



Recruitment Pack

Teacher of English



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Headteacher Letter



Thank you for your interest in the above post. We are seeking to appoint an enthusiastic full-time Teacher of English to start September 2026; applications from ECTs are welcome. Part-time applications will be considered. An ability to teach Film at KS5 would be an advantage.

Imberhome is a truly comprehensive school, providing an extensive academic curriculum from Years 7 to 13, alongside an enviable range of extra-curricular activities designed to appeal to the widest interests. Students in Years 7 to 9 are educated on the site of the former East Grinstead Grammar School on Windmill Lane, which provides a nurturing environment for their first three years with us. Years 10 and 11 and our large Sixth Form are based at our Imberhome Lane site, which has all the specialist facilities and teaching spaces needed for the wide range of examination courses we offer. The majority of staff teach across both sites. We currently have 1630 students on roll, including 270 in our Sixth Form. We are keen for our students to develop into well-rounded young people, with the academic knowledge, character and interpersonal skills they need to take their place as active citizens in society. We value all learning and subjects, meaning our curriculum is extremely wide-ranging, designed to be knowledge-rich and to inspire and motivate in equal measure. As a school we are inclusive and believe in justice, taking an anti-discrimination approach.

The school has a strong academic record in Key Stage 3, Key Stage 4 and the Sixth Form. We are proud of our achievements and aspire to challenge all learners with high standards to further build on this success. We seek to appoint an evidence-informed teacher with a passion for their subject, a commitment to all young people and the personal drive to continually develop their own pedagogy, skills and knowledge. We believe in nurturing relationships and connections; students at the school are well behaved, extremely cooperative and very friendly. Both parents/carers and students are overwhelmingly positive about the school. We work hard to develop these relationships and value the way parents engage with us.

We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this on [our website](#). We believe in nurturing our staff and opening opportunities to them in the same way we do our students. Professional learning is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied training programme. We provide a full induction programme for all staff new to the school.

I hope that we have provided the information you need as you consider your application. Please do not hesitate to contact Miss Kitty Marlborough kmarlborough@imberhome.co.uk if you want to discuss the post further. Completed application forms should be returned to Mrs Angela Nicholls either by post or by email to anicholls@imberhome.co.uk. The deadline for all applications is **9am Friday 5th June**, however we reserve the right to hold interviews before this time if we receive enough applications from suitably qualified candidates.

Matthew Whatford, Headteacher

All recruitment is undertaken in accordance with Safer Recruitment requirements. As part of our due diligence, we can only accept a curriculum vitae (CV) alongside a full application form. In accordance with the latest guidance we may also conduct on-line searches as part of our recruitment process. The stated aim of this approach is that it may help to identify any incidents or issues that have happened, and are publicly available on-line, and we may want to explore with individual applicants at the interview.

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.



Information about Imberhorne School



Imberhorne is a warm, successful and happy school where staff are committed to fully developing the potential of all students that they leave us empowered to make their own decisions about their lives. We are proud of the achievements of students across the school and are equally proud of what hard working, respectful and compassionate individuals they are as well. Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community.

We are continually looking to the future as we endeavour to prepare our students for life in the 21st Century. Our motto is Strive, Support, Succeed and we are committed to high standards and academic excellence whilst equally valuing interpersonal skills that prepare them for workplace and to positively engage with wider society. We want our students to leave us feeling proud of their achievements in all aspects of school life. This comes from a love of learning, where we aim to build their knowledge, nurture their skills and grow their confidence. This must be coupled with enriching experiences as a necessary part of their educational journey.

Academic Achievement

In 2025 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- **23% of A level grades at A/A***
- **56% of A level grades at A*-B**
- **81% of A level grades at A*-C**

We are extremely proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form. Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases, placing us in the top 25% of Sixth Forms for progress in 2024. We have a large Sixth Form which is predominantly focused on A-level programmes of study. Our academic curriculum is supported by a range of applied and vocational qualifications. We run 38 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In Key Stage 4 strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must be inclusive and adaptive to meet the needs of all our learners.

Performance in summer 2025 was as follows:

- **70% of all grades were grade 4 or higher (4+)**
- **53% of all grades were 5+**
- **20% of grades were 7+**

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study and we encourage the majority of students to study a modern foreign language. We also have significant numbers choosing to study individual sciences. We maintain a high challenge, high support approach with our curriculum and are always striving to ensure that students are challenged to meet their potential.



Information about Imberhorne School



Professional Development

We believe that a commitment to professional development, building capacity and growing future leaders from within is central to our identity as a school. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on evidence-informed pedagogy and high quality CPD for all. This is best supported through collaboration with others. Engaging in coaching, co-planning and peer-to-peer support encourages productive critical reflection and professional learning.

Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, voluntary additional CPD, targeted pedagogy principle and behaviour input, as well as work with the Mid-Sussex Federation schools and more bespoke programmes to meet individual needs.

Culture and ethos

We believe the school is a compassionate and caring community, placing the strong relationships that exist between students and staff at the heart of the school. We are always warm-strict in the way we work with our students, building trustful connections and clear boundaries. The school has a well-developed and resourced pastoral system and we pride ourselves on the level of care we provide for all our students.

Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They work closely with Assistant Heads of Year for Key Stages 3 and 4, who have a focus on both the academic and the pastoral. Pastoral teams are supported by form staff who provide a daily point of contact for students and are the first line of communication between home and school.

A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly intimate feel to it and serves our younger students well, combining the high challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. We operate on a one-school model and believe that challenge should be in place across the Key Stages so that the strong curriculum foundation established at Windmill Lane naturally progresses at Imberhorne Lane.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with a multitude of exciting opportunities to express themselves through singing, dancing, performing, acting and exhibiting. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level.

The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the scheme, starting in Key Stage 4 and leading on into the Sixth Form. We are committed to these wider opportunities outside of the classroom and the way in which they enrich the school community. We know that these are critical experiences that will become core memories, helping our students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us. Our work with the Mid-Sussex Federation of schools provides opportunities for our staff to build connections with colleagues outside of our school walls. This opens up our collaborative capital and potential, supporting the exchange of knowledge, skill and resource that we would not have as a standalone school.

We also have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. Well established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne. We encourage staff to join local subject networks and professional bodies, and as a part of a teaching school alliance we participate in many of their network meetings.



Job Description



Post Title: Teacher of English **Salary:** Main Scale/UPS

Responsible to: Leader of Learning for English

Contract: Full time, part time will be considered

Summary:

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher.

Areas of responsibility and key tasks

1. Planning and teaching that inspires, motivates and challenges all students

- Set goals that provide high challenge and high support to all students
- Plan and teach to promote expertise, a love of learning and engages students' curiosity
- Structure lessons and curriculum delivery to provide appropriate pace, challenge, feedback and structure
- Reflect systematically on your planning, teaching and assessment considering how effectively it has enabled students to learn
- Ensure you are familiar with the school's expectations for expert teaching, using our pedagogy principles
- Ensure your planning identifies, making reasonable adjustments and adaptations for students of different backgrounds and needs, specifically pupil premium students, those with special educational needs and the more able
- Use and evaluate evidence-informed approaches to teaching to engage and support all students
- Have a secure understanding of how different factors and contextual issues can inhibit students learning and how best to overcome these to ensure a culture of inclusion
- Know when and how to model and scaffold appropriately to ensure all students learn effectively
- Ensure your planning provides carefully sequenced coverage of all aspects of the curriculum and that students acquire, retain and consolidate the knowledge, skills and understanding expected
- Ensure the effective and efficient deployment of classroom support
- Set homework regularly and use other planned out of class activities to deepen and extend the knowledge and understanding students have acquired

2. Monitoring, assessing and intervening to ensure all students learn

- Use relevant data to monitor progress, plan and adjust sequences of lessons that respond to students' learning and ongoing progress
- Use a range of in-class checks on learning to ensure responsive adaptations and the appropriate challenge
- Provide regular formative feedback to students that encourages them to respond and enables them to understand how to progress
- Use additional information from ISPs, IEPs, and any other specific plans to ensure that adaption and interventions are appropriately engaged to support students
- Systematically assess and record students' attainment and progress on departmental and whole school systems, analysing and monitor strengths and weaknesses in order to plan appropriate in-class interventions
- Undertake assessment of students as required by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents

3. Promoting the very best progress and outcomes for students

- Be accountable for the attainment, progress and outcomes of students in your teaching groups
- Be aware of students' prior attainment and plan in a way that builds on these to ensure high challenge for all
- Guide students to reflect and act on their progress and emerging needs, supporting them to take ownership
- Encourage students to take responsibility for their own work and study, developing them as independent learners
- Have high expectations of students in terms of academic achievement, behaviour, engagement and prosocial interactions in and around the classroom and school
- Establish and maintain clear rules and routines for how students conduct themselves, promoting good and courteous behaviour



Job Description



4. Establish high expectation and a safe learning environment

- * Have high expectations of students in terms of academic achievement, behaviour, engagement and prosocial interactions in and around the classroom and school
- * Challenge low effort and expectations, using clear and objective communication as the adult
- * Establish and maintain clear rules and routines for how students conduct themselves, promoting respectful, courteous and prosocial behaviour

5. Demonstrate good subject knowledge and a commitment to professional development

- Have secure subject knowledge and stay up to date with research and developments in your curriculum area
- Take responsibility for promoting high standards of literacy, oracy and numeracy through your teaching
- Take responsibility for improving your teaching through collaborative and sustained professional development
- Promote critical reflection with regards to your own teaching and that of others through peer observation, research other collaborative practices

6. Pastoral duties

- Be a form tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Create clear identity and strong relationships within your tutor group, upholding the highest standards
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Contribute to the preparation of Action Plans and progress files and other reports
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHCE and citizenship, careers and enterprise according to school policy
- Contribute to the school's anti-discrimination and anti-disadvantage approach to promote equity, social justice and inclusion for all

Other Professional Requirements

All teachers are expected to uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside of school. Key in this is that teachers treat all students with dignity and build relationships rooted in mutual respect whilst having regard for the need to safeguard students well-being.

- Understand and act appropriately and in line with policy on Safeguarding concerns, fulfilling all statutory training requirements
- Make a positive contribution to the wider life and ethos of the school
- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Be a role model and exponent for the school's Vision, Values and anti-discrimination approach
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the leadership of the school
- Participate in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner school, in particular our soft federation
- Liaise effectively with parents and governors
- Work collaboratively with all members of the school community, as appropriate, and encourage open discussion and dialogue about teaching and learning
- Understand that members of the senior leadership team and other school leaders will routinely monitor aspects of school life, including visiting lessons and looking at students' work books

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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CLARIFICATION NOTES ON THE EXERCISE OF PROFESSIONAL DUTIES FOR ALL TEACHERS, OTHER THAN HEADTEACHERS

These notes should be read with the Teachers Pay and Conditions Document. All teachers should act under the reasonable direction of the headteacher, and carry out the particular duties assigned to them.

All teachers are responsible for planning, preparation, assessment, recording and reporting on progress and attainment. They will receive 10% release time against their timetabled teaching commitment, for planning preparation and assessment, and this time may not be taken by the school to use for any other purpose. They must co-operate with the headteacher and other teachers in the school on all aspects of education.

All teachers must participate in arrangements for appraisal of their own and others' performance, and have a responsibility to participate in arrangements for further training and professional development.

Supervising students at the beginning and end of the day as well as at break time comes within directed time. A rota will make 'reasonable' use of all teachers to provide appropriate supervision of students at these times.

As a split site school, it is likely that you will be required to commute between sites at break or lunchtime although every effort to minimise this will be made.

All teachers must participate in arrangements for preparing pupils for examinations, including assessment, recording and reporting for these. This does not include the invigilation of examinations, unless there is a need for their professional skills and judgement.

All teachers should contribute to the selection for appointment and professional judgement of other staff, including induction and assessment; co-ordinating or managing the work of other staff assigned to them, including assisting in appraisal; and taking part time review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

All teachers employed on a full time basis, other than those on leadership spine, shall be available for 195 days a year, 190 of which will be required to teach pupils, and will be directed by the Headteacher for 1265 hours a school year. In addition, teachers are expected to work reasonable additional hours to enable them to discharge their professional duties effectively.



Person Specification



Person Specification – Teacher of English

Criteria	Qualities	Requirements
Qualifications and experience	Qualified to degree level or above in English or closely related subject(s)	Essential
	Qualified to teach in UK, or on track to achieve this qualification by the end of this academic year	Essential
	Experience of or capacity to demonstrate raising attainment in English in a Secondary School	Essential
	Experience of teaching A-Level English	Desirable
Skills and Attributes	Fully aligned with our school vision and values	Essential
	Evidence of sustained impact in the classroom	Essential
	Excellent organisational skills	Essential
	Willingness to play a full part in the life of the school	Essential
	Able to work effectively as part of a team	Essential
	Ability to plan and organise time effectively, work under pressure and meet deadlines while maintaining appropriate work/life balance	Essential
	Good understanding of assessment in English	Essential
	Ability to create a safe, happy and successful learning environment, founded on strong relationships	Essential
Personal Qualities	Secure knowledge of the characteristics of effective learning and teaching	Essential
	Desire to work hard to achieve goals	Essential
	Demonstrates a 'can do' attitude and a determination to succeed with energy and enthusiasm	Essential
	Excellent interpersonal and communication skills	Essential
	Actively seeks out and makes use of professional development opportunities	Essential
	Demonstrates a passion for working with young people	Essential
	A positive role model	Essential
Ability to use own initiative as appropriate	Essential	
Passionate about their subject	Essential	

