



Post:	Temporary TEACHER OF ENGLISH and DRAMA (with General Subjects)
Reporting to:	Heads of English and Drama Departments
Hours:	Full Time, Temporary for One Year
Salary:	MPS/UPS
Post Available:	1st September 2025 to 31st August 2026
Interview Date:	Tuesday, 27th May 2025

We are looking for a dynamic teacher committed to Integrated Education to work as part of a team committed to raising standards.

Applications are invited from suitably qualified and enthusiastic teachers.

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 Senior Leadership Team.

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, takes responsibility for professional development and motivates pupils to achieve.

AREAS OF RESPONSIBILITY AND KEY TASKS

Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge students and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- be aware of and make provision for students who are AEN/SEN/EAL, very able, LAC or who have other particular individual needs
- providing clear structures for lessons maintaining pace, motivation and challenge
- making effective use of assessment and ensuring coverage of programmes of study
- ensuring effective teaching and best use of available time
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to students, give attention to errors and misconceptions. Select appropriate learning resources and develop study skills through library, ICT and other sources: Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- ensuring the effective and efficient deployment of classroom support

- liaise with the Heads of English and Drama Departments to ensure the implementation of department policy and best policy

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor students' work and set targets for progress
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- undertake assessment of students as requested by examination bodies, departmental and school procedures
- prepare and present informative reports to parents
- undertake assessment of students and participate in the school's system reporting to parents.
- Curriculum Development

Pastoral Duties

- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- 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 PSD and Careers programmes according to school policy.

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools in the North Belfast Area Learning Community
- take responsibility for own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors

- use a variety of sources of evidence to evaluate the impact of teaching and learning in the classroom
- use a variety of sources of evidence to evaluate the impact of your pastoral role
- actively contribute to the extra-curricular programme.

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.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

THE ENGLISH DEPARTMENT

At Key Stage 3, we ensure that the enjoyment of language and literature is a priority, enabling students to find the confidence to grow as learners and providing the opportunities for them to develop their skills in reading, writing and oral communication. The students have 5 periods of English a week and are set homework at least twice a week. We are focused on the achievement of every student and offer a variety of thematic units that address the full range of English skills and set the foundations for GCSE. The curriculum in both Year 8 and 9 English classes focuses on the study of the novel, poetry and Shakespeare with the addition of creative and personal writing and autobiography.

At Key Stage 4, we strive to deepen and develop the students' skills and understanding in preparation for GCSE. All students are entered for CCEA English Language, and we offer a varied and imaginative curriculum designed to address the core elements of reading, writing and oral communication. Classes of English Literature and Media Studies GCSE are also timetabled, allowing many of our students to progress to 'A' Level English Literature and Media Studies at Post-16.

THE DRAMA DEPARTMENT

All students study Drama in the Junior School. In Year 8 and 9 students have two lessons per week and in Year 10 students have one timetabled lesson. The Junior School curriculum provides students with activities in the practical exploration of text, themes, issues and their place in the wider world. Theory, practice and performance form the basis of Drama provision at Key Stage 3.

Drama and Performing Arts are well-established and popular choices at GCSE and A Level, respectively. At both GCSE and A Level, students follow the courses offered by CCEA.

Hazelwood has established a reputation as a Centre of Excellence for the Performing Arts. There are many public events throughout the school year involving performance. A significant commitment to extra-curricular activities is expected.

We are seeking to appoint a talented and enthusiastic individual capable of maintaining the high standards of these subjects and of contributing to their development in the College.

***This job may be altered from time to time in line with the developing needs of the College.
Criteria for this post may be enhanced to facilitate shortlisting.***

Personnel Specification

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ESSENTIAL CRITERIA	
1	EDUCATION AND QUALIFICATIONS a) Recognised, or provisionally recognised, to teach English and/or Drama in a post-primary college by the Department of Education (NI). b) Registered or have the capacity to be registered with GTCNI.
2	RELEVANT EXPERIENCE <i>Demonstrate using examples from your own practice</i> a) Ability to teach English Language and / or Drama to GCSE. b) Ability to teach all-ability classes including students with AEN. c) Up-to-date detailed knowledge of the NI Curriculum and Awarding Body organisations. d) One year's experience teaching English Language and/or Drama (which can include Teaching Practice).
3	TEACHING AND LEARNING <i>Demonstrate using examples from your own practice</i> a) Experience of teaching and learning approaches that develop a deeper understanding of English and/or Drama. b) A clear commitment to professional development to keep up to date with teaching and learning strategies specific to the teaching of English or Drama. c) Ability to teach other subjects.
4	COMMITMENT TO INTEGRATED EDUCATION <i>Demonstrate using examples from your own practice</i> a) A positive commitment to each one of the NICIE core principles of Integrated Education: <ul style="list-style-type: none"> ▪ Equality ▪ Faith and Values ▪ Parental Involvement ▪ Social Responsibility * Use the above headings with examples from personal practice
5	COMMITMENT TO EXTRACURRICULAR AND EVIDENCE OF a) Experience and/or willingness to take extra-curricular clubs or other activities. b) Experience of and/or willingness to contribute to the organisation and leadership of school events and trips.

DESIRABLE CRITERIA	
1	RELEVANT EXPERIENCE a) Experience of teaching a relevant subject at A Level.
*Please note that criteria may need to be enhanced to facilitate the shortlisting process. *Hazelwood Integrated College has the right to rescind this appointment before start date.	

