



THE  
KING'S  
SCHOOL

GRANTHAM

## The Department – English

### CANDIDATE INFORMATION



### THE SCHOOL

For centuries, The King's School has been committed to academic excellence. Our first mention as an educational institution dates back to 1327, but it was in 1528 that the school was re-founded by Bishop Foxe of Winchester and, since then, has gone on to provide an exemplary education to thousands of boys – one of which was Sir Isaac Newton!

Although we are incredibly proud of our heritage, we adopt a forward-thinking approach to education. We are keen to recruit and train our colleagues in order to provide the best possible opportunities for our students during their time in school and beyond.

We believe that a student's education extends further than their academic attainment, and we work to ensure that our boys are also equipped with tools to help them navigate adulthood, as well as the qualifications they need to succeed. As a Grammar School, we endeavour to enable our students to achieve the highest grades and enter the most competitively sought-after universities, careers and professions.

## OUR AIMS

We aim to inspire intellectual curiosity, encourage a competitive spirit and develop creative thinking. We foster social responsibility and leadership skills within our students and a strong sense of community underpins everything we do. We value commitment, we celebrate success, and we offer an environment which not only leads to academic success but also to self-discovery and a sense of personal worth.

## THE POST

We are seeking to appoint an inspirational and dedicated Teacher of RE to join a school that has high expectations and high aspirations for all of our students and who will fit in well with our thriving and forward-thinking department. The post would suit a committed and skilled teacher who wants to make a difference and help all our students achieve the highest possible standards.

## THE DEPARTMENT

The English Department is comprised of 7 team members. The Department has a suite of seven subject rooms, each with an interactive board.

As an English department, we relentlessly pursue academic excellence and rigour. Our rich, robust, well-sequenced curriculum encourages students to develop a life-long interest in our language and literature. From Year 7 onwards, we seek to broaden and enrich our students' cultural perspectives by teaching high-quality and challenging literary texts. We also understand the importance of offering students a true breadth of literature from diverse writers, backgrounds and contexts. There will always be a place for celebrated canonical writers in our 21st-century curriculum, but we include works produced by writers from different cultures and ethnicities. Our Year 12 study Tennessee Williams, a tour de force in the American canon, while deconstructing poems by Shelley, Keats, Byron and Blake.

Our Key Stage 3 programme ensures students are honing their reading and writing skills to guarantee future success at GCSE. Our dynamic Reading and

Writing workshops, taught alongside our main schemes of work, help students with their literacy and reading comprehension skills.

In Key Stage 4, students learn how to respond to texts critically by exploring language, form, structure, meaning and alternative interpretations. We currently deliver the GCSE English Language and English Literature Edexcel specifications.

At Key Stage 5, we expect our students to become scholars of English. They will engage in lively seminars and lectures on various issues. We expect our students to be academically challenged and stimulated through our robust programme, one which encourages our scholars to become increasingly more independent and sensitive to literary analysis. We offer A levels in English Literature (Edexcel) and English Language and Literature (OCR).

## ASSESSMENT & LEARNING

The school aims to deliver outstanding lessons, inspire curiosity, and develop students' genuine interest in their subjects.

Every class is taught in a way to prepare students for their examinations. Ongoing assessment, both teacher and peer, is a key element of the department's approach and the use of both formative and summative assessments on a regular basis provides vital information. Staff can initiate intervention strategies for areas where students require extra support, and their progress can be easily tracked. All members of the department are expected to use 'assessment for learning' strategies to inform their lesson preparation and teaching. The department assesses all work in terms of effort and attainment to further stretch gifted and talented students and provide additional support where needed.

Students are assigned homework once per 6 lessons in years 7-9. Key Stages 4 and 5 are expected to complete set homework where appropriate, being theory or project-based. Feedback is carried out quickly and accurately and is based on examination criteria where appropriate.

