

Teacher of English

**FTE Salary range £32,916 - £51,048 (M1/UPR3) +
Teachers Pension Scheme**

38 Weeks per Year

Required for: For immediate or January start

Closing date: 9am on 18 September 2026

Interview date: 25 September 2026



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Welcome from Nigel Wright, Headteacher

Welcome and thank you for your interest in working with us at Oakmoor School. We are a growing school and need to expand our teaching team.

If the following interests you then do keep reading...

- An additional week holiday at October half term. You will never work more than 7 weeks in a row.
- Centralised detentions
- Significantly under directed time
- Supportive SLT who are present around school every lesson every day

Oakmoor is brand new, state of the art secondary school situated in a 22 acre tree lined site on the edge of the South Downs National Park.

We are a friendly, vibrant school with high standards and expectations. We pride ourselves on knowing every young person as an individual and challenging each of them to have the highest possible aspirations.

We are a highly collegiate staff with high expectations of ourselves and each other surrounded by like-minded, high calibre colleagues, who strive to provide the best education possible for our students. It is an exciting time to be joining our brand new, vibrant school where all staff are valued and their contribution to the organisation as a whole is recognised.

Teachers are very well supported by an excellent professional support team at all levels who share our goal of every child achieving their very best whilst enjoying a rich and varied curriculum with plenty of opportunities to excel outside the classroom.

Students at Oakmoor display excellent behaviour in lessons and around the school. Teachers plan highly engaging lessons tailored to the needs of our students allowing high levels of progress to be enjoyed. Students benefit from a wealth of extra-curricular activities, including trips and visits to enrich their experience at our school.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings allowing teachers to spend time on the 3 most important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Four years' ago, one of our staff-led school improvement groups, piloted a new approach to assessing the work of students in their classes to inform their planning, rather than providing detailed feedback to every child individually. The pilot was highly successful and is now our whole school approach to assessing and planning.

Every teacher has saved a significant amount of time by no longer making detailed notes in every child's book which was having a limited impact on student progress. Teachers now use this time to plan more precisely to address misconceptions and tailor learning to their classes.

Removing other time-consuming activities which prevent teachers from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great teachers stay at Oakmoor and we have created an exceptional teaching staff here.

At Oakmoor we encourage staff to develop and many of our teaching and professional support team have been successful with internal promotion in recent years. This provides excellent continuity for the school and allows colleagues the opportunity to progress whilst remaining in the school they enjoy being part of.

We have cutting edge technology throughout the site and the latest specialist equipment for key areas such as science, technology and performing arts. Our main buildings surround a central court yard which includes covered areas for outside dining accessible from the dining hall and seating areas accessible from the learning resource centre for reading at break and lunch times.

There is an abundance of green spaces which include several sports pitches, an athletics track, a nurture garden and a forest school area for outside learning and activities. The whole site is bordered by mature trees providing a relaxing and inspirational backdrop to the learning environment.

We are a very successful school where high levels of respect and conduct prevail. Our success shows that when you couple high quality pastoral care with high standards and expectations, young people are able to flourish and to achieve their very best.

Visitors comment on our purposeful learning environment and our delightful students.

Let Oakmoor look after you and your career. This is an exciting opportunity for an existing teacher or someone new into the profession.



Thank you for your interest in the English Department

The English department is a stable team. We have five full-time teachers, three part-time teachers and a team of teaching assistants who work consistently within English. We are a supportive and friendly team who work collaboratively on all aspects of teaching and learning.

Over the last few years, the school has grown and is now oversubscribed with first choices. Our vacancy for a Teacher of English provides a superb opportunity for a talented and excellent English teacher to join our team. We support every member of the team to continually develop and become highly skilled, reflective practitioners, and we look to open doors for everyone to ensure their continued professional development.

Our aim as an English department is to provide an excellent English education for all of our students. We want to inspire our Oakmoor learners to become life-long learners, writers and speakers, through their knowledge of English and accurate use of it in their own communication.

Our fully resourced English curriculum is designed to provide students with the core knowledge they need for success in English, both at school and in later life. It is planned to maximise their cognitive development and develop the whole person.

We hope that by exposing students to a rich and diverse canon of texts, chosen from a wide variety of contexts, voices and time periods, we can enable our students to appreciate and participate in the full richness of the human experience.

Our Key Stage 3 curriculum has been redeveloped and fully resourced in order to integrate evidence-based practice, with greater opportunities for subject knowledge and skills to be layered and connected through the years. Subject knowledge in our department is focused on how writers write and how readers read. In addition, we are trialling a drama-based approach to Shakespeare, guided by bespoke CPD and support from the RSC. Currently our students explore three different Shakespeare plays in Key Stage 3 that build the knowledge they need to be successful at Key Stage 4.

The curriculum in Key Stage 4 ensures that all students have the skills to succeed in their examinations, covering the content first before working on examination and revision skills in Year 11. The curriculum is engaging and thought-provoking for students, with carefully selected literature texts that offer rich intertextual links to develop critical thinking and engagement.

All of our classes in every year group are streamed, allowing teachers to plan adaptively, to offer high challenge and high support for all learners.

Working at Oakmoor School - A View from our Staffroom

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.

Mr Denton, Mathematics Department

I have worked at Oakmoor School for over 20 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I always said I would look to work in another school after 5 years of arriving but the wonderful students and staff have kept me here

Mrs Hale, Technology Department

I have worked at Oakmoor School for almost 7 years. Oakmoor provides students with the necessary knowledge, skills and attitude for their development, which ensures a wider scope and prospective about education and what career choice to make in the future. My work colleagues are very supportive and friendly, which creates a sense of community and team spirit.

Mrs Kelly, Administrative Department

Professional Support and Development

At Oakmoor we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan, our Teaching and Learning Principles, and individual performance management. This is to ensure that we are improving and enhancing the school as well as our individual practice. We are committed to creating a culture where every teacher can continuously develop and improve, “not because they are not good enough but because they can be even better.” In such a culture “there is no limit to what we can achieve.” (Dylan Wiliam).

Our performance management system is entirely focused on teaching, with time provided for teachers to work on developing their practice. All teachers identify an aspect of their teaching to focus on, research evidence-based teaching strategies, and then undertake a period of deliberate practice, monitoring the impact of this on students’ learning. The outcomes of this are shared within departments and wider across the school so we all contribute to our professional learning community.

Staff also have access to wide variety of training opportunities, through the University of Chichester Academy Trust, the Research Schools Network, the National College, Hampshire Teaching and Leadership College, and a range of other providers. A number of colleagues have participated in the NPQ programmes in recent years. We encourage everyone on our team to take their professional development seriously and are keen to support wherever we can.

For Early Career Teachers (ECTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers. Our ECTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further. This support programme continues once qualified teacher status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme. This has been developed to ensure that support and professional learning is on-going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.

University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach

The headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A Shared Vision

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A Shared Mission

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence
- Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology

A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Teachers' Pension Scheme
- 24/7 Employee Assistance Programme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
- Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!

Staff Benefits:

- Teacher's Pension Scheme
- Employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal and career development programme
- Access to the University's vast Library resources and to the National College resource
- Generous leave entitlement
- Employee Discounts Platform, saving £££'s on a range of goods and services
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Relocation allowance where eligible

Job Profile

Job Title: Teacher of English

Reports to: Head of Department

Location: Oakmoor School, Bordon, Hampshire

Function of the Post

To plan and deliver high quality engaging and challenging teaching and learning across the full ability and age range of students, ensuring all students make rapid and sustained progress.

Principal Accountabilities:

1. Plan and deliver high quality engaging and appropriately challenging lessons that inspire all students to share a passion for your subject and become independent learners.
2. Ensure all students make rapid and sustained progress in line with the assessment criteria for the scheme of work or qualification.
3. Effectively assess student progress and understanding to inform future planning and make formative and summative assessment, including data for reporting purposes in line with academy procedure.
4. Provide high quality marking and constructive feedback so that students are informed of how to improve their work.
5. Set and assess appropriate homework that matches individual student needs.
6. Take responsibility to ensure teaching assistants understand the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all students.
7. Attend scheduled meetings of the academy and parents' evenings as directed by your line manager or senior staff.
8. Make a positive contribution to the strategic aims, values and ethos of your subject area/s, the academy and the University of Chichester Academy Trust.
9. Contribute to the wider life of the academy, such as leading on extra curricula activities.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

		E	D	Evidenced through
	Knowledge and Qualifications			
1	Qualified Teacher Status/ PGCE or NQT.	✓		Application Documentary evidence Interview Teaching Task
2	Evidence of continual professional development that is relevant and appropriate to the post.	✓		
3	Very good knowledge of pedagogy, research, initiatives and technologies in learning and child development	✓		
4	Knowledge of the national curriculum in relation to the post.	✓		
5	A good knowledge of emerging technology and the use of ICT to enhance learning and engage students.	✓		
6	Understanding of assessment for learning and its use to raise standards.	✓		
7	Current knowledge of safeguarding legislation and government guidance relevant to the post.	✓		
8	An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.		✓	

		E	D	Evidenced through
	Skills			
1	Demonstrable evidence of the skills required to be an excellent classroom practitioner.	✓		Application Interview References Teaching Task
2	Ability to challenge and differentiate teaching and learning for students of all abilities and needs.	✓		
3	A skilful communicator with strong interpersonal and presentation skills, both verbal and written.	✓		
4	Ability to make learning exciting, relevant and cross curricular.	✓		
5	Ability to create a vibrant, collaborative, happy and challenging learning environment.	✓		
6	Ability to plan and implement a cohesive, creative and innovative curriculum.	✓		
7	Ability to analyse data for the effective monitoring and assessment of student performance and target setting.		✓	
8	Creative and innovative approach to using the latest technologies within the curriculum for enhanced student learning		✓	

		E	D	Evidenced through
	Experience			
1	Experience of successfully raising attainment and increasing student progress.	✓		Application/CV Interview References
2	Experience of systematically assessing, monitoring and evaluating student attainment, and adjusting provision in order to accelerate progress.	✓		
3	Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community.	✓		
4	Successful experience of teaching children with SEND and other vulnerable groups.	✓		
5	Experience of participating in extra-curricular activities and visits to enrich learning experiences.		✓	

		E	D	Evidenced through
	Personal attributes			
1	Enthusiastic, positive and approachable with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop.	✓		Application Interview Presentation References Teaching Task
2	Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups.	✓		
3	Adaptable and sensitive to challenging situations, forming positive relationships with students, parents, carers, colleagues and the wider community, and adopting a reflective approach, with the ability to be self-critical when receiving feedback.	✓		
4	Committed to the academic, spiritual, moral, social, emotional and cultural development of students, recognising and valuing the richness and diversity of students and the school community	✓		
5	Commitment to excellence in learning and teaching and a willingness to share expertise, knowledge and skills, supporting and encouraging others whilst recognising the importance of work-life balance.	✓		

Inclusivity:

The Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. The Trust is committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Trust has a number of policies that you should ensure you are familiar with and compliant to. All policies are available on the Trust's portal. Any breaches may lead to termination of employment.

Health and Safety

Take responsibility for ensuring that workplace responsibilities within the Trust are carried out with full regard to, and in support of, the Trust's Health and Safety policies. This will include ensuring Health and Safety priorities reflect a post-COVID-19 period. This might include acting as Health and Safety Co-ordinator, Fire Warden, Risk Assessor, First Aider or other Health and Safety Representative.

Sustainability and Environment:

The Trust is fully committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The Trust will continuously seek to improve its environmental performance and will comply, as a minimum, with all relevant environmental legislation, regulations and codes of practice. All staff are required to support the aims of the Trust's Environmental & Sustainable Development Strategy.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, within the Section, are carried out in compliance with the requirements of the Data Protection legislation and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Right to Work:

The current British and European Law states that the Trust cannot employ a person who does not have permission to live and work in the UK. Immigration guidance information is available on the HR Website for further information.

Safer Recruitment:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Disclosure Service Certification from the Disclosure and Barring Service:

This role does require you to hold an enhanced Disclosure Service certification from the Disclosure and Barring Service (DBS). The Trust is a registered body with the Disclosure Service, reference number 20537300005. New members of staff will be required to apply for Disclosure Service certification as part of the Trust's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs or from the Trust's Human Resources Department.

Application Procedure

Applicants should complete an Application Form and Equality Monitoring Form which can be found at MyNew Term: [Oakmoor School, Bordon, Hampshire | Teaching Jobs & Education Jobs | MyNewTerm](#) and submit it, so that it is received no later than the deadline.

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Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Selection Procedure

The shortlist will be drawn up shortly after closing date. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Applications will be considered on an on-going basis between now and the closing date. Please submit your application at the earliest convenience as we reserve the right to withdraw the advertisement should a suitable candidate be successful.