



Tormead

SCHOOL



Candidate Brief

English Teacher

FULL-TIME

REQUIRED FOR SEPTEMBER 2026 OR JANUARY 2027

Located across two sites in central Guildford, Surrey, the Tormead family is a leading group of schools that includes Tormead Prep (girls aged 4-11), Tormead Senior & Sixth Form (girls aged 11-18) and Rydes Hill Pre-Prep and Nursery School (children aged 2-7). Rydes Hill joined the Tormead family in 2025, with plans to gradually become fully co-educational through to Year 6 by 2030. Tormead has long enjoyed a reputation for providing an excellent education and exceptional pastoral care for girls and we are excited to be able to offer the same outstanding education at our Rydes Hill campus to families looking for co-educational preparatory schooling in the Guildford and wider Surrey area.

Pupils across all three schools benefit from access to the outstanding facilities at Tormead such as a sprung-floor gymnasium, multi-purpose Sports Hall, auditorium and lecture theatre, as well as the newly developed Urnfield Sports Ground (opened September 2025) which boasts state-of-the-art facilities for hockey, cricket, football and athletics. A shuttle bus operates between the Tormead and Rydes Hill campuses to support families with siblings across all three schools and sibling fee discounts are available.

Tormead is a 4 to 18 GSA girls' day school on an attractive site in Guildford. Building developments over the past ten years have transformed the School. The original features of the building have been retained within the stunning new developments. Academic standards are consistently high, and the School has more girls applying than it has places for at 11+. A number arrive in Reception and stay through to Sixth Form; others arrive from a large range of state and independent schools at 11+.

Having participated in a dynamic careers programme, Sixth Formers progress to a wide range of courses at established universities, as well as take up prestigious apprenticeships. Our commitment to IT innovation has led us to achieve the status of becoming an Apple Distinguished School.

Tormead values individuality, celebrates a diversity of achievement and encourages girls to follow their own dreams. Girls come to understand the importance of service and community amidst mutual support. Academic and extra-curricular pursuits offer challenge and breadth for everyone.

Underpinning this is a wholehearted commitment to the wellbeing of the girls. Highly responsive in the face of the constant, shifting challenges for young people, pastoral care at the School ensures the girls leave ready to achieve sustainable success in higher education and beyond.

Leadership

The Head leads the whole school with the support of a leadership team. The Executive Group (EG) consists of the Head, Head of Prep School, Director of Finance and Operations, Deputy Head (External Relations), Deputy Head (Academic), Deputy Head (Partnerships) and Deputy Head (Pastoral). The Senior Management Team includes the EG, Designated Safeguarding Lead, Assistant Head (Director of Studies), Deputy Head Prep, Head of HR, SENCo, and Head of Pre-Prep and Nursery (Rydes Hill).

School Structure

The general pattern in the Prep School is one form in Reception to Year 2 and two forms in Years 3 to 6. In the Senior School, there are approximately 90 girls in each year, divided into four teaching and five pastoral groups, with teaching groups varying in size, as the girls start to make subject choices. In Year 7, about 40 girls arrive from the Prep School and about 50 come from a wide variety of state and independent schools.



Curriculum:

The School offers an academic curriculum to meet the needs of its selective intake. The School has embedded the High Performance Learning programme over the last 18 months into every aspect of school life across all age groups. The two-week timetable includes several Independent Study periods for all girls in the Senior and most in the Prep Schools, and individual investigation and enquiry is promoted throughout the whole age range.

The Prep School encourages child-initiated and outdoor learning opportunities, introducing more formal teaching as the girls get older, with specialist teachers delivering specific subjects. A 1:1 iPad scheme operates for girls from Year 5 to Upper Sixth.

In the Senior School, most girls take 10 GCSEs and there is a wide range of well-respected A Level subjects on offer, with large numbers taking maths and science subjects. Sixth Formers can take EPQ or an internal validation of a research project. The Beacon Programme offers a structured co-curricular programme of enrichment activities that runs challenges for girls around specific termly themes. Academic Scholars have a further programme of enrichment based on individual research. The educational ethos is about exciting and inspiring individual curiosity in every girl, and the School aims to blend an innovative, creative use of modern technology with the highest standards of teaching.

Pastoral:

Tormead has a well-deserved reputation for excellent pastoral care. Relationships between staff and girls and between girls of different ages are warm and strong. The atmosphere is one of respectful informality, where thoughtful behaviour is based on the School values, rather than lengthy rules and punishments. The House system strengthens cross-age group relationships and involves a number of much-anticipated annual events such as the House Fashion and Dance competition.

There are many avenues of pastoral support for the girls with Form Tutors and Heads of Year, overseen by the Deputy Head (Pastoral), as well as pupil mentors, trained health care and pupil support staff and a school counsellor.



Extra-Curricular:

An exciting and varied extra-curricular programme operates for everyone, from Cheerleading Club to Feminist Society. There is a strong range of individual and team sports. The girls achieve considerable success regionally and at national level. Tormead is probably the top school in the country for gymnastics.

The standard of performance music is high, with a number of orchestral and choral groups for all levels in both the Prep and the Senior Schools. Drama performances are much anticipated by both those involved and their audiences.

An important part of the girls' school experience is a regular offer of trips, both within the UK and overseas. Links with schools abroad, including a partnership with two Nepalese schools, are building a global perspective on citizenship for the girls. Sixth Formers can volunteer service locally, once a fortnight, in school time.



The Site:

The School has made excellent use of a compact urban site. Older buildings blend with stunning new-builds on the Senior School site that provide the girls with innovative spaces to learn, reflect, collaborate and relax. A performing arts building provides an additional space for drama lessons, performances and rehearsals, as well as music lessons, rehearsals and practice rooms. The School also benefits from state-of-the-art science laboratories refurbished in 2022 and a Wellbeing Centre. The Prep School occupies a site across the road from the Senior School and KS1 facilities have had significant recent investment, including creating a delightful outdoor play space.

Our new Sixth Form Centre, opened in September 2022, includes a new common room and café, lecture and teaching spaces, dedicated study, collaboration and social spaces, all designed to bridge the gap between secondary education and university.

The School's sports facilities on-site include a sports hall, gymnasium, fitness suite, and outdoor netball and tennis courts. In September 2025, we officially opened our new Urnfield Sports Ground, developed in collaboration with Guildford County School, which provides state-of-the-art facilities for hockey, cricket, football and athletics.

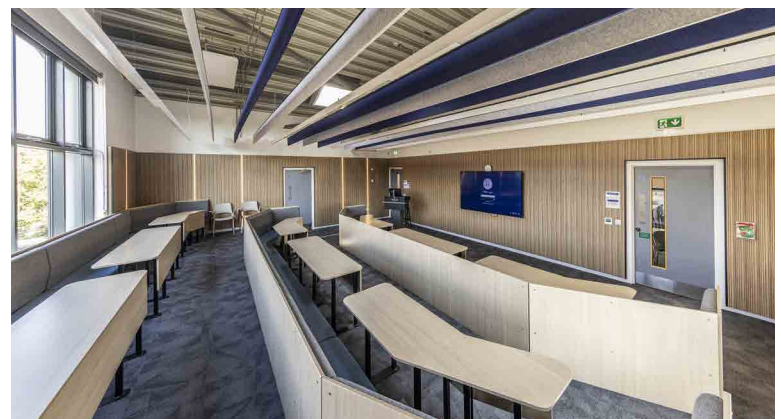
Partnerships:

Tormead offers local outreach provision in six local state schools.

This includes sessions in music and art, masterclasses in English, IT and maths and Sixth Form assistance in sport, art, English and dance.

Beyond the UK, girls raise funds for schools in Nepal and there have been a number of cultural exchanges. The School contributes to the UN Sustainable Development Goals around global girls' education.

The choir and orchestra perform regularly at local concerts and services, and members of the local community are invited to the School for concerts, plays and exhibitions.



English Teacher

This is an exciting opportunity for a well-qualified, creative, and passionate English Teacher to join a dynamic, supportive and very successful English department to teach Key Stage 3, GCSE and A Level. Students attain excellent examination results with 90% attaining grade A*-B at A Level and 90% attaining a grade 7-9 at GCSE in 2025.

The successful candidate will have a genuine passion for English and a commitment to collaborative, reflective practice. They will bring confidence in the classroom, inspire high standards and have a firm grasp of curricular developments. Candidates will have excellent interpersonal skills and enthusiasm to participate actively in our rich programme of co-curricular activities and enrichment opportunities. We value colleagues who are imaginative, flexible and have the ability to inspire and support students. We welcome applications from Early Careers Teachers to those with more extensive experience.



Job Summary

To teach English with expertise, commitment and enthusiasm across KS3, GCSE and A Level, providing high-quality support for the learning, progress and wellbeing of individual students, and contributing actively to the School's pastoral system.

Main Responsibilities

Teaching

- Plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, in line with the vision of the English Department.
- Use an appropriate range of teaching strategies and resources which meet students' needs and expectations and are designed to raise levels of attainment.
- Build on the prior knowledge and attainment of earlier learning in order that students meet their learning objectives and make sustained progress.
- Develop strategies to encourage, challenge and inspire students to apply new knowledge, understanding and skills in order to deepen their learning further.
- Manage the learning of individuals, groups, and whole classes effectively, using teaching techniques appropriate to suit the stage of the lesson and the needs of the learners.
- Keep up to date with preparation and marking, using informative assessment which guides and encourages students and feeds into future planning / teaching.
- Assess, record, and report on the development, progress and attainment of students.
- Provide students, colleagues, parents and carers with timely, accurate and constructive feedback on students' progress, attainment and areas for development.

- Assist students outside of lesson time, contribute to English surgeries, and participate in educational trips.
- Contribute, as appropriate, to the development of schemes of work and shared departmental resources and adhere to schemes of work when planning and teaching.
- Integrate digital technologies purposefully within the teaching of English, promoting independent learning, creativity and students' personal development.
- Develop clear and effective lines of communication and cooperation with parents, carers and the wider school community.

Continuing Professional Development

- Review own methods of teaching and programmes of work.
- Evaluate own performance and be committed to improving own practice through appropriate training and development.
- Engage actively in the performance review process.

General

- Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the School's behaviour policy.
- Assist with supervision and covering for absent colleagues when required.
- Act as Form Teacher, as required, providing pastoral care and support.
- Full involvement in co-curricular activities and initiatives, according to strengths.
- Support students and colleagues by attending school productions, functions, trips and events as appropriate, and contributing to the wider life of the School.

- Support and contribute to House activities (assemblies, competitions, etc.) as required.
- Promote the school in a variety of different contexts, including attending curriculum and marketing events where appropriate, and interactions with parents and prospective parents and students.
- Attend meetings as required (departmental, staff, pastoral, parent meetings, etc.).
- To promote and uphold the ethos and values of Tormead School.
- Actively promote and model good practice in equality, diversity, and inclusion, and to support and uphold fundamental British values.
- To adhere to all School policies, procedures, and risk assessments, including safeguarding, child protection and health and safety.

This job description is not intended to be all embracing and the post holder shall be required to carry out other duties as necessary and required, commensurate with training and experience.

Key Relationships

Internal

Head of English, colleagues, students, and parents.

External

Prospective parents and students.

Tormead Values

- ➔ **We treat everyone with respect and dignity**
- ➔ **We deliver academic excellence**
- ➔ **We enrich through a broad and varied curriculum**
- ➔ **We celebrate effort and achievement**
- ➔ **We bring out the best in our girls**
- ➔ **We prepare our girls for life beyond school**

Person Specification

Essential Criteria

Qualifications and Training

- Well qualified graduate of English.
- Qualified Teacher Status (or equivalent).
- Evidence of continuing and relevant professional development.

Experience

- Experience of teaching English across Key Stage 3 to 5.
- Experience of developing an inclusive classroom with high standards of achievement for all.
- Experience of using assessment effectively to inform teaching.

Knowledge and Understanding

- Strong passion for English and excellent subject knowledge.
- Up-to-date knowledge of safeguarding requirements and approaches to pastoral care.
- Knowledge and understanding of data protection and a commitment to maintaining confidentiality.

Skills & Abilities

- Ability to use a range of teaching strategies to meet the needs of all students
- Ability to inspire, motivate and support students.
- Sound behaviour management skills and discipline, both inside and outside the classroom.
- Excellent communication and interpersonal skills, able to work effectively and harmoniously with others (including students, colleagues, and parents).
- Commitment to the improvement and development of own teaching and performance.
- Confident user of ICT to aid administration and learning.

- Ability to solve problems, make sound judgements and take decisions.
- Ability to work under pressure, on own initiative, and react to competing demands.

Desirable Criteria

Qualifications and Training

- Postgraduate or additional qualifications in English or education.

Experience

- Experience of working in a successful English department at Key Stage 3 to 5.
- Experience of integrating technology with learning.
- Proven experience of successfully contributing to or running co-curricular clubs and activities.

Knowledge and Understanding

- Knowledge and understanding of and a commitment to equal opportunities and health and safety.
- An understanding of the independent school sector.

Skills & Abilities

- An informed and reflective interest in the use of AI and digital technologies in education, with the ability to evaluate their impact on teaching, learning and assessment, and to support their responsible and effective use within the English Department.
- A well-developed understanding of pedagogical approaches in English, and the ability to adapt and refine practice in response to research, evidence and student need.
- Dedication to promoting English within the School and marketing within and outside school.
- Excellent record keeping and reporting.

Safeguarding

The postholder is responsible for promoting and safeguarding the welfare of children and young persons with whom they come into contact, and to adhere to and ensure compliance with Tormead's Safeguarding Policy at all times. If, in the course of carrying out their duties,

the postholder becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to one of the school's Designated Safeguarding Leads in accordance with Tormead's policies and procedures.

This is a fantastic opportunity to join Tormead and have a significant impact on the School's future, growth and success as it continues to evolve.





Benefits

We offer a friendly and inclusive working environment. Our benefits package includes a competitive salary, a generous contributory pension scheme, free lunch and refreshments during term time and use of on-site sports facilities. Visits to the School are warmly welcomed so that you can experience the atmosphere and values of our setting first-hand.

Applications

For more information or to arrange a visit to the School, please contact the HR Team, at recruitment@tormeadschool.org.uk. To apply for the role, please click [HERE](#) or visit our website: www.tormeadschool.org.uk

Deadline for applications

The closing date for applications is **Monday 1 June 2026 @ 9.00am.**

However, applications will be considered in the order in which they are received, and the School reserves the right to make an appointment prior to the closing date should the ideal candidate(s) be identified.



Tormead School is committed to safeguarding and promoting the welfare of children and young people and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS check. We conduct online searches for all shortlisted candidates as part of our due diligence checks.