



THE Leys
CAMBRIDGE



TEACHER OF
ENGLISH
candidate information

Teacher of English

Emploment Status	Full or Part Time, Maternity Cover (fixed term contract)
Salary	Competitive
Closing Date for Applications	20 January 2025
Interview Date(s)	w/c 27 January 2025



We are seeking a capable and enthusiastic English graduate to join our outstanding English Department from April 2025 for a maternity contract.

It is expected that the appointee will be an excellent teacher able to inspire pupils in English lessons across the age ranges. Prior experience of teaching A Level is desirable but not essential. This is an exciting opportunity for an English teacher to contribute to a dynamic and supportive team in a popular and highly successful department.

This post could be full time or part time. For part time colleagues the role will be between 0.5 and 0.7 FTE, depending on contribution to the wider school. For full time applicants, the ability to contribute to teach a second subject would be advantageous.



Welcome to *The Leys*



Life at The Leys

The Leys is a co-educational boarding and day school for pupils aged between 11 and 18. Set in the heart of the beautiful and stimulating city of Cambridge, one of the world's leading cultural and academic centres, The Leys' unique location allows pupils unrivalled access to the vast array of cultural and educational opportunities that Cambridge has to offer.

Established in 1875, The Leys values its history, yet it blends traditional values – courtesy, tolerance, respect, decency – with a forward and outward-looking approach to education. Dedicated staff and superb facilities combine powerfully to prepare young people for the challenges which lie ahead at university and beyond.

The Leys is a close-knit, engaged, friendly community of around 550 pupils in which pastoral care is seen as the top priority. Academic value-added is impressive and the breadth of the wider curriculum is renowned. The School caters for Boarding, Home Boarding and Day pupils but, with 70% of pupils accommodated in boarding houses, boarding is absolutely central to the ethos of the School and all pupils benefit from the vibrancy and structure which this provides.



Purpose

The Purpose of The Leys is to play our part in changing the world for the better.

We do this by making a positive difference to the lives, values and prospects of Leysians, by being professional, caring and rewarding in developing and managing our staff, by being a responsive and trusted partner to our parents, and by making a beneficial and sustainable contribution to the wider community

By foundation and structure, The Leys is a boarding community. We also place great value on being a “big, small school” embedded in the heart of Cambridge, and on giving Leysians a rich and rewarding academic and wider school experience – one they find valuable both intrinsically and in preparing for their futures. We seek, in the spirit of our Methodist founders and our Christian values, to send Leysians out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which will make a positive contribution to society.

In order to achieve our Purpose, we aim to deliver an education which is built on three foundation stones: pastoral, academic and wider curricular. Whilst interconnected, ‘pastoral’ is accepted as pre-eminent, because pupils who feel supported and confident are able to flourish in all areas of the life of the school. Our teaching staff body all contribute to all three pillars of Leys School life, thus we all work together to ensure our pupils develop into happy, confident and well-rounded individuals ready to leave school and find their place in the world.

Pastoral Care

Pastoral Care is at the heart of what we do. We know that wellbeing is crucial to success in wider school life, and we all work together as a community to ensure that each pupil flourishes in school, feeling nurtured, supported and happy. Our House structure is central to this: all pupils are a member of a House throughout their time in school. Year 7 and 8 pupils are members of our junior house, Moulton, and then pupils in Year 9 and above join one of the eight boarding or three day houses. The vertical arrangement in the senior houses creates opportunity for pupils to support each other, and the houses are staffed with a Housemaster or Housemistress (HSM), an Assistant HSM, a Matron and a team of teaching staff. Pupils also have a tutor, who supports them with their wellbeing, academic progress and wider curricular involvement as they progress through the school. All staff are expected to contribute to our pastoral support of pupils, through tutoring, supporting the teaching of PHSE and undertaking weekly house duties.




THE SUNDAY TIMES

**SCHOOLS GUIDE
2024**

**INDEPENDENT SECONDARY
SCHOOL OF THE YEAR
EAST ANGLIA**





Teaching and Learning

Education is about so much more than passing exams, and at The Leys pupils are encouraged to develop an understanding of their own learning, find their passions, curiosity, and develop a lifelong appetite for knowledge.

Pupils are supported in their learning by excellent teaching both inside and outside of the classroom, with academic enrichment and extension embedded into the culture of the school. We understand that teachers are individuals and that they will have their own ways of expressing their passion and interest in their subjects. The 2022 ISI comment that "Inspirational and creative teaching is a significant contributory factor to pupils' positive attitudes to learning" sums up the impact of that individuality. That said, we know that aspects change within education, and we are midway through an exciting transition from Google Classroom to Microsoft Teams and OneNote. Pupils and staff all have a digital device, and pupils are used to working digitally as well as on paper.

Academic Attainment at The Leys is outstanding. This summer, the school achieved its best academic results on record at A Level and close to best at GCSE. At A Level 62.2% of results were graded A or A*, and 87% A*-B, and at GCSE almost 50% of results were grade 9 or 8. The school uses value added as an important measure of success and we are delighted that all our 2024 public examination results demonstrate that we added significant value to our pupils' academic attainment compared to similar schools: a testament to the hard work and dedication of both staff and pupils.

Wider Curriculum

The Wider Curriculum is an integral part of the school week for all pupils and staff, with a significant amount of time in the afternoons and early evenings devoted to it. In their time at The Leys, pupils are actively encouraged to experience a broad range of activities that will bring them a wide range of benefits; activities in which they find enjoyment and fun whilst developing skills, personal qualities and attitudes that are transferable to other areas of their life at school and beyond.

The Leys' Personal Development and Leadership programme (PDL) for pupils in Year 10 and above ensures that all pupils develop leadership, broaden their horizons and collaborate with their peers on projects, often trying to solve contemporary problems. Through our outstanding sporting, music and drama provision, pupils develop as confident and well-rounded young men and women, ready for life beyond school. Our broad and varied after school activities programme enables pupils to develop their interests, skills and strengths. Through this we aim to complement the pastoral and academic pillars of an all-round Leysian education alongside boosting the physical and mental well-being of all involved in the wider curriculum. All staff contribute to our extensive wider curriculum programme through involvement in games, PDL, outdoor education, and a wide range of clubs and activities.





General Teacher Expectations

The Leys is a traditional boarding school, and we have lessons running across 6 days each week. Lessons happen on a Saturday morning until 11:50am, and the afternoon is filled with sporting activity including fixtures.

Teachers at the Leys are expected to contribute to all three of the School's Pillars: Pastoral, Academic and Wider Curriculum. Pastoral contributions take the form of tutoring, house duties and teaching PHSE whilst the wider curriculum includes games, PDL, outdoor education and clubs and activities. House duties vary depending on the type of house: day house duties involve breaktime, lunchtime and afternoon/after school supervision whilst boarding house duties involve working with pupils in the evenings. Staff also support the day to day running of the School through involvement in school duties, on a rota basis.

We know that working in a boarding school is busy! Our staff feel this is undoubtedly worth it for the reward gained from the wider interactions they have with pupils, coming to know each child as an individual, not just as a pupil in the classroom. We work with our teachers to harness their strengths and passions both inside and outside of the classroom, so that there is joy for all of us in what we do. In addition, class sizes at The Leys are typically no larger than 24, and are often much smaller, particularly in Years 7 and 8 and the Sixth Form. Teaching allocations are lower than in state and day schools, to account for the involvement in the wider life of the school. Saturday lesson time is 'paid back' through shorter term lengths, and thus longer school holidays. Finally, four Leave Weekends spaced throughout the year provide the entire school community with some additional rest and relaxation.



Benefits

Join us and experience a fulfilling career in an inspiring environment where your growth, wellbeing, and sense of community are our top priorities.

Fee Remission

Generous fee remission (The Leys School and St Faith's), subject to the normal admissions criteria (pro-rata for part-time staff).

Remuneration

Competitive salaries and a choice in excellent pension schemes (including the Teachers' Pension Scheme for our Teaching colleagues) with generous employer contribution. We are proud to be a Living Wage employer.

Meals

Three-course lunch from Monday to Saturday and an evening meal on duty evenings. Our meals are mainly homemade on site using locally sourced ingredients and served in the beautiful and newly renovated Dining Hall.

Location

Stunning city centre location with free parking, access to electric charging, secure bike parking and a Cycle to Work scheme.

Cambridge University Botanic Gardens

Complimentary use of a visitors pass to the beautiful Botanic Gardens (a two-minute walk from the School).

Wellbeing

Enjoy a complimentary hot lunch when working, prepared by our professional culinary team. Plus, benefit from membership of the Sports Complex including free staff swimming, and access to a comprehensive Employee Assistance Programme that provides a wide array of resources and support services for staff and their immediate family (terms and conditions apply).

Community

A supportive and friendly community, with regular social events and the chance to join in extra-curricular activities. Staff can also attend internal productions in our theatre (Great Hall) or external productions hosted by visiting companies (note that external companies may charge for these events).

Professional Development

Opportunities for staff development, including regular INSET and CPD, membership of our on-site library, and funded attendance at relevant external training events.

Extended Holidays

There are 33 weeks of term time, plus time for INSET. This means that teaching staff benefit from extended holidays compared to state education.



Please note that colleague benefits which are non-contractual may be subject to review and change at any time.



The Department

The English Department at The Leys is a well-established and stimulating environment in which to work. There is a strong academic ethos allied to a vibrancy of approach and teachers aim to communicate a love of the subject, in addition to fulfilling the demands of the specifications. Colleagues are highly qualified, professional, and very supportive of one another. The Department celebrates the literary interests of pupils and colleagues alike and the schemes of work we follow allow for independence and creativity in delivering the course.

The English Department is housed on the first two floors of the Queen's Building. The Department's facilities are excellent: each classroom is fully equipped with brand new AV systems that complement the use of iPads, allowing for interactive teaching and the use of digital innovation. The Department is well resourced with books and audio-visual resources. There is a spacious English Office where each colleague has a desk; this shared environment enables collaboration and community which are very important to the identity of the department. In addition, there is a Sixth Form Critical Library where A-level pupils can research, work or locate useful books to borrow.

The working atmosphere is positive and enjoyable which manifests in both the classroom and in the extra-curricular activities run by the Department. These range from the reading group, 'Speaking Volumes'; the A-level English Extension group for Oxbridge applicants; pupil participation in a range of competitions (both creative and analytical, internal and external); writing for the school magazines; numerous theatre trips to Cambridge and London as well as visits to sites of literary interest. The Department has welcomed several specialists to deliver programmes of study to pupils of all age groups and we have been visited by touring theatre companies, the Shakespeare Birthplace Trust, staff and lecturers from the University of Cambridge and King's College London and a number of novelists and poets. In recent years, we have made use of our digital provisions and have held remote workshops, lectures, and screened performances alongside live, in-person events. Senior School pupils also benefit from staff 'in-house' lectures which ensure that pupils think beyond their examination specifications.

In Years 7-9, pupils follow a broad-based course in either 7 or 8 40-minute periods a fortnight to establish a good foundation of language skills, to read widely and become increasingly analytical in their approach. There are two mixed ability sets in each of Years 7 and 8, and five mixed ability sets in Year 9. Year 10 and 11 pupils work towards IGCSEs in English Language and Literature in five periods a week. The Department teaches the Edexcel IGCSE 4EA1 (English) and 4ET1 (English Literature) specifications. IGCSE classes are organised into mixed ability sets. Although there is a comparatively wide ability range, almost all pupils gain grade 7 and above and in 2024, roughly 80% of pupils achieved grades 7 – 9. In 2024, over 50% pupils achieved grade 9 in English Language, and grades 8 – 9 in English Literature.

English Literature (OCR) is a successful option for Sixth Formers at A level. In 2024, 100% achieved B grade and above.

The successful candidate must be enthusiastic about engaging pupils of all abilities and introducing them to a wide range of texts and styles of writing. The candidate must enjoy working within a team where a passion for literature, organisational skills and a sense of humour are valued. The department will support ambition and creativity amongst staff and pupils alike.

The Post

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Main purpose of the role

The role

- To teach pupils within the school
- To create a well-ordered teaching environment in which pupils can thrive and explore their academic potential.

Main duties and responsibilities

- To have a clear knowledge of the individuals in their class and differentiate accordingly. This should mean both their individual learning needs as well as their individual personality.
- To bear in mind the Christian ethos that underpins the life of the school community and bring its values into the classroom.
- To plan lessons clearly and within the departmental scheme of work
- To mark work regularly and promptly, in line with departmental and school marking policies and to keep clear and full records of pupils' progress.
- To insist upon high levels of behaviour and respect for others in the classroom
- To be a subject expert who regularly updates their knowledge to stay 'current' in their subject
- To apply the necessary health and safety procedures when appropriate
- To contribute to the pastoral care of the pupils, including weekly duties in houses
- To contribute to extra-curricular activities
- To adhere to and maintain School Policies and Procedures
- To take responsibility for safeguarding the pupils
- To carry out other associated duties as are reasonably assigned by the Head.

Safeguarding responsibilities

- To have read the School's Child Protection Policy and updates to this policy as required by the School.
- To adhere at all times to the School's Child Protection procedures and to undertake responsibility to safeguard pupils.
- To be aware of and adhere to at all times the School's Staff Behaviour and Code of Conduct and confidentiality.
- A duty to report and discuss any concerns about the safety of children and their wellbeing to the Designated Safeguarding Lead (DSL).
- A duty to report any low-level concerns about colleagues to the Designated Safeguarding Lead (DSL).
- To be informed and trained to an appropriate level and to complete mandatory safeguarding training as required by the School.

General Tasks

- To refer to and adhere to all Health and Safety procedures and policies as appropriate and other legislative requirements as required, carrying out duties by working in a safe and organised manner.
- To ensure that a safe / secure environment exists for pupils / staff and customers and meet requirements under the Health & Safety at work Act 1974 and C.O.S.H.H.
- To uphold the provisions of data protection legislation, the School's Data Protection Policy, and other related policies.
- Understand and be mindful of the School Acceptable Use Policy and Staff ICT & Social Media Guidelines.
- To adhere to and maintain School Policies and Procedures and work with regard to the ethics of the School.
- To observe / implement all relevant legislative requirements, maintain and update own knowledge as appropriate for the role.
- To work flexibly as necessary to meet the needs of the role and the School.
- To undertake any other reasonable associated request from the Deputy Head Pastoral Care, Head/ Bursar, or other senior member of SMT as appropriate.
- To refer to and adhere to all Health and Safety procedures and policies as appropriate and other legislative requirements as required, carrying out duties by working in a safe and organised manner.

The list of tasks or duties and responsibilities described above is not exhaustive, and the School is entitled to instruct you, at any time, to carry out additional duties or responsibilities, which fall reasonably within the ambit of the job description, or in accordance with operational requirements.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Good honours degree in English or related subject• Ability to teach English to A Level/Oxbridge standard• Relevant teaching experience	<ul style="list-style-type: none">• PGCE, QTS or equivalent teaching qualification• Experience as a tutor/form teacher
Experience	<ul style="list-style-type: none">• Excellent teaching skills• Capacity to be efficient and organized, flexible and adaptable• Ability to prioritise effectively• The ability to work in a busy environment and meet deadlines• Suitable to work with children	
Skills	<ul style="list-style-type: none">• Strong communication and inter-personal skills• Ability to motivate and manage pupils• Ability to deal positively and constructively with students and colleagues at all levels	<ul style="list-style-type: none">• Ambition• A good sense of humour• Creativity• Ability to work on your own initiative and as part of a team• Good working knowledge of IT and familiarisation with online digital platforms
Knowledge	<ul style="list-style-type: none">• Candidates should be willing and able to commit themselves actively to support the ethos of the school	<ul style="list-style-type: none">• Ability to coach a sport or an enthusiasm to help with extra-curricular activities (including day/residential trips)

How to *Apply*

How to apply:

If you are interested in applying, please submit a completed application form including one page covering letter addressed to The Head, The Recruitment Team, The Leys School, Cambridge, CB2 7AD (recruitment@theleys.net) by 09.00 am on 20 January 2025. Interviews will be held w/c 27 January 2025. We will review applications as they arrive and reserve the right to withdraw the advert before the closing date, therefore an early application is encouraged.

This role has the opportunity for regular contact with pupils and therefore is exempt from the Rehabilitation of Offenders Act 1974.

By applying for this role, you are consenting to The Leys School storing your personal data. Please read our 'Privacy Notice for Job Applicants' for further details.



