



St Augustine's

PRIORY

'Our Girls Will Change the World'

CATHOLIC INDEPENDENT SCHOOL FOR GIRLS AGED 3-18



Applicant Information

Part Time Teacher of English

(Part time suitable for ECT)

'The quality of pupils' academic and other achievements is excellent'

ISI Inspection Report - November 2021



Contents

- Letter from Headteacher..... 1
- Letter from the Head of English 3
- Mission Statement 4
- St Augustine’s Priory – English Department..... 5
- Job Description: Teacher of English..... 6
- Person Specification: English Teacher 8
- Employee Benefits..... 10
- The Application Process 11

Letter from Headteacher

Dear Applicant,

Thank you for the interest you have shown in the post of Part Time Teacher of English at St Augustine’s Priory and welcome to our inspirational school! Our priorities are to deliver excellence in all aspects of school life and for each of our pupils to live out our mission of “our girls will change the world.”

The position of Teacher of English is an exciting opportunity to work in an established department bringing new ideas for all the students in our school.

St Augustine’s Priory is a leading Catholic, independent day school for girls aged 3-18 (with boys in the Nursery). The four parts of the school (Pre-Preps, Preps, Seniors and Sixth Form) are located on the same site. We are an all-through school and it is an enormous benefit to girls and parents that pupils who join us in the Prep School can move seamlessly up with us through to the Sixth Form years. As a Catholic school we hold the care of the whole person as central to what we do.

In November 2024, we were inspected by the Independent Schools Inspectorate (ISI) in which all the standards were met in both Educational Quality and Personal Development, and we were shown to be committed to the highest standards in student safety, welfare and wellbeing. Inspectors noted the high level of mutual respect throughout the diverse school community, and the inclusive environment for pupils of all faiths. They also commented on the high levels of challenge, critical thinking and problem-solving skills and the methods of teaching which excite and engage pupils – with the delivery of our curriculum empowering pupils with a love of learning, a key feature of our mission statement. Our most recent Diocesan inspection (June 2023) graded us “outstanding” in all areas and the Good Schools Guide refers to us a “quietly brilliant.”

We have been in Ealing for over one hundred years and represent a continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove to offer girls the best education possible, often in the most extraordinary of circumstances. We continue in this tradition and take great pride in the generations of staff and of families who continue to work and study here. Our examination results are outstanding, with exceptionally high

value-added scores, and we pride ourselves on instilling in girls a love of learning and an alternative way of thinking. We offer a broad and varied curriculum with rich opportunities for personal development throughout the whole school, incorporating active community participation.

Our pupils know that they are not defined by their grades and are valued and loved for who they are in the round. They also know we are preparing them to be people of courage and determination, agents of positive change through their words and actions. Pupils are blessed with 13 acres of green space, unique in the heart of London and we have ambitious plans for continued development of the facilities. Our Farm, Forest School, Meadow, Astro-turf, Indoor Hall and Open-Air Theatre, all utilise the natural setting and pupils love the physical freedom offered by our beautiful grounds.

Girls are assessed on initial entry and move automatically through to the Senior School. External candidates who join us at 9+, 10+, 11+, 13+ and 16+ sit entrance examinations. Scholarships and Exhibitions are highly sought-after and are available in a wide range of disciplines, showcasing the breadth of opportunity at the school.

We pride ourselves on professional development for staff and provide support for post-graduate programmes including Masters degrees and NPQSL (National Professional Qualification for Senior Leadership). Staff enjoy numerous opportunities for progression and developing different areas of their expertise, modelling life-long learning. Members of the Senior Leadership Team have moved onto Headships and Bursar roles at prestigious schools.

We warmly welcome candidates from a range of backgrounds and the school and governors are committed to a diverse and inclusive community. Please contact Mrs Audrey Stringer (HR & Compliance Officer) at hr@sapriory.com if you have any questions.

Yours faithfully



Mrs Christine Macallister BA ACA
Headteacher



Letter from the Head of English

Dear Applicant,

Thank you for your interest in the post of Part Time English Teacher. The successful candidate will join a friendly and supportive team of teaching professionals who are passionate about the subject. Our students are engaged and highly motivated.

The department prides itself in inspiring girls to think critically and to be creative. We run poetry and creative writing clubs and celebrate the craft of writing with visits from established authors, especially on occasions such as World Book Day. Extra curricular activities involve such things as running the Veritas Times, our student newspaper, and marking such events as National Poetry Day; we hope that each member of the Department involves themselves at this level.

There is much enthusiasm in the department for motivating students and we work together as a dedicated team to instil a love for the subject. Our small class sizes at Key Stages 4 and 5 enable us to give a more personalised learning experience. This, in turn, enables girls to gain confidence and life-long learning skills resulting in grades well above their expected targets. We pride ourselves in our exceptional results at GCSE and at A level there is a high uptake for English Literature with top grades achieved at examination.

We are proud of our girls who have gone on to success using their writing skills. We have had winners at the Chiswick Poetry Prize and Poetry Live. Many girls choose to pursue studies in English Literature at university.

There is a separate application form, and applicants should pay particular attention to its accurate completion. I also enclose some information about the school. Should you have any further queries please do not hesitate to contact the School. You are also welcome to arrange a preliminary visit at a mutually convenient time. I trust this brochure will be informative and helpful in making the decision to apply for this post, and we look forward to receiving your application.

Yours Sincerely,

Neil Elder
Head of English

Mission Statement

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.



St Augustine's Priory – English Department

Literacy and reading are at the centre of our approach to developing the skills and interests of our students. We teach a wide variety of texts at KS3; we have a strong line of literary heritage running through our curriculum (Beowulf, Chaucer and Sir Gawain) but also work hard to ensure modern and inclusive works are also taught.

Our classes at KS3 are mixed ability and at KS4 we mix classes with approaches to learning as the guide to how we set. A number of students receive support lessons and one of the ways of making this support fruitful is to involve the SEN and EAL staff in our discussions and planning.

At KS4 we currently teach the OCR specification for both Language and Literature. Our choice of prose text and poetry cluster can vary between classes so that the strengths and interests of students and staff are best served.

OCR is also the exam board we follow at KS5. We teach English Literature at A level and texts are very much the choice of staff (within the confines of the board's rubric). Students who choose English Literature at A level have a real love for reading and are eager to encounter texts from a wide variety of genres and eras, including seeking out supplementary reading beyond the curriculum. They eagerly discuss ideas and interpretations. We have aspirational students and frequently have students who go to top universities to study English. Classes are allocated two teachers who divide the course content between them.

There are four staff in the English Department who teach across all the Key Stages, and we would expect any new staff to be able to teach from KS3 to KS5. We have good resources and large, dedicated subject rooms in which to teach. Beyond lessons we run support sessions and also extension sessions to support the more able and enthusiastic students.

When the opportunity arises, we encourage participation in writing competitions, a creative writing club runs at lunchtime, and we celebrate the students' own writing in school. We have run theatre trips, hosted touring theatre companies, and we encourage participation in such things as National Poetry Day and Book Week through assemblies and whole school initiatives.



Job Description: Teacher of English

Start Date September 2025. The role part time, four days a week, and could be suitable for NQTs.

Line of Responsibility:

The English Teacher is directly responsible to the Head of English on curriculum matters and the Deputy Head Pastoral (Seniors) for pastoral issues.

Strategic Purpose

- The basic duties of a teacher are outlined in the staff handbook and include other duties such as the form teacher role.
- All members of staff are expected to contribute to the rich extra-curricular life of the school.

Operational Responsibilities

Teaching

- Teach English as required from KS3 through to KS5
- Deliver inspirational lessons that foster a love of the subject.
- Offer opportunities of engagement beyond lessons.
- Play an active role in the Department's planning and development.
- Plan work in accordance with departmental Schemes of Work
- Take account of students' prior levels of attainment and use them to inform planning
- Set work when required for absent students
- Maintain good discipline by following the school's policies and procedures
- Establish a purposeful working atmosphere during all learning activities
- Set appropriate and challenging work for all students
- Identify and work appropriately with 'Special Educational Needs and Disabilities' students, 'Gifted and Talented' students and 'English as an Additional Language' students
- Set appropriate and challenging work for all pupils
- Provide and maintain a stimulating and ordered physical classroom environment

Assessment, Recording and Reporting

- Keep appropriate records of students' work.
- Mark and return work set, including homework within an agreed and reasonable time.
- Carry out assessment programmes, as agreed by the School or department, including writing appropriate school examinations.
- Complete student reports in line with School Policy.
- Attend parents' evenings as required and keep parents informed about their daughter's performance and future targets.

General

In addition the post is subject to compliance with:-

- School policies and guidelines on the curriculum and school organisation
- Local area safeguarding procedures

The duties and responsibilities detailed within the job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers as set out in the Staff Handbook.

School Involvement

For all staff appointed to the School there is an expectation that they will:-

- Play a full part in the organisation and decision making of their specific department in the School generally through the structure of formal and informal meetings and thus contribute to the consultative process by which the School attempts to operate.
- Undertake a pastoral role such as a form tutor or member of a pastoral team thus contributing to the support of students in the widest context.
- Within their individual interests and capacities contribute to the wider, extracurricular activities on offer to students.
- Carry out other duties that are reasonably assigned by the Headteacher.

Performance Management and Professional Development:

The teacher will be part of the School's Performance Management Scheme. S/he will have an appraiser who will set agreed targets and monitor professional development.

Conditions of employment:

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.

The post-holder must uphold the School's Policy in respect of all matters related to safeguarding and Child Protection.

The post-holder may be required to perform any other reasonable tasks, after consultation.

This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This Job Description is not necessarily a comprehensive definition of the post. The job description will be reviewed and may be amended annually, within the terms of your Conditions of Employment.

Person Specification: English Teacher

Applicants should:	Essential	Desirable	Primary means of assessment
Subject Delivery			
Have a good Honours Degree and a teaching qualification to deliver English Language and Literature from KS3 to A Level.	x		Application Form
Show they maintain an up-to-date knowledge of subject and teaching methodologies	x		Supporting Letter
Have good understanding of assessment and curriculum reforms	x		Supporting Letter
Have Qualified Teacher Status or have completed a PGCE	x		Application Form
Have high expectations of students	x		Interview
Be able to communicate effectively with students	x		Interview, Teaching
Be able to communicate effectively with Colleagues	x		Interview
Manage and work well within a team	x		Interview
Act upon advice	x		Interview
Have good range of teaching strategies	x		Interview, Teaching
Be able to use data to help children learn	x		Supporting Letter
Show knowledge of how to plan for effective learning	x		Interview, Teaching
Be able to teach challenging, organised and sequenced lessons	x		Interview
Know how to adapt teaching strategies to needs of all learners	x		Interview, Teaching
Make effective use of assessment	x		Interview
Promote independent learning	x		Interview
Use homework tasks effectively	x		Interview

Give developmental feedback to girls	x		Interview, Teaching
Have good ICT skills	x		Supporting Letter Teaching
Whole School			
Have a sound understanding of Safeguarding	x		Interview
Understand Special Educational Needs	x		Supporting Letter
Deal effectively with parents	x		Interview
Be willing to participate in the wider extra-curricular life of the School	x		Interview
Understand the roles of colleagues and managers in the school	x		Supporting Letter



Employee Benefits

 <p>PLACE OF WORK</p> <hr/> <p>Close to Central Line, Piccadilly Line, Elizabeth and other main lines and local buses</p>	 <p>MEALS</p> <hr/> <p>Lunches are provided free by the school during term time</p>	 <p>PENSION</p> <hr/> <p>Contributory employer's pension scheme is available</p>
<p>%</p> <p>STAFF DISCOUNT</p> <hr/> <p>50% Fee discount for pupils of staff</p>		 <p>PARKING</p> <hr/> <p>Free car parking is available on site & Plug in car charger points for electric cars</p>
 <p>BIRTHDAY LEAVE</p> <hr/> <p>Half day paid birthday leave</p>	 <p>CYCLE SCHEME</p> <hr/> <p>Tax-free Cycle to Work Scheme is offered by salary sacrifice</p>	 <p>PROFESSIONAL DEVELOPMENT</p> <hr/> <p>Strong commitment to support professional development with a dedicated people development budget</p>

Hours and Remuneration

This role is a part time role envisaged as four days a week. The post holder will be paid on the appropriate point of the St Augustine's Priory Pay Scale. We have our own pay scale. The salary will be commensurate with experience and will recognise the level of responsibility that this post entails. Generous holiday and PPA time.

An inclusive and diverse workplace

We are fully committed to sustaining a positive and mutually supportive working environment free from harassment, discrimination, bullying and victimisation where staff can work collaboratively and productively together, and where all staff are equally valued and respected.

Through working collaboratively with Staff, Students, Parents, Volunteers and Governors we aim to remove barriers that you may face and promote equality of opportunity so that you can achieve your full potential at our School.

The Application Process

Candidates should complete the St Augustine's Priory Application Form, available from <https://www.sapriory.com/admissions/staff-vacancies/>

You should also write a letter of application detailing how your skills, knowledge and experience match the school's requirements for the Teacher of English. Please send both via email to hr@sapriory.com to arrive by noon on Wednesday 26 February 2025. Interviews will be held week commencing 3 March 2025, subject to change.

St Augustine's Priory is committed to safeguarding and promoting the welfare of children and young people and expects all who work here to share this commitment. St Augustine's Priory is an inclusive employer and we pride ourselves on our commitment to equality, diversity and inclusion. We welcome candidates from all sectors and backgrounds.

Candidates invited to interview will be asked to deliver an observed lesson, complete a written task and there will be a formal interview.

The successful candidate will be asked to accept the post by telephone, but only once a contract has been signed will unsuccessful applicants be informed. All applicants should be aware that this is a normal part of our selection procedure and should make no assumptions based on a short delay.

For an informal confidential discussion about the role please email hr@sapriory.com. If you have not received acknowledgement that your application has been received within five working days of sending it, please contact hr@sapriory.com call St Augustine's Priory by telephone (020 8991 7501).

