

TEACHER OF ENGLISH AS AN ADDITIONAL LANGUAGE



St Mary's School
CAMBRIDGE

JANUARY 2027

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Welcome from the Head

Thank you for showing interest in this role at St Mary's School, Cambridge.

We are an independent day and boarding school for girls aged 3 to 18. We have a school roll of over 450 students. Approximately 10% of the students are boarders. Reflecting the cosmopolitan community of Cambridge, on average 20% of students originate from overseas, from around 25 countries.

The School offers a secure and welcoming learning environment for girls: we are delightfully situated in the heart of the academically renowned and culturally vibrant city of Cambridge. The Junior School is adjacent to the famous backdrop of Coe Fen, and the Senior School and Boarding House overlook the University of Cambridge Botanic Gardens.

Cambridge is an outstanding place to live and work. As a university city, Cambridge has the cultural advantages of a much larger settlement but with a population of approximately 145,000, it is a safe, clean and attractive location. The city has an international reputation owing to its world ranking university and the school benefits from its proximity to the digital and enterprise communities in the various high-tech science parks and enterprise hubs. We are within easy travelling distance of London, less than an hour by train and a short hop from London Stansted Airport.

There has been major investment in new facilities at the School over the past decade: a new Junior School; a new Sixth Form Centre; new provision of Art & Photography; the creation of our Science Hub; and our new boarding facility, Mary Ward House. We have developed our sporting facilities through an ambitious collaboration with Homerton College, University of Cambridge and have invested in a new boat house in a joint partnership with City of Cambridge Rowing Club and Homerton College. We are proud to have opened our Mary Ward Educational Suite in January 2024 which provides new state of the art teaching spaces.

High quality facilities are only as good as the people who work in them, so we invest heavily in our staff, who we know are our greatest asset. We encourage staff to develop themselves through training and facilitate bespoke CPD opportunities for all.

St Mary's School promotes equal opportunity for all staff and pupils and is committed to its culture of diversity and inclusion. We encourage applications from candidates from a wide range of backgrounds.

Above all, St Mary's School, Cambridge is a very happy place. We have an excellent local reputation for being very friendly and nurturing, and yet ambitious, for the young women in our care, enabling strong progress to next steps at university, the world of work or a gap year. Our girls are genuinely delightful, the teachers and support staff are exceptionally dedicated; we are a very close-knit, loving, joyful and purposeful community.

St Mary's really is a warm and welcoming environment for all staff, whatever their role, and we look forward to receiving your application.

Hannah Helliar

The St Mary's Approach

We are proud to be a Christian school in the Catholic tradition and founded on the principles of our 17th century foundress, Mary Ward, our vision is that 'By God's grace, women in time will do much' (Mary Ward 1585-1645). The challenge for women is not over, and whilst there are now more opportunities for 'women to do much' there are still considerable barriers and so our work continues via our mission to develop curious, creative and compassionate young women with the aspiration, confidence and integrity to shape a better world for the common good. Our approach is based on the core values of Freedom, Joy, Justice, Love and Truth and we live these values in school through our HEART habits of

H – Hard work	We show perseverance and sustain focus.
E – Empathy	We are kind, joyful, generous, value friendship and celebrate diversity.
A – Adaptability	We adjust to difficult situations, are open minded, discerning and take calculated risks.
R – Responsibility	We act justly and strive to uphold truth and lead by example.
T – Thoughtfulness	We are creative, reflective, attentive, show gratitude, hear others and disagree well.

Our unique approach to education fosters a love of life and of learning, while growing the academic curiosity and spiritual wellbeing of each individual girl so that they can look beyond themselves and enter adulthood aspiring to be more and to give more, not just to have more. We warmly welcome girls, and staff, of all Christian denominations and other faith and secular backgrounds to join our thriving community.

The school recently celebrated its 125th anniversary, and building on our 400-year tradition, St Mary's School, Cambridge belongs to an international network of approximately two hundred Mary Ward schools.

A Love for Learning at St Mary's

At our school, our values — freedom, joy, justice, love and truth — shape a respectful, inclusive and engaging learning environment where every student can be herself and achieve her best. We nurture curiosity, ambition and a genuine love of learning, inspiring students to pursue academic excellence with confidence and purpose.

Through expert teaching, a challenging curriculum and personalised support, we empower each pupil to embrace opportunities, overcome challenges and fulfil her potential. Our commitment is not only to outstanding results, but also to developing independent, reflective and critical thinkers who are ready to thrive at university and beyond with adaptability, creativity and determination.

As a learning community, we are proud to be continuously refining and enhancing our practice, and we welcome applications from colleagues who share our ambition, curiosity and dedication to high-quality, research-informed teaching.

Digital St Mary's

St Mary's is a digital school. The goals of the School are supported through

- developing a community of staff and students which learns in, responds to and engages with an ever-changing digital world;
- preparing students for their future by giving them the confidence to work in a digital environment;
- establishing creative teaching and learning environments;
- employing teaching staff who are trained and supported to be technologically and digitally skilled.

All members of St Mary's work digitally using Microsoft 365 as a platform. All students in the Senior School and Sixth Form have access to an individual device (Microsoft Surface Pro) which are used extensively in lessons and for home learning.

Job Description: TEACHER OF EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

Reporting to:	Head of EAL
Hours of Work:	Part-time (0.6 of full-time)
Working Pattern:	For Academic Year 2026/7: all day Tuesday, Wednesday and Friday
Salary:	£31,894 - £44,981 FTE (dependent on experience)
Start Date:	4 January 2027

EAL Department: Department Summary

St Mary's School is looking to appoint an outstanding Teacher of EAL to teach EAL to Years 7 to 13, including examination preparation for Cambridge English: B2 First, Cambridge English: C1 Advanced and IELTS. The teacher must be able to deliver

- subject-specific teaching as required by a particular department, for example, English for Art for the Sixth Form
- remedial teaching for students found to have difficulties; liaising with subject teachers
- English Language Support (ELS) for students not doing a third language
- Other ELS as required such as preparation for speaking examinations.

Aims of the Department

We aim to help each girl in our care develop a command of the language that will enable her to

- pursue her subject studies to the best of her ability both at school and beyond that, at college or university, in the UK, another English-speaking country or elsewhere
- benefit from the opportunities to engage in extracurricular activities
- use the English media to broaden her knowledge and understanding of the world
- extend her knowledge not only of the UK but of her own and other countries by using English to exchange ideas and information with fellow students
- look forward to using English in her future career.

The EAL Department supports our Every Child Matters focus, in particular that our students should be in a position to

- thrive and achieve
- make a positive contribution to the school community
- achieve economic well-being – in most cases, in their own countries – in the future.

To these ends, the specific aims of the department are:

Linguistic

- To enable students of all abilities to understand and use both formal and informal English effectively for practical communication i.e. listening, reading, speaking and writing, both in school and in such contexts as when they are applying for work experience and university places, participating in voluntary work or challenges such as the Duke of Edinburgh's Award or Young Enterprise
- To provide students with examination preparation for the Cambridge First, Cambridge Advanced and IELTS examinations which will enable them to achieve according to their capabilities
- To provide positive, effective and enjoyable learning experiences which will give students confidence in their ability to make English an alternative means of communication and way of being themselves and not just a means to an end

- To broaden students' experience of the world by requiring them to access English language news, information and the arts from a wide variety of sources including print, the Internet, radio and television in the hope that they will continue to do this on their own initiative
- To help students overcome errors that they may have developed in other learning contexts
- To develop language learning skills that will enable them to continue learning beyond school
- To promote learning skills of a more general application e.g. memorising, drawing of inferences, analysis, judicious use of reference materials

Cultural / Social

- To enable students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- To help students appreciate that in becoming very able users of English they need not forfeit their own national identity but should aspire to span two cultures and be at home in both
- To encourage tolerance and acceptance of other cultural groups

Methodological

- To set up communicative activities which provide a feeling of success, intellectual stimulation and enjoyment
- To provide students with formative feedback for homework submitted, encourage self-reflection on their learning process and foster a growth mindset
- To encourage and stretch pupils of all abilities to fulfil their potential for English language learning by using a variety of media as well as teaching and learning styles, adapting materials and activities to different levels of ability
- To use ICT to reinforce students' learning by drawing upon and developing their skills to produce clear notes, effective presentations, and aesthetically pleasing presentation of their written work, to give them the opportunity to record and improve talks and discussions and to encourage experimentation with language learning apps

Study Skills

- To familiarise students with a range of online reference sites such as the Macmillan and Oxford Online Dictionaries, the Oxford Collocations Dictionary (www.ozdic.com) and the British National Corpus, which they can use at school, at university and beyond
- To help students develop the ability to research, plan and organise their work and to work independently
- To help students develop the ability to understand, present and evaluate arguments for and against controversial issues and to arrive at a defensible position both in speech and in writing
- To help students develop a pride in achievement through the encouragement of a methodical and responsible attitude to their work

EAL Department Team

Dr Patricia Brooks – Head of Department and Sixth Form Tutor, EAL Teacher (part-time)

Ms Silvana de Camilli – EAL Teacher and Year 9 Tutor (part-time)

EAL Curriculum

Year 7

Year 7 EAL students are integrated into mainstream English classes with an EAL teacher to support them in the classroom, if appropriate.

Year 8

Year 8 EAL students may be integrated into mainstream English classes with an EAL teacher to support them in the classroom, if appropriate, or follow a course in grammar and related skills activities.

Year 9

Year 9 EAL students follow a course in grammar and related skills activities based on *Complete Preliminary*, CUP 2020.

Year 10

Year 10 EAL students take the Cambridge English: B2 First examination. Students from, for example, Spain and Germany, who come to St Mary's for the Autumn term in Year 10 are given assistance in preparing for FCE, which they take in December. The textbook is *Own it! Level 4*, 2nd edition, CUP 2026

Year 11

Year 11 EAL students take the Cambridge English: C1 Advanced examination at the same time as their native-speaker peers take GCSE English. The textbook is *Shining Lights Level 5*, 1st edition, CUP 2025.

English Language Support

From Years 7 to 11, English Language Support may be provided, usually instead of one Modern Foreign Language, for students whose English language level prevents them from achieving the results in other subjects of which they are capable because these subjects are culturally and/ or linguistically challenging; for example, Geography, History and Religious Studies. Students bring homework, classwork and/or coursework so that in consultation with their teacher they can work on improving its lexical and grammatical accuracy.

Year 12 and Year 13

Y12 and Y13 EAL students prepare for the IELTS examination. The textbook is currently *Focus on IELTS*, Pearson 2014.

In the Sixth Form, multilingual students may be given English Language Support at the request of teachers of subjects such as Art or History. This may take the form of working with the student on coursework to identify and meet language needs specific to the subject – lexical or grammatical – or the provision of support material such as that provided for Personal Studies in Art. Sixth Form multilingual students are welcome to seek assistance with their UCAS personal statements.

Dr Patricia Brooks, Head of EAL

Key Responsibilities for a teacher

KEY AREAS	PROFESSIONAL DUTIES AND RESPONSIBILITIES
Teaching & Learning	• Planning and preparing courses and lessons • Teaching, according to the needs of each student • Assessing, recording and reporting on the development, progress and attainment of students • Setting high educational standards for every student within the classroom • Promotion of the general wellbeing of classes and the individual students within these • Provision of specific subject related guidance and advice to students on further education and future careers, including information about sources of more expert advice on specific questions and university/work experience interview practice • On school systems, keeping records of and writing reports on the academic progress and needs of students • The Lead Teacher of each EAL year group is responsible for collating student reports and running the EAL attendance at the Parents' Evening(s) for their year group • Organisation and supervision on a Saturday of two external examinations offsite per year; the Cambridge B2: First in Year 10 and the Cambridge C1: Advanced in Year 11 • Assistance, including invigilation and marking of the annual International Students' Test, run on the first Saturday of term, in September • Ongoing self-review of your methods of teaching and programmes of work • Where appropriate, moderation of non-examinable assessments, including Extended Project Qualification or other project based qualifications • Setting of cover work when absent, when appropriate to do so
Safeguarding & Pastoral	• To promote and safeguard the welfare of students at all times • To comply with the Safeguarding and Child Protection Policy of the School, and ensure that any concerns relating to the safety or welfare of children are reported to the appropriate person • Maintaining good order and discipline among the students when they are engaged in authorised school activities elsewhere • Maintaining student health and safety • Liaising with the Head of Boarding, the Heads of Year, tutors and the nurses regarding the welfare of students • Keeping records of and writing reports on the personal and social needs of students • Tutor duties including one-to-one meetings with tutees, attendance at assemblies, registration of the attendance of students and supervision of their attendance, organising form prayers and delivery of PSHEE, whether these duties are to be performed before, during or after school sessions • Support for EAL students' participation in school competitions and performances, including Young Musician of the Year, the Boarders' Concert, the Design and Technology Showcase and the GCSE and A Level Art Exhibition
Enrichment & Extra Curricular	• Participation in the enrichment programme as part of timetabled lessons • Participation in the extra-curricular programme, both within the department and for the whole School, outside of timetabled lessons
Professional Responsibilities	• Adherence to the Staff Behaviour Policy of the School at all times • Participation in an induction programme • Attendance of all INSET meetings and completion of relevant training • Communication and consultation with parents • Communication and cooperation with persons or professional bodies outside the school • Participation in meetings arranged for any of the purposes described above • Attendance at Briefings, Parent Evenings, and Open Events, or any other events reasonably required by the School • Participation in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements • Participation in reviews and appraisal of your performance and that of other teachers, where appropriate

	• Participation in arrangements for further training and professional development including those aimed at meeting the needs identified in performance objectives or in appraisal statements • Teachers will be required to be available for cover as indicated on the reserve list but also at other non-contact times as the need arises • Assistance with invigilation, as required • Participation in administrative/organisational tasks related to duties around the school • Other related duties as directed by Head, senior leaders or line-manager
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Person Specification

SPECIFICATION	DETAIL
Qualifications	• Undergraduate Degree in relevant area • DELTA preferred but CELTA or an MA in Applied Linguistics with significant relevant experience will also be considered
Qualities and Attributes	• Commitment to academic excellence • Ability to work effectively in a team • Excellent organisational skills and attention to detail • Ability to communicate articulately and confidently with all stakeholders • High levels of personal and professional responsibility and integrity • Resilient, flexible and responsive to challenge • Prioritise deadlines and work under pressure • Self-motivation, enthusiasm and approachability • Good rapport with students, colleagues and parents • Appropriate levels of personal presentation
Experience, Knowledge and Skills	• Excellent secondary school classroom practice • Confident use of ICT • Effective planning, teaching and class management • Preparing and sharing teaching resources • Motivating and inspiring students • Creative and innovative in teaching and learning • Commitment to improve, monitor and self-evaluate teaching and learning • Involvement in all elements of school life including enrichment activities • Commitment to best practice in pastoral support and student welfare • Promotion of safety and wellbeing of students
Personal Values	• Commitment to the ethos of the school • High expectations for student attainment and conduct • Commitment to own personal development • Commitment to a culture of continuous improvement • Readiness to contribute to the whole school when required

Benefits

At St Mary's you will enjoy an exceptional career and comprehensive benefits including a defined contribution workplace pension scheme offered through APTIS (Aviva Pensions Trust for Independent Schools) at a flexible employer contribution level up to 22%, BUPA cash plan, 33% discount (pro rata for part-time staff) on school fees, a work laptop, an occupational sickness scheme, free lunches and refreshments, a rail season ticket discount, access to the Cambridge University Botanic Gardens and much more.

Equality, Diversity and Inclusion

St Mary's School is committed to ensuring equal opportunities in all aspects of employment and selects staff on merit irrespective of race, religion or belief, pregnancy and maternity, marital status, sex, sexuality/gender preference, disability or age. You are not obliged to complete the Equal Opportunities Form, but any information given will help us monitor the effectiveness of our policies and procedures.

If you have a disability, you are invited to request any special arrangements that you may require for interview or any adjustments that you would consider necessary to your working arrangements by contacting our Human Resources department (hr@stmaryscambridge.co.uk, 01223 353253).

Process

Application is welcomed by completing the Application Form and Equal Opportunities Form which can be found on the Vacancies page of our website. This may be accompanied by a covering letter and a curriculum vitae. We are unable to accept applications supported by a CV alone.

Interviews will be conducted in person, and they will explore candidates' suitability to work with children. Candidates are required to bring with them the necessary ID documentation and any relevant qualification certificate(s), all of which must be originals. Further information of the interview format will be provided if you are shortlisted for interview.

If you have any question, please contact the HR Team by email: hr@stmaryscambridge.co.uk or call: 01223 353253.

Closing date: 8.00am Wednesday 14 October 2026

Interview date: Wednesday 21 October 2026

We will review applications on receipt. Suitable candidates may be interviewed before the closing date, and we reserve the right to withdraw the position if an early appointment is made.

Child Welfare and Child Protection Issues

The interview for this post will include exploring issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to the use of authority and maintaining discipline.

Any relevant issues arising from the take up of references will be discussed at interview. The school is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an Enhanced Disclosure and Barring Check.



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