



ASHLYNS SCHOOL



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Teacher of English and
A Level Sociology
Information for Candidates



Welcome from the Headteacher

Ashlyns is a popular and oversubscribed school with in excess of 1500 students including a growing and successful Sixth Form.

The school was rated 'Good' by Ofsted in October 2023, with an 'Outstanding' Sixth Form.

It's our aim that work and study should be joyful; the staff and students at Ashlyns help to create the atmosphere for this to happen. There is a palpable sense of community, professionalism and a culture of high expectations, all of which are underpinned by ethical leadership.

We are a thriving school with a rich heritage. Originally established for the most vulnerable in society, our focus on helping all students to be the very best versions of themselves is central to all we do.

I hope the information here and on our website will give you an insight into our school – the high aspirations, excellent support and opportunities for our students and staff, the scope of the role and the kind of person we are looking for.

If you want to provide outstanding learning opportunities and exceptional pastoral care for students within a forward-thinking, hard-working school community, we would like to hear from you.

We welcome visits from prospective candidates prior to application. We look forward to hearing from you and welcoming you to our school.

James Shapland, Headteacher

Independence

Inclusivity

Integrity



Character Education at Ashlyns School

We have a commitment to character education and we put our values of Integrity, Inclusivity and Independence at the heart of all we do.

Integrity: we act with respect, honesty, courage and justice

Inclusivity: we play our part in the social contract with kindness, service, empathy and gratitude

Independence: we strive to meet our potential with resilience, determination, self reflection and self discipline

All members of the Ashlyns' community are expected to demonstrate these values and play their part in fostering a positive and enriching environment for everyone. We look forward to welcoming staff members who will exemplify these values in their and serve as genuine role models for our students.



Working at Ashlyns School

Ashlyns School is located in the market town of Berkhamsted in south west Hertfordshire. The town is surrounded by Chiltern countryside and within easy reach of London and commutable from many nearby towns including Aylesbury, Hemel Hempstead, Luton, St Albans and Watford.

Our school is a well resourced, exciting environment. Our systems provide flexible working and a truly collaborative culture. As well as joining an experienced and close-knit team, there are other benefits that come with working at Ashlyns:

Health

- Free use of on-site gym with weekly staff fitness sessions
- Wellbeing (free access to mental health support, physiotherapy etc.)
- Free annual flu jab
- Dedicated and active Staff Wellbeing/Social Team (with leadership focus on teacher workload)

- Excellent staff facilities (ample on-site parking, large staff room, departmental offices)
- Staff Occasional Day (school usually schedules this annually)

Wealth

- London fringe allowance payscale
- Paid lunch duty available plus lunch allowance
- Herts Reward Scheme (savings at supermarkets, on leisure activities etc.)
- Cycle to work scheme

Family

- Children of Staff Admission Rule

Support

- A talented team of support staff who provide expert, whole school support (including Administrators, TAs, Premises Staff, Mentors and Technicians)

English at Ashlyns

Our aims at KS3 are to further a love of reading and to engage our students with a variety of text types. We want to give students the skills to tackle all types and genres of writing and the knowledge to appreciate them, while being able to ask critical and informed questions of what they are reading. Students build on skills developed in KS2 through a thematic approach and are challenged to consider different viewpoints from their own. A core part of KS3 is in using texts to develop respect and equality, while exploring different perspectives.

Over the two years of KS4, students continue to develop their understanding of the world, of historical context, and of the English literary canon through the study of core texts such as 'A Christmas Carol' and 'Macbeth.' Students develop the knowledge and skills needed to become insightful, critical students of English Language and Literature at A level and beyond.

At KS5, students are given the opportunity to broaden and develop analysis and interpretation skills to their fullest. We aim to produce insightful, articulate, resilient students of English who are equipped for further study at university and in the wider context. Students are given the option of studying the [Eduqas specification for English Literature](#) or the [AQA specification for English Language and Literature](#).

In both subjects, students enjoy engaging with a wide array of texts, from John Donne and Shakespeare to Carol Ann Duffy, Philip Larkin, and Tennessee Williams. The level of independence required in English, alongside guidance of where you can take English further into employment, means many of our English students decide to pursue the subject at higher education establishments after achieving fantastic results at A-Level.



Learning in *Sociology* at Ashlyns

In Sociology at Ashlyns our aim is to get students to think critically about social reality, be able to evaluate sociological theories to explain human behaviour and understand the causes of social problems and how these can be solved through social policy.

In KS5 we study:
Education, Families and Households, Beliefs and Crime and Deviance, all accompanied by the relevant Theories and Methods over the 2 year course.

6th Form

Options pathways

Core Knowledge and Skills:

- Critical thinking
- Evaluation
- Debate
- Formulate arguments
- Essay writing
- Research skills

The topics in sociology take into consideration not just the UK, but countries around the world, giving the course a global reach. It also allows students to truly express their views and use their opinions to debate with each other helping their skills of analysis, the ability to formulate an argument, and evaluation.

Key Stage 5

Year 12 starts with two units, Education and Families and Households; students look at key concepts and theories and critically evaluate and discuss their own experiences. Research skills are embedded through active research within topic areas, for example, observing teacher and student interactions in school, or using questionnaires to investigate class roles within the family.

Job Description

Teacher of English and Sociology

Main (Core) Duties

Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and defined in the National Curriculum
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility)
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible
- Set targets for student attainment levels (using prior data provided)
- Set work for students absent from lessons in line with the school's behaviour and teaching policies
- Within the PM framework, work towards or maintain the teaching standards applicable (see documentation in PM material)

Assessment and Recording

- Record attainment and effort marks, homework set, student attendance and lesson plans
- Mark and return work (using the school's marking and assessment policy) on a regular basis and at least once every 2 teaching weeks. Marking should include feedback for improvement and progress for each student
- Provide assessment reports when periodically required with the school's assessment cycle and additional "round robin" reports when specifically requested
- Ensure that suitably adapted material and learning pathways are provided to challenge all students, regardless of their ability
- Liaise with parents on students' progress using the school diary system, letters, telephone and consultation evenings where reasonable and appropriate
- Work within the code of practice relating to special educational needs

Job Description

Teacher of English and Sociology

Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of professional dress and appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the school's prescribed sanctions and rewards procedures
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PA documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow
- As a consequence of the PA cycle, take responsibility for personal development and progression making full use of the school's professional development opportunities and training (refer to "Investors in People" documentation for more detailed information)
- Attend team and staff meetings as appropriate, contributing actively whenever possible

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
- This position will also involve taking on other appropriate roles and duties as and when directed by the Headteacher

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions document. Job descriptions are subject to review and amendment. This job description may be amended at any time following discussion with the Headteacher and is to be reviewed periodically. Expected "standards" to be reached and maintained are clearly defined within the school's Performance Appraisal (PA) documentation and should be referred to regularly for further clarification and specific detail.

Person Specification

Teacher of English and Sociology

	Essential	Desirable
Qualifications	QTS	<ul style="list-style-type: none">● Good Honours Degree● Further professional qualifications
Knowledge and Skills	<ul style="list-style-type: none">● Knowledge of the National Curriculum● Able to use a range of strategies to promote learning● Able to manage and encourage good behaviour● Able to develop positive and meaningful relationships with students● Able to make appropriate use of ICT for learning● Understanding of how to use data to inform planning and improve students' performance● Understanding of a range of assessment for learning approaches, including grades where appropriate● Able to communicate with students, parents and carers about students' progress● A willingness and commitment to contribute fully to the extra-curricular programme	<ul style="list-style-type: none">● Understanding of how to use data to inform planning and improve students' performance● Able to develop best practice through wide range of imaginative approaches● Able to create an excellent climate for learning within teaching area● Able to engage with developments in teaching and learning strategies to raise achievement
Personal Qualities	<ul style="list-style-type: none">● Enthusiasm● Team-working skills● Reliability and Integrity● Personal Organisation● Flexibility● Integrity	<ul style="list-style-type: none">● Strategic Planning● Motivational Skills● Willingness to take on delegated responsibility● Interest in new developments and challenges for the subject● Innovative and creative approach to all aspects of the job role

Application and Next Steps

Please complete the online application form via the 'apply for this job' button on [Teach in Herts](#) (you will be required to set up a profile and also submit a covering letter).

We do not accept CVs. Prospective candidates are encouraged to submit their applications as early as possible as the school reserves the right to make an appointment before the closing date.

If you have any queries about the application process, or if you would like to arrange a visit to look around the school, please do not hesitate to contact Clare Richardson, HR Officer: hr@ashlyns.herts.sch.uk.

If you are shortlisted, your references will be taken up before the interview day. We will carry out an online search as part of our due diligence on shortlisted candidates. This post is exempt from the Rehabilitation of Offenders Act 1974; shortlisted candidates will be asked to complete a Criminal Records Self-Declaration Form.

Ashlyns School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates will be subject to an Enhanced Criminal Records Disclosure from the Disclosure and Barring Service, along with other relevant employment checks, including overseas criminal background checks, where applicable. All new employees and volunteers will be required to undertake safeguarding training on induction which will be updated regularly in line with statutory guidance.

Please view our [Safer Recruitment Policy](#), [Child Protection Policy](#) and [Staff Code of Conduct](#).

As an equal opportunities employer, Ashlyns School is committed to the equal treatment of all current and prospective employees and does not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

We aspire to have a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply and join Ashlyns School.

We operate an anonymised shortlisting process.



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