

Job Description

Job Title	English Teacher
Department	SGS Create – 14-16 provision
Reporting to:	Headteacher
Main Purpose of the role	
SGS Create is an established and growing 14–16 provision based within SGS College's Stroud Campus. We provide an alternative educational pathway for young people who benefit from smaller class sizes, strong relationships and a personalised approach to learning. As our English Teacher, you will deliver GCSE English Language and GCSE English Literature across Foundation and Higher tiers and potentially Functional Skills English. You will inspire learners to develop confidence, resilience and a love of learning whilst achieving strong academic outcomes. Working closely with the Headteacher, Deputy Headteacher and wider pastoral team, you will contribute to the continued development of the English curriculum and play an active role in shaping an ambitious, inclusive and high-quality provision.	
Key Tasks / responsibilities:	
• Deliver high-quality teaching across GCSE English Language and GCSE English Literature, and potentially Functional Skills English, adapting learning to meet the needs of learners working at a range of abilities, including Foundation and Higher Tier. • Plan, prepare and deliver engaging lessons that promote excellent progress, develop learners' confidence and inspire a love of English. • Develop and continually review an ambitious English curriculum that meets the needs of learners within a SEND/SEMH environment and prepares them for their next stage of education, employment or training. • Use a range of assessment strategies to monitor learner progress, provide high-quality feedback and plan effective interventions to ensure all learners achieve their potential. • Establish high expectations for behaviour, attendance, effort and achievement through positive relationships, consistent routines and restorative practice. • Work collaboratively with colleagues, parents/carers and external professionals to identify barriers to learning and implement appropriate strategies to support individual learners. • Adapt teaching and learning to meet the needs of learners with SEND, including those with EHCPs, ensuring appropriate differentiation and reasonable adjustments are embedded within classroom practice. • Contribute to the wider pastoral support of learners, promoting positive wellbeing, resilience and personal development. • Maintain accurate records of learner progress, attendance, assessment and achievement using College information systems.	

• Communicate effectively with parents and carers regarding learner progress, attendance and wellbeing, including contributing to parent information evenings, annual reviews and written reports. • Contribute to the ongoing self-evaluation and continuous improvement of SGS Create through curriculum development, quality assurance activities and professional reflection. • Work collaboratively with the Headteacher, Deputy Headteacher and wider SGS Create team to maintain a culture of high expectations, inclusion and continuous improvement. • Maintain the highest standards of safeguarding, promoting the welfare of children and young people at all times in accordance with statutory guidance and College policies. • Participate fully in professional development, appraisal and quality assurance activities, maintaining up-to-date subject knowledge and pedagogical practice. • Undertake such other duties, commensurate with the grade of the post, as may reasonably be required by the Headteacher.
Role Dimensions
• Teaching learners aged 14–16 (Years 10 & 11) • Teaching classes typically of 10–22 learners • Delivering GCSE qualifications and potentially Functional Skills • Working alongside a multidisciplinary pastoral and SEND team • Contributing to the wider development of SGS Create
Key Interfaces
• Headteacher and Deputy Headteacher • SGS Create Teaching, Pastoral and Support Staff • Wider SGS College Staff • Learners • Parents and Carers • Local Authorities and External Professionals • Awarding Organisations • Partner Schools and Alternative Providers
What makes this role different?
• Small class sizes. • High levels of pastoral support. • Opportunity to teach across GCSE and potentially Functional Skills. • Time to build meaningful relationships with learners. • Opportunity to shape an evolving curriculum. • Supportive and collaborative staff team.
Supporting College Goals and Values – all roles
In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values. This means: • Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. • Promoting the image of the College as one that is committed to the highest standards of delivery and service. • Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.

• Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety,					
Measurable Performance Standards for this role					
• Excellent attendance above 90% • Excellent progress data that clearly shows 100% of learners are progressing in learning outside of Progress 8 • At least 75% progress from Year 11 into SGS College • Safeguarding dealt with efficiently and effectively					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Tom Beer July 2026					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the College/Centre change, the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

SGS Create English Teacher

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Qualified Teacher Status	✓		Application form
Degree in relevant subject	✓		Application form
Experience and knowledge			
Successful management experience in a school/education setting		✓	Application form/interview
Substantial relevant subject experience.	✓		Application form/interview
Involvement in school self-evaluation and development planning		✓	Application form/interview
Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation.	✓		Application form/interview
Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of 14-16 year olds	✓		Application form/interview
Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve	✓		Application form/interview
Data analysis skills, and the ability to use data to set targets and identify areas for development		✓	Application form/interview
Knowledge of child development, attachment difficulties, trauma, ASD, ADHD, ODD.		✓	Application form/interview
Skills and abilities			
Ability to develop and implement effective plans that improve the outcomes for young people	✓		Application form/ test at interview

Criteria	Essential	Desirable	Assessed by
Ability to use data effectively to monitor, evaluate and review decisions.	✓		Application form/ test at interview
Ability to develop an innovative curriculum and to maximise the contribution of staff to improve the quality of education.	✓		Application form/ test at interview
Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery.	✓		Application form/ test at interview
Ability to deal with sensitive issues in a supportive and effective manner.	✓		Application form/ test at interview
Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested.	✓		Application form/ test at interview
Essential College attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
Circumstances of role (if applicable)			