning about spoken and written language from real and imagined worlds and they will engage with the craft of writing to create their own texts at both AS and A2. Texts studied include: *The Handmaid's Tale*, *Heaney Poetry*, *The Great Gatsby* and *A Streetcar Named Desire*.

English Literature - Edexcel

In English Literature at Key Stage 5 all students engage with a wide range of texts developing their awareness of social, cultural historical contexts whilst analysing form, structure and language. Texts studied include: *Poems of the Decade*, *The Handmaid's Tale*, *Frankenstein*, *Othello*, *Romantic Verse* and *A Streetcar Named Desire*.

THE ENGLISH DEPARTMENT

The Department is housed in a modern block, containing a suite of seven classrooms equipped with data projectors. At present, there are ten members of the English Department, some of whom have additional responsibilities for other areas of the curriculum.

MRS L NORTON

Assistant Head Teacher: Communications

MRS G ASTON

Head of English

MRS L LOCKLEY

Assistant Head Teacher

MRS S VAN ALDERWEGEN

Teacher of English/SENCO

MISS T WALSH

Teacher of English, KS4 Lead

MISS C EDMONDS

Teacher of English, KS3 Lead

MR S ISAACSON

Teacher of English, Head of House

MS L MASON

Teacher of English

MR W BANKS

Teacher of English

January 2019

JOHN WILLMOTT SCHOOL

POST OF TEACHER OF ENGLISH

PERSON SPECIFICATION

- The general Person Specification is as follows:

	ESSENTIAL	DESIRABLE
Experience and Knowledge	<ul style="list-style-type: none"> An excellent classroom teacher. A good knowledge of current curriculum issues. Ability to teach English in all Key Stages. Able to contribute to department planning, schemes of work, policies and preparing work for students. An understanding of the importance of Teaching and Learning to school improvement. An understanding on inclusion and equal opportunity issues. An understanding of Literacy/Numeracy across the curriculum. 	
Skills and Abilities	<ul style="list-style-type: none"> Excellent interpersonal skills. Sound judgement and problem solving skills. Ability to build teams and work as part of a team. Good ICT skills. Excellent communication skills. Excellent time management skills. A vision of their own potential contribution to the English Department Ability to administer departmental resources. Ability to analyse data; assessing, recording and reporting on the development, progress and attainment of students. A commitment to continuing professional development. Ability to converse at ease with parents/pupils and members of the public and provide advice in accurate spoken English. 	
Qualifications	<ul style="list-style-type: none"> Graduate. Qualified teacher status. 	
Other	<ul style="list-style-type: none"> To contribute to school via extra-curricular activities and staff working groups. Excellent attendance and stamina. Commitment to high standards and expectations. Willingness to undertake relevant professional development. Flexibility. 	<ul style="list-style-type: none"> Ability to gain further promotion.