Langley Grammar School

Teacher of English
Full-time or substantial part time (0.8FTE)

January 2027

Application information

Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q

Tel: **01753 598300**

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From the Headteacher

October 2026

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Teacher of English.

We hope this application information will help you decide whether this would be the appropriate next step for your career.

This is an exciting time to join a very successful school. The recent completion of an £18 million building project has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2026 summer examination series. We believe that we provide a supportive, secure, and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible, and caring young people. The school was last inspected in February 2026 by Ofsted and and received an excellent report, which can be found on the Ofsted website HERE.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what matters – providing the best education we can offer our students. Our staff are our greatest asset, and we place staff wellbeing and professional development at the heart of our decision-making. The staff body is friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff and we have committed to the Education Staff Wellbeing Charter. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

D Harding

David Harding
Headteacher

The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are 1297 students on roll, of whom 388 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. We aim to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. We place great emphasis on participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. We are currently designated as one of the DfE's Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and in particular the local area of Langley, and reflect the diverse local community. The remainder come from a wider geographical area including west London boroughs and south Buckinghamshire.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous and well-motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination outcomes are consistently excellent with students making excellent progress from their already high starting points. In the 2026 public examinations, 82% of A Level entries were graded A*-B with ALPS score of 3; At GCSE, 77% of entries were graded 9-7 with a pass rate (grades 9-4) of 99.9%

Our staff

We have approximately 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention and our commitment to the DfE's education staff wellbeing charter.

Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are…

Confident and well-rounded…

…demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.

Independent and creative…

…able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.

Responsible and caring…

…grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

The school was last inspected in February 2026 by Ofsted. The inspectors described the school as aspirational and welcoming, and a place where pupils thrive. The report praised the 'caring, mutually respectful relationships between staff and pupils,' that pupils are 'self-motivated, independent and highly articulate' and 'consistently behave in an exemplary manner.' The full report can be found on the Ofsted website HERE.

As a member of the SSAT network, and designated as a Leading Edge school we have used the SSAT Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in all twelve of the framework strands – we are only the fourth school to achieve this. .

Climate for learning	Culture of reflection	Effective learning behaviours	Effective teaching approaches
TRANSFORMING PRACTICE IN Climate for learning Reaccredited July 2023	TRANSFORMING PRACTICE IN Culture of reflection Awarded April 2022	TRANSFORMING PRACTICE IN Effective learning behaviours Reaccredited June 2023	TRANSFORMING PRACTICE IN Variety of teaching approaches Reaccredited May 2021
Engagement with key stakeholders & partners	**Engaging with evidence and research**	**Principled assessment**	**Principled curriculum design**
TRANSFORMING PRACTICE IN Engagement with key stakeholders Awarded June 2023	TRANSFORMING PRACTICE IN Engaging with evidence and research Awarded July 2022	TRANSFORMING PRACTICE IN Principled assessment Reaccredited June 2025	TRANSFORMING PRACTICE IN Principled curriculum design Reaccredited June 2025
Leadership through moral purpose	**Professional learning**	**Quality assurance**	**Wellbeing**
TRANSFORMING PRACTICE IN Leadership through moral purpose Reaccredited June 2025	TRANSFORMING PRACTICE IN Professional learning Reaccredited July 2023	TRANSFORMING PRACTICE IN Quality assurance Reaccredited July 2021	TRANSFORMING PRACTICE IN Wellbeing Awarded July 2022

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As **TSH Berkshire** we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.

Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools

Distinguished School

Regional Training Centre

We also have a commitment to an international outlook and to developing arts subjects in school.

Background to the vacancy – Teacher of English

The post

We have an excellent opportunity for a well-motivated and skilled Teacher of English to join our highly successful and forward-looking English Department in our outstanding selective school. We offer an exceptional working environment where staff, as well as students, thrive. The successful candidate will be expected to teach English across Years 7–11. We offer both English Literature and English Language at A Level, and therefore experience of A Level teaching, or the clear potential to teach A Level to high-attaining students, would be advantageous. Applications from Early Career Teachers (ECTs) and more experienced teachers with an appropriate academic background are welcome. The position is available from January 2027. While we are ideally seeking a full-time candidate, we would also welcome applications from those interested in a substantial part-time role (0.8 FTE).

The department

The English team consists of eight English specialists who share a passion for achieving the best for our students and instilling a love of the subject in them. The team is led by the Subject Leader, who is supported by an Assistant Subject Leader.

The Subject Leader writes:

'*As a team, we are collaborative and innovative, meeting regularly to discuss creative approaches that meet our students' needs and allow us to develop and enjoy our teaching. We are willing to work incredibly hard to support our students, but we also work to support each other in what we all know is a very demanding job, be that through sharing resources and helping with planning, a friendly ear at the end of a long day or a regular supply of snacks…*!'

The curriculum

Students in Years 7–9 have seven lessons of English each fortnight; those in Years 10 and 11 have eight lessons each fortnight, and Sixth Form groups have nine lessons. The school operates a 50-period fortnightly timetable, with each lesson lasting 60 minutes.

In Years 10 and 11, all students study for their GCSEs in English Language and English Literature, currently using the Welsh examination board WJEC/Eduqas.

In the Sixth Form, a typical Year 12 intake is around 20–25 students opting for English Literature or English Language at A Level, with very good retention through to Year 13. The examination board is Edexcel.

In 2026 students achieved the following outcomes:

- 98% Grade 9-5 and 73% Grade 9-7 in GCSE English Language
- 98% Grade 9-5 and 83% Grade 9-7 in GCSE English Literature
- 73% A*-B in A Level English Language
- 75% A*-B in A Level English Literature

Job description – Teacher of English

Strategic purpose of the role

To contribute as a teacher and a form tutor to the aims and ethos of the school through high standards of teaching, care and support for all students

Line of responsibility

The Teacher is responsible to a Subject Leader, and through her/him, to the Senior Leadership Team and Governors. In the role of a form tutor, the Teacher is responsible to the relevant Phase Leader.

Operational responsibilities

a) Provide students and staff with a role model for standards of interpersonal and professional conduct;

b) Keep up to date with the relevant subject(s), with developments in teaching methodology and with the understanding of how students learn;

c) Ensure that the quality of teaching, learning and behaviour in lessons and tutor time is of the highest possible standard;

d) Assess and report on student progress and give clear, constructive feedback which will assist each student to raise her achievement and reach her goals;

e) Contribute to the raising of achievement in the subject and year teams, to include taking responsibility for specific targets in the team development plan and development of schemes of work;

f) Implement all aspects of the school's policies;

g) Contribute to the school's process of self-evaluation;

h) Take responsibility for her/his own professional development, using the outcomes to improve teaching and learning;

i) Contribute to students' wider development in the school;

j) Carry out any other duties which may reasonably be required by the Headteacher;

For classroom teachers who are paid on the Upper Pay Scale (UPS 1-3) there are additional expectations:

k) Contribute to the induction, training and professional development of other teachers;

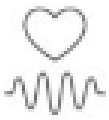
l) Contribute to wider school development and improvement.

Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Good honours degree in a relevant subject area	✓	
Qualified Teacher Status	✓	
Evidence of good / outstanding classroom practice	✓	
Strong subject knowledge to support teaching to A-level standard	✓	
Familiar with current developments in subject area	✓	
Evidence of recent and relevant professional development		✓
Strong organisation and time management skills	✓	
Commitment to the selective ethos of the school	✓	
Strong ICT skills to enhance your own teaching and students' learning	✓	
Ability to work effectively and calmly under pressure	✓	
Evidence of good relationships with children and young people	✓	
Ability to contribute to the wider community life of the school		✓
Good inter-personal skills including the ability to lead and/or to be a member of a team	✓	
Evidence of a team approach to the teaching of your specialist subject including the development of teaching resources	✓	

Staff benefits

	Healthcare and mental health • Up to £25 for an annual flu vaccination • Eye care vouchers to cover some/all of the costs of eye tests and spectacles • Free confidential and independent counselling helpline
	Connection and community • An active staff association that organise social events and gifts • Regular social opportunities to connect with colleagues beyond their immediate teams
	**Fitness** • Free access to a small onsite gym available outside of working hours • On-site yoga / HIIT exercise classes offered where possible and subject to demand
	Timetabling and cover • Maximum teacher contact time set at 42 hours per/ fortnight • Additional protected PPA period for form tutors • We employ Cover Supervisors to reduce the amount of cover by teachers
	Planning, marking, assessment, and reporting • Specific staff support for administration planning of educational visits and other activities • Teachers encouraged to set homework when it is meaningful, not to a rigid timetable • Feedback policy designed to make marking and feedback demands on staff manageable • Reporting requirements reviewed regularly and streamlined where possible
	Communications and technology • All teachers provided with two devices – an iPad and a laptop • school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails • Communication streamlined though the use of weekly bulletin and staff briefing • ClassCharts and School Cloud used to help teachers work more efficiently and flexibly • iPads are used to support efficient communication between staff and students
	Calendar planning • Parents' evenings end at 6.30pm to reduce late evening working • Occasional CPD 'twilight' sessions run from 2.00pm to 4.30pm • Deadlines and events scheduled to spread workload where possible • Programme of after school meetings is relatively light compared to many schools • Off-site INSET day in December allows flexibility over when to complete CPD tasks • Term dates are carefully set to maximise the number of weekends in school holidays
	Flexible working and leave of absence • Staff leave of absence policy is applied generously • Informal and formal requests for flexible working considered • Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	Professional development • Extensive in-house CPD programme and opportunities for external training. • Funding to support teaching and support staff working towards relevant professional qualifications.
	Other benefits • Cycle to work scheme, ample on-site parking, electric car charging points • Free tea and coffee, free coffee machine, discounted breakfasts for staff • Admissions policy favours prioritises access to children of permanent school staff • Attractive campus with modern facilities and buildings across the whole site

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

Mr D Harding, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS

Completed applications should be returned directly to Mrs De Cheyne, Headteacher's PA at the address above or via the e-mail address **vacancies@lgs.slough.sch.uk**
If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your personal statement follows the guidance for letters of application above.

Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

Deadlines for application: **Midday on Monday 19 October 2026 with interviews scheduled shortly thereafter.**

References

Please note that in line with safer recruitment practices for schools, we will take up references **at the point of shortlisting** for interviews. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at the interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Potential applicants should be aware that it is a criminal offence to apply for a role if barred from engaging in regulated activity relevant to children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. Shortlisted applicants will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of interview. Referees will be asked whether applicants have been subject to any safeguarding concerns. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly by applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.