

The Role

Cranford School invites applications for the role of **Teacher of English** to start September 2024.

We welcome applications from ECT's and experienced Teachers who have the drive and ambition to ensure the departments continued success.

The successful applicant will be an innovative and inspiring classroom practitioner with an ethos that aligns with the School's values and aims.

They will demonstrate excellent teaching skills and a reflective, life-long passion for learning, combined with the ability to motivate and inspire pupils and staff alike. They will share our high aspirations and expectations for all our pupils and encourage an engagement with their specialism throughout school.

The successful candidate will join a friendly, supportive, and ambitious team, both within the department and across the school.

A contribution to the extra-curricular life of the School will also be required.

Cranford School is just 5 miles from the historic market town of Wallingford, less than thirty minutes from the picturesque town of Henley-upon-Thames and within a short commuting distance from Oxford and Reading.

Further Information

Please visit our website <https://www.cranfordschool.co.uk/information/career-vacancies> for further information including an Application Pack and [Application Form](#).

For more information, to discuss the role, or any aspect of working at Cranford School, please contact Human Resources on 01491 651218.

Application

To apply for this role, please email a completed [Application Form](#) to recruitment@cranfordschool.co.uk or post to HR Department, Cranford School, Moulsoford, Wallingford, Oxfordshire OX10 9HT. Cranford School will only accept copies of a curriculum vitae alongside a fully completed application form. A curriculum vitae on its own will not be accepted.

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Benefits

Cranford School pupils are happy, confident and motivated, giving them the perfect foundation to aspire to achieve across all areas of our broad curriculum. The small class sizes, close community and committed staff clearly promote our ethos as a welcoming, family school.

Our Aims

- To provide a welcoming and nurturing community, which offers a dynamic, opportunity-rich education, firmly based on traditional values and which draws out the natural potential of each child.
- To maintain an environment where pupils aspire to achieve excellent progress across all aspects of the curriculum.
- To ensure pupils are happy, confident and motivated and that their self-belief, characterised by curiosity, resilience and a spirit of collaboration, inspires them to achieve at each stage of their individual learning journey.
- To deliver teaching and learning at Cranford School that is imaginative, vibrant and challenging, meeting the needs of all learners through a differentiated approach, demanding high expectations and a shared accountability for all.
- To provide a broad and challenging curriculum which encompasses the traditional and the innovative, prioritises opportunities for enrichment and independent enquiry and establishes an enduring ethos for learning.

Our Values

These aims are underpinned by the value system we use throughout the school. We have five core values:

- Happiness Confidence
- Motivation
- Challenge
- Generosity of Spirit

These values permeate all aspects of school life, from our teaching and learning, broad curriculum and strong pastoral care through to the respectful and supportive relationships pupils, staff and parents develop with each other.

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Other benefits of working at Cranford School include:

- A competitive salary
- A strong commitment to professional development and internal progression opportunities
- Membership of a Pension Scheme
- Fee remission for eligible children
- Complimentary lunch and break time refreshments during term time
- School Matron on site
- Use of our spacious School Library
- Use of our newly built gym (September 2023)
- A stunning working environment with beautifully landscaped grounds and a listed building
- Free on-site parking and situated within easy commuting distance of both Reading and Oxford, with quick links by rail from neighbouring Cholsey to Reading, Oxford and London
- A supportive community of highly motivated students and staff
- One wellbeing day per term which can be taken during term time.

Safeguarding

Cranford School is committed to safeguarding and promoting the welfare of children and young people and expects all employees, volunteers, and contractors to share this commitment and be fully aware of, and understand, the duties and responsibilities that apply to their role. All employees, volunteers and contractors must attend appropriate training in accordance with the School and local Safeguarding Board regulations.

Successful applicants must be willing to undergo child protection screening appropriate to the post, including, but not limited to, checks with current and past employers, an Enhanced Disclosure from the Disclosure and Barring Service, the requirement to provide original evidence of qualifications as well as evidence of the right to work in the UK and, where applicable, a barred list, prohibition, and overseas checks.

Online searches will be carried out on shortlisted candidates along with the requirement to complete a Self-Disclosure form.

All positions within the School are exempt from the provisions of the Rehabilitation of Offenders Act 1974. In order to assess a candidate's suitability to work with children, shortlisted applicants must declare all previous convictions and cautions via a self-disclosure form (prior to interview), including those which would normally be considered 'spent'. This excludes those received for an offence in the United Kingdom if it has been filtered in accordance with the [DBS filtering rules](#).

We are an equal opportunities employer and welcome applications from all sections of the community.

Please see our Safeguarding policy here: <https://www.cranfordSchool.co.uk/information/policies>.

The Role

Job Description

Role: Teacher of English

Job Purpose: To be an excellent classroom practitioner with a commitment to ensuring the highest standards of achievement for all pupils. To have a willingness to teach English at KS3, KS4 and KS5 where required. The ideal candidate will also have the highest expectations of both themselves, and the students they teach.

In addition to being an energetic and enthusiastic teacher, a Senior School Teacher may also be expected to be a Form Tutor and also to make a contribution to school games and/or activities which can include almost anything of interest to students.

Accountable to: The Headmaster via the Head of Department and Deputy Head.

Responsible for: Delivery of teaching and learning across the school, together with all associated activities. Leading by example by being an outstanding classroom practitioner and having the ability to enthuse both students and colleagues with their passion for their subject and ensure that this permeates across both the school and curriculum.

Accountabilities

Teaching and Learning:

- Planning and preparing courses and lessons up to and including GCSE and A-Level.
- Teaching, according to pupils' educational needs, the pupils assigned, including (according to departmental guidelines) the regular setting and marking of work.
- Promoting the general progress and well-being of individual pupils and of any assigned class or group of pupils.
- Liaising with colleagues to support SEN, G&T, etc pupils as necessary.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils as directed by the Headmaster, including attendance at Parents Evenings and other meetings.
- Attending & participating in assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.
- Contribute towards continuity and progression within the whole school curriculum.
- Develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
- Monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner for their subject in the School.

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Accountabilities

Teaching and Learning:

- Participating in meetings arranged for any of the purposes described above, including Departmental, Pastoral and other meetings.
- To develop a continual updating of knowledge and progress of the curriculum through personal reading, research and training.
- Be responsible for the specific subject area and ensure consistency and continuity in the planning and delivery of the curriculum and schemes of work within it in liaison with the Deputy Head.
- Comply with and monitor the assessment guidelines as laid down in the Assessment, Marking and Reporting Policies.

Policy/Strategic direction and development:

- Contributing to whole school policy-making as required by the Head.
- Ensuring that the school policies and strategies are embedded in the operational activities and effectively support the daily operation of the school.
- Play a central role in the design, development, and implementation of the Sixth Form curriculum.

Leadership & management of others:

- Understanding leadership & co-ordination of a curriculum area selected by agreement with the Head of Department and/or Deputy Head.

Pastoral:

- Ensuring a commitment to safeguarding and promoting the welfare of children.
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Acting as a positive role model.

Extra-curricular activities:

- Organising and participating in extra-curricular activities.

Marketing and external links, including public occasions:

- Communicating and co-operating with persons or bodies outside the school (as necessary).

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Accountabilities

Management of resources:

- Supporting the monitoring and management of resources (as necessary).
- Assisting in ensuring that all resources are fit for purpose and used in accordance with health and safety guidelines.
- Contributing to the development and use of new resources in the department, as required.

Monitoring, evaluation & assessment:

- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Training & development of self and others:

- In liaison with line manager, setting personal targets and take responsibility for own continuous professional development.
- Liaising and sharing best practice with colleagues both in the department and the wider school.
- Attending INSET and Open Mornings.

General requirements - All school staff are expected to:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- Contribute to the school's programme of extra-curricular activities.
- Support the whole school traditions and values.
- Support and contribute to the school's responsibility for safeguarding students.
- Work within the school's H&S and First Aid policies to ensure a safe working environment for staff, students and visitors.
- Work within the school's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Engage actively in the annual performance review process.
- Adhere to all School policies and undertake other reasonable duties as required.

Review and Amendment:

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

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Person Specification

Skills Required – Essential

- Organisational skills: the ability to work in an effective way to meet targets and deadlines.
- Decision making skills: the ability to solve problems and make decisions.
- Teamwork: the ability to work collaboratively with others.
- Communication skills: the ability to make points clearly and understand the views of others.
- Self-management skills: the ability to plan time effectively and organise oneself well.
- Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.
- Ability to work effectively as a member of a team, to show initiative and imagination, to have vision and the ability to inspire others.
- First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.
- Effective and energetic in instigating and implementing change.
- Successful teaching experience across the full age range 11 – 18, with a track record of consistently enabling pupils to achieve high standards.

Skills Required – Desirable

- Experience of Teaching in a through school environment.

Knowledge Base – Essential

- Excellent subject knowledge.
- Excellent professional knowledge and understanding.
- Understanding of national curricular requirements of the subject up to date with professional developments in the subject and other aspects of education.
- An awareness of recent important national educational developments in the GCSE and A-Level framework.
- A clear understanding of recent developments in teaching and learning.
- Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to learning, teaching and school organisation.

Knowledge Base – Desirable

- Experience of working with Microsoft Windows Operating System in particular, Office 365, Microsoft Teams and OneDrive.

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Person Specification

Qualifications/Attainment – Essential

- Qualified teacher status
- Good honours degree
- A well-qualified graduate with QTS or the equivalent gained through experience
- Experience in a school or college environment

Qualifications/Attainment – Desirable

- Post graduate qualifications, Master's degree/post graduate diplomas
- Experience as a Teacher, Coach or Tutor
- Experience of organising or participating in extra-curricular activities, trips and tours

Attitude/approach – Essential

- Possess a positive attitude and approach to change and development
- Possess a 'can-do' attitude and a willingness to get involved
- Flexible and firm with the ability to know when to be either
- Enjoy rising to the challenges inherent in a school environment
- Ability to enthuse children and adults
- Lifelong Learner

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General

Cranford School is an independent school and, as such, requires a high commitment from all staff, both in terms of energy levels and time commitment.

A member of staff should:

- Be supportive of the spiritual and moral ethos of the school. This means complying with and upholding the school's ethos as found in our prospectus, as well as attending the school's religious services (held in local churches) and assemblies. Any member of staff may be asked to help with a Form Assembly or lead an assembly from time to time.
- Be supportive of the school's educational aims and objectives, found in the Whole School Development Plan, and of colleagues.
- Have the pupils' welfare at the heart of everything they do. Staff must follow the School's Child Protection Policy and refer to the Safe Recruitment, Supervision of Pupils and Health & Safety Policies. Staff must observe confidentiality as outlined in their contract of employment.
- Be flexible. As a small school, every member of staff must be prepared to undertake other duties within reason and help out in sometimes unexpected ways.
- Be prepared to offer over and above the norm, especially in terms of meeting parental requirements and in terms of extra-curricular activities.
- Understand that they are part of the whole school and, therefore, have in mind the needs of the whole school, not just their section (e.g. Junior School/Maintenance etc.).
- Understand that the School must run itself as a business concern which means that every member of staff is part of the marketing process.

Professional qualities:

- Relevant and appropriate qualifications as specified in the Job Description and a willingness to undertake further training
- Good record of continuing professional development
- Excellent knowledge and understanding of current educational issues
- Show confidence in the use of new technologies

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Interpersonal Skills:

- Have an understanding of how to motivate and inspire colleagues and pupils.
- Have an ability to build and sustain a positive and appropriate working relationship with pupils, staff, Governors, and the local community.
- Be a leader and a team player.
- Show responsibility for self and others.
- Be a good communicator, both orally and written.

Desirable Personal qualities:

- Generosity of spirit and positive approach to life
- Tolerance and open-mindedness
- Flexibility and adaptability and a willingness to move with change
- Risk-taking
- Commitment
- Passion for subject
- Team spirit
- Loyalty
- Reliability
- Be robust
- Have enthusiasm – show a willingness to be involved
- Have a sense of humour

Please read our Safeguarding Policy which can be found under 'Information, Policies' on our website, prior to submitting an application for any position. All members of staff, volunteers and contractors working at Cranford School have responsibility for Safeguarding Children.

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Application process:

- Only applications will be accepted from candidates who use the Cranford School application form. Please note, CVs will not be accepted in substitution.
- Application forms must be signed by the applicant. Typed or hand-written application forms are both accepted but the declarations on the final page of the application form must include the signature of the candidate.
- All applicants must ensure they submit the completed application form.
- The successful applicant will be required to complete an Enhanced DBS Disclosure. For further information, contact the Disclosure and Barring Service – www.disclosuresdbs.co.uk
- All posts are exempt from the Rehabilitation of Offenders Act 1974 and therefore, even convictions regarded as 'spent', must be declared using the self-disclosure form, which must be completed by shortlisted candidates only. Please see the information on spent convictions and the DBS filtering rules before completing the self-disclosure form <https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>.
- Only applications received in advance of the closing date will be considered.
- If a candidate is currently working with children or has previously worked with children, on either a paid or voluntary basis, the current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If the candidate is not currently working with children but has done so in the past, that previous employer will be asked about those issues. Where neither the current nor previous employment has involved working with children, the current employer will still be asked about the candidate's suitability to work with children. The employer may answer 'not applicable' if the duties have not brought the candidate into contact with children or young persons. The School may contact any of the candidate's previous places of work, whether or not they have been named in connection with a referee.

Shortlisting:

- After the closing date, applications will be reviewed, and the shortlisted candidates will be invited for interview.
- Candidates who are not selected for interview will be informed by email as soon as possible after the closing date.
- Shortlisted candidates will be required to complete a self-disclosure form and an internet search will be carried out.
- Cranford School will seek references on shortlisted candidates prior to interview unless specifically asked not to do so by an individual. References will be taken up immediately if a candidate is offered the role. A successful appointment is conditional upon the School receiving satisfactory checks.

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Interviews:

- Candidates invited to interview must bring with them three forms of original ID: passport, photocard driving licence and full birth certificate. Other acceptable forms of ID include a bank statement or utility bill issued within the last three months and/or a council tax statement issued with the last twelve months. At least one form of ID must show your current address. If these documents are unavailable, please contact HR who will be able to provide details of other acceptable official documents.
- Original qualification certificates must also be brought to interview.
- It is usual for an interview to involve a skills test where appropriate and a lesson observation in the case of Teachers.

Conditional offer of employment

- All offers of employment for any position at Cranford School are subject to the following pre-employment checks:
- Receipt of two satisfactory references. All references will be validated by phone.
- Verification of identify (name, address, DOB).
- Verification of qualifications.
- Verification of professional status such as GTC registration, QTS Status (where required), NPQH
- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999).
- A Barred List check.
- A satisfactory enhanced check with the Disclosure and Barring Service. The candidate is responsible for bringing in the original DBS certificate for HR to see as soon as it is received prior to commencing work. Failure to do so will result in a delay to the start of the contract.
- A check that no Prohibition Orders exist (for qualifying posts).
- A Section 128 check to confirm the individual is not banned from the management or governance of an Independent School (for qualifying posts).
- A completed medical declaration that states that the candidate knows of no reason on the grounds of health why they are not fit to carry out the duties associated with their position.
- Overseas police check – if the individual has lived/worked abroad for 3 months or more in the last five years, a police check/letter of professional standing will be required from the country in which they were living will be required.
- Satisfactory completion of probationary period.
- Completion of Safeguarding Training.

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Under no circumstances should any individual start work at Cranford School until all these checks have been carried out and HR have confirmed by letter/email. In exceptional circumstances and at the discretion of the Headmaster, a candidate may start work before the DBS certificate has been received providing all other checks including a Barred List check are complete. A full risk assessment will be conducted and appropriate supervision will be put in place.

Warning

Where a candidate is found to be on the Children's Barred List, Adults' Barred List or the Protection of Children Act List; or

- **the Enhanced DBS disclosure shows they have been disqualified from working**
 - **with children by a Court; or**
 - **found to have provided false information in, or in support of, their application; or**
 - **is the subject of serious expressions of concern as to their suitability to work with children**
- the facts will be reported to the Police, the Department for Education and the Independent Schools Association.**

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Safeguarding

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Successful applicants must be willing to undergo child protection screening appropriate to the post, including, but not limited to, checks with current and past employers, an Enhanced Disclosure from the Disclosure and Barring Service, the requirement to provide original evidence of qualifications as well as evidence of the right to work in the UK and, where applicable, a barred list, prohibition and overseas checks.

In line with Keeping Children Safe in Education, the School will carry out an online search as part of its due diligence on candidates. The online search aims to identify any incidents or issues that have happened, and which are publicly available online, and which may impact your suitability to work with children or in a School environment. If information is found during this search which the School feels affects your suitability for the role you have applied for, this will be discussed and explored with the applicant at interview.

Shortlisted candidates will be required to complete a self-disclosure which will need to be signed at interview. The purpose of a self-declaration is so that candidates will have the opportunity to share relevant information and allow this to be discussed and considered at interview before a DBS certificate is received.

It is a criminal offence for any person who is barred from working with children to attempt to apply for a position at Cranford School.

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We are an equal opportunities employer and welcome applications from all sections of the community.

Please see our Safeguarding Policy and Safe Recruitment Policy (including Recruitment of Ex-Offenders Policy) here: <https://www.cranfordSchool.co.uk/information/policies>.