

# CANDIDATE INFORMATION PACK



Luckley  
HOUSE SCHOOL



## WELCOME FROM THE HEAD

Thank you for your interest in Luckley House School. This is a school in which teaching is a pleasure, with enthusiastic learners, supportive parents and great colleagues. At Luckley, your enthusiasm as a teacher is rewarded by highly responsive pupils and as such the rewards are great. In every school the staff are the greatest asset and means to success. Here at Luckley we place great value on our staff and are committed to the development of all. With guided Continuing Professional Development, focused on the art of teaching and not just the content of courses, we aim to provide suitable training opportunities to all.

We are also committed to educating our pupils for the world they are living and will be working in, and as such IT provision is outstanding. Every pupil and every member of the teaching staff uses a Microsoft Surface tablet supported by an ongoing training programme. Since the introduction of these devices and with other innovations, workload is being managed effectively.

This is a great school in which to work, the staff support each other and the staff room is a place in which to be re-energised for the hard work we all do. I believe it would be impossible to find a more supportive group of colleagues.

Let me wish you all the best in this process and I look forward to receiving your application.

*Arete Bizior, Head*



## BACKGROUND

Luckley House School is a thriving coeducational Independent School, located in Wokingham, Berkshire, offering day and flexible boarding provision for pupils aged 11 to 18 years. Luckley School, founded in 1918, has always occupied its present site, merging with Oakfield School from the Lake District in 1959 to become Luckley-Oakfield, an all-girls school. The School changed its name in 2013 to become Luckley House School and then in 2015 started the transition to coeducation.

Entry to Luckley House School is available at 11+, 13+ and Sixth Form and in other year groups if places are available. We service a wide catchment area, with day pupils coming from a range of prep and primary schools from within a 20-mile radius of the school. We offer school transport across Berkshire, Surrey and North Hants, with a fleet of seven mini-buses. We have a small, homely boarding community with a mix of full, weekly and flexi-boarders. We offer an extensive range of subjects at GCSE and A Level, as well as a diverse co-curricular programme.

The uniqueness of our school lies in the combination of our size, Christian ethos and flexibility to meet the needs of individual pupils and their families.

## OUR ETHOS

There are three pillars on which the School's Christian ethos rests:

- The perspective that life is a gift.
- The understanding that everyone has the capacity to flourish.
- An attitude of love and service towards others.





We welcome those of all faith backgrounds and none. We believe that all are made in the image of God and should be respected. This leads directly to high expectations of how pupils will treat one another and an emphasis on service to others and to the wider community.

We believe that all have God-given gifts to be identified and developed. A wide range of academic and extra-curricular activities encourage students to find their gifts, and our commitment to the pursuit of excellence helps them to develop their talents to reach the highest possible standards. Pupils have the opportunity to develop spiritually, reflect on the big questions of life and refine their moral judgement in order to make wise decisions to shape their own futures and that of our world.

## OUR CORE AIMS AND VALUES

Luckley House School is built on the Christian foundations of love and service. We enable our pupils to thrive in a secure and encouraging environment, thereby equipping each individual to be resourceful and resilient – ready to take on life's many challenges and opportunities.

As such our aims may be summarised as follows:

- To enable each individual pupil to reach their potential within a secure and caring community, thus equipping them with the skills they need as they grow up into our ever-changing society.
- To promote an atmosphere of friendship and trust so that the worth, dignity and contribution of each member of the school community is encouraged and appreciated.
- To foster self-discipline, self-esteem, mutual respect and cooperation. This includes promoting behaviour and discipline that allows all to succeed in a supportive environment.
- To provide a 'complete' education so that pupils are equipped for both their careers and their wider lives.

- To have high expectations in academic study, so that each individual pupil is able to achieve the best possible grades in public examinations, according to their own aptitude.
- To provide an education that extends beyond the purely academic. Pupils are actively encouraged to take part in a wide range of artistic, creative, cultural, musical, sporting and other co-curricular activities.
- To enable all pupils to develop the ability to think independently, to overcome difficulties and to be resilient in the face of adversity.
- To be aware of and respond to the wider needs of society through charity fundraising, community projects, taking part in national schemes (such as NCS) and by having an awareness of national and world issues.
- To offer scope for spiritual, moral and personal development within an environment which promotes and affirms Christian values.
- To uphold and actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.





## MANAGEMENT

Luckley House School is an independent educational trust regulated by the Charity Commissioners and, since 1973, a charitable company limited by guarantee. The governing body is composed of ten governors who are all volunteers and receive no remuneration. The Governors act as the Trustees of the School in respect of its status as a charity. They also provide strategic guidance on the running of the School.

The School's Senior Leadership Team (LT), which is chaired by the Head, currently consists of the Deputy Head (Academic), Deputy Head (Pastoral), the Bursar, the Head of Marketing and Admissions and the Director of HR. The Team works closely together and meets regularly to consider issues including future school strategy, the monitoring of pupil and staff performance, policy development and educational development as well as wider school initiatives.

## PASTORAL CARE

Luckley enjoys a reputation for high standards of pastoral care. All pupils have daily contact with their form tutor, who takes a close interest in their academic and social welfare. Regular meetings with the Heads of Section and the Deputy Head (Pastoral) provides a forum for all staff to discuss the individual progress of each child.

Sixth Form students are also assigned to a form tutor who monitors their progress and gives them additional support necessary for the university application process and career choices.

A comprehensive programme embracing citizenship and careers, along with personal, social and health education (PSHE) is part of the core curriculum for Years 7 to 11, timetabled as Life Skills. This is taught as a discrete subject with additional support from form tutors.

Healthy eating is on the menu at Luckley. Our dedicated catering team provide nutritious, varied and tasty meals throughout the year for staff and pupils. Vegetarian and vegan options are always available and special dietary requirements are easily catered for.

Luckley has a well-equipped Health Centre run by fully qualified Nurses. The Nurses provide everything from serious first aid support, to plasters and the occasional spoonful of TLC.

## BOARDING

Luckley House School offers flexible, weekly and full boarding provisions to suit modern family life. Boarding develops life skills, teaching pupils to be tolerant and considerate team players. Pupils learn responsibility for themselves, their study, their belongings and their relationships with others.

Through our close-knit and supportive approach where pastoral care is paramount, we are able to provide a truly warm welcome for all students, whatever their nationality or culture. Our Boarding house staff are skilled at ensuring that new boarders are absorbed into the boarding family with ease and soon become settled and happy.







## ACADEMIC

We provide a distinctly academic education that is tailored to the individual needs of each pupil. This is offered in the context of a broad curriculum which celebrates the arts and sports, as much as academic achievement. Our small class sizes enable full participation in lessons and we closely track individual progress and attainment of targets.

The curriculum at Luckley ensures continuity and progression in the important years leading to GCSE and A Level. Our students consistently gain places at prestigious universities on competitive courses. Recent leavers' destinations include Medicine, Philosophy, Law, Physics and Maths at Durham and Economics at University College London. Other students have gone on to study Art, History, Engineering and Drama, amongst other subjects.

### Years 7 – 9 (Key Stage 3)

Pupils follow a broad, balanced programme of study including: English, Drama, Mathematics, Science, Modern Languages (French, German, Spanish), Engineering, Geography, History, Religious Studies, Classical Civilisation, Art, ICT, Music, Physical Education, Textiles Technology, Food and Nutrition and Life Skills, our Personal and Social Education programme. Latin is available as an optional subject as part of our extended day programme. In Year 9, pupils receive guidance in their choice of GCSE options.

### Years 10 – 11 (GCSE)

The School aims to provide a Key Stage 4 (GCSE) curriculum that includes a core of essential (compulsory) subjects and a range of choices, to enable each pupil to develop their individual abilities, interests and skills. All pupils follow GCSE courses in the Luckley House School core subjects: English Language, English Literature, Mathematics, Science and a Modern Foreign Language. Most pupils select three additional GCSE courses.

There is a range of subjects from which to make these choices: Art, Art Textiles, Business, Chinese (Mandarin), Computer Science, Dance, Drama, Design & Technology, Food Preparation & Nutrition, Geography, History, Music, Photography, Physical Education, Religious Studies.

### Years 12 & 13 (A Level)

We offer over 20 subject choices at A Level and encourage all Sixth Form students to join the Extended Project Qualification course. This not only allows them to study an area of interest in much greater depth, but also provides an excellent addition to their personal statements. The EPQ is a valuable topic of conversation for university interviews and a chance to develop higher level research skills so sought after by universities.

## CO-CURRICULAR

Pupils work in the classroom is supplemented by a variety of educational trips and events throughout the year, including visits to places of interest and in-school workshops. Overseas trips are always popular, with recent destinations including South Africa, the USA, Spain (sports tour) and the regular ski trip to Europe. Our students enjoy success in a variety of local, regional and national competitions, often winning top prizes. A programme of visitors to the school, including academic experts, authors, illustrators, artists, inspirational speakers and charity representatives provides a different dimension to daily life at Luckley, and enrich pupils' learning experiences.

Our rich and varied programme of extended-day activities enables pupils to explore different interests and discover new talents. All pupils are encouraged to take part and the variety on offer ensures that there is something for everyone.

All teaching staff are allocated to one of our four Houses. The teams, led by their House Captain, take part in a whole host of events, including music and drama performances, sports events and House competitions, such as the Debating Competition, Reading Challenge, annual Quiz and the House Bake-off.



## SIXTH FORM

Our dedicated Sixth Form Centre is the focus of Sixth Form life. Set away from the main school, the centre provides the perfect environment for purposeful study, as well as informal areas for the students to relax and socialise with friends.

Our Sixth Form experience is a holistic one - we feel that the three areas of 'Academics', 'Making Things Happen' and 'Having Fun' represent the all-round, fulfilling experience a student will undertake during their time at Luckley Sixth Form. The ultimate aim is for all students to leave Luckley having achieved their own personal excellence.

## FACILITIES

Over recent years we have made significant investments in the School to benefit the pupils and teachers. Luckley boasts superb facilities, including modern classrooms and laboratories, a state of the art music centre, professional performing arts theatre, spacious art studios, a large sports centre with an all-weather pitch, fitness suite, trampolines and a climbing wall.

An on-going programme of refurbishment and development ensures that we preserve our beautiful buildings and add new facilities to our site.

## IT STRATEGY

Part of our vision is that every pupil leaving Luckley must be proficient in widely-used information systems in such a way that their work and other activities are enhanced. To this end, all pupils and teachers have their own Microsoft Surface tablet to use within lessons and at home for prep and further studies.

## ADMISSIONS

We admit pupils at age 11 and 13 through an entrance examination process, where both academic ability and all-round potential are assessed. Entrance examinations are usually sat in December and January and will test pupils in mathematics, English and verbal and non-verbal reasoning. Pupils sitting the examination must be registered by the end of November of the preceding year. Admission into other years is dependent on vacancies in the relevant year group.

## CPD FOR TEACHERS

CPD is given high importance by the Leadership Team who ensures that there is a range of staff development opportunities.

This includes a bespoke programme for all staff utilising resources from Optimus Education, the TES online CPD programme and the Tripod Training group, as well as the opportunity to regularly discuss pedagogy with colleagues across the school.

As a school we rely on the 'Doddle' software to deliver news of academic progress to parents and carers resulting in the fact that we no longer write end of term reports other than tutor reports, which outline non academic achievement.







## APPLICATION PROCESS

### General

Luckley House School ("the School") is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the School's Application Form and recruitment process must be directed to the HR Manager.

### Application Form

Applications will only be accepted from candidates completing the relevant application form in full. CVs will not be accepted in substitution for completed Application Forms but are permitted to be submitted alongside a completed Application Form.

Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Applicants will receive a Job Description for the role applied for.

As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ("DBS") for the post and, where appropriate, a check of the Barred List maintained by the DBS will be made.

Any offers of appointment will be made conditional on obtaining such satisfactory checks.

Additionally, successful applicants should be aware that they are required to notify the School immediately if there are any reasons why they should not be working with children.

The School takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the HR Manager immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Staff and/or successful candidates who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the HR Manager for more details.

The School has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the offer will be subject to a Prevent Duty risk assessment.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.



If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children.

Where you have no previous employment history, we may request character references which may include references from your school or university.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been appointed, and a possible referral to the police and/or DBS.

## Invitation to Interview

Applicants will be shortlisted according to the relevance and applicability of their professional attributes and personal qualities to the role. Shortlisted applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

As part of the shortlisting process, the School will consider carrying out an online search on shortlisted candidates as part of its due diligence. This may help to identify any incidents or issues that have happened, and are publicly available online, which the School may want to explore with an applicant at interview. This forms part of the School's wider safeguarding due diligence which aims to prevent and/or deter individuals who may be unsuitable to work with children from working in a school environment.

Shortlisted candidates will be asked to complete a self-declaration form in relation to their criminal record or information that would make them unsuitable to work with children. Applicants will be asked to sign a declaration confirming that the information they have provided is true.

Where there is an electronic signature, the shortlisted candidate should physically sign a hard copy of the application at the point of interview.

All formal interviews will have a panel of at least two people chaired by the Head/Bursar or another designated senior member of staff. The Chair of Governors should chair the panel for the Head's appointment. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should therefore withdraw from the panel. Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children (including discussion of any details provided on the candidate's self-declaration form).

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by you from the awarding body.

All candidates invited to interview must also bring with them:

1. A current driving licence including a photograph and paper counterpart or a passport and a full birth certificate;
2. A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
3. Where appropriate any documentation evidencing a change of name;
4. Where applicable, proof of entitlement to work and reside in the UK.





**Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.**

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

### Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

1. Receipt of at least two satisfactory references (if these have not already been received), including for internal appointments. All references should be provided by a senior person with appropriate authority, subject to the satisfaction of the School;
2. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
3. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;
4. For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the historic General Teaching Council for England before its abolition in March 2012;
5. Verification of professional qualifications, including, where applicable, any award of Qualified Teacher Status;
6. Verification of successful completion of a statutory induction period (for teaching posts – applies to those who obtained QTS after 7 May 1999), where relevant;
7. Where the successful candidate has lived or worked or been resident outside the UK, such further checks and confirmations

as the School may consider appropriate so that any relevant events that occurred outside the UK can be considered. This shall include the candidate providing the School with proof of his/her past conduct as a teacher in the form of a letter of professional standing from the professional regulating authority in the country in which s/he has worked;

8. Evidence of satisfactory medical fitness;

9. Receipt of a signed Self-Declaration form showing that the candidate is not disqualified from providing childcare as set out in the statutory guidance “Disqualification under the Childcare Act 2006.”

10. For a candidate to be employed into a senior management position as set out within the School’s Recruitment, Selection and Disclosures Policy and Procedure, receipt of a signed “senior charity manager positions: automatic disqualification declaration” confirming that the candidate is not disqualified from acting in a senior management position for a charity in accordance with the automatic disqualification rules for charities;

11. If you are undertaking a management role, a check that you have not been prohibited from participating in the management of independent schools.

It is the School’s practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the School in strictest confidence and used as set out in the School’s Recruitment Privacy Notice and Staff Privacy Notice. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, layout of the School etc.



The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

## References

We will seek the references referred to above for all shortlisted candidates, including internal candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. If you do not wish us to take up references in advance of the interview, please notify us at the time of submitting your application. For internal candidates, formal written references may be sought from a senior person with appropriate authority.

All referees will be asked if the candidate is suitable to work with children and to provide facts of any substantiated safeguarding concerns/allegations that meet the harm threshold set out in Part 4 of the statutory guidance 'Keeping Children Safe in Education'.

The School will compare any information provided by the referee with that provided by the candidate on the application form. Any inconsistencies will be discussed with the candidate.

## Criminal Records Policy

The School will refer to the Department for Education ("DfE") document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks.

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request or accessed here: <https://www.gov.uk/government/publications/dbs-code-of-practice>.

## Retention and Security of Records and Data Protection

The School will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Staff Privacy Notice. Copies of DBS certificates will not be retained for longer than six months. Details of how we use candidates' data is explained in the Recruitment Privacy Notice and Staff Privacy Notice.

## Policy on the Recruitment of Ex-Offenders

The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have been appointed, and a possible referral to the police and/or DBS.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the DBS of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence. It is also unlawful for the School to knowingly employ someone who works in the relevant settings and is disqualified from providing childcare as set out in the statutory guidance "Disqualification under the Childcare Act 2006".





It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. The School will report the matter to the Police and/or the DBS if:

- the School receives an application from a disqualified person;
- is provided with false information in, or in support of an applicant's application; or
- the School has serious concerns about an applicant's suitability to work with children.

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- whether the conviction or other matter revealed is relevant to the position in question;
- whether the conviction or caution is 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020 (if yes, it will not be taken into account);
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;
- whether the applicant has a pattern of offending behaviour or other relevant matters;
- whether the applicant's circumstances have changed since the offending behaviour or other relevant matters;
- in the case of disqualification from providing childcare, whether the applicant has or is able to obtain an Ofsted waiver from disqualification; and
- the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ

anyone who has been convicted at any time of any the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving.

## Data Protection Obligations

The School will comply with its data protection obligations in respect of the processing of criminal records information. More information on this is included in the Recruitment Privacy Notice and the Staff Privacy Notice.

**Contact: Mrs Narene Hall Assoc CIPD, HR Manager**  
**T: 0118 9743209 E: [narene.hall@luckleyhouseschool.org](mailto:narene.hall@luckleyhouseschool.org)**

**[www.luckleyhouseschool.org](http://www.luckleyhouseschool.org)**



## WHAT OUR STAFF SAY.....

"One of the first things that struck me when I arrived at Luckley house was the welcoming and friendly nature of the staff and pupils. Before I took up my post in September, I was given a helpful and informative induction, meeting the relevant members of staff and being provided with all the information I needed to start the new term as smoothly as possible.

The admin team were always quick and helpful in answering questions and my Head of Department ensured that the hand over for classes enabled me to understand as much as I could before starting to teach.

The school is well organised and the pupils are friendly and positive. The small class sizes at Luckley House are great for getting to know the pupils quickly and being able to have time to identify and support their learning. I have been able to settle quickly and although it takes time to learn how a new school operates there is always someone willing to answer my questions and point me in the right direction".

**David, Teacher of Maths**

"Starting work in a new school, during a pandemic, is a challenge, however, from the first interaction I had with the school I felt that this was a place where I could thrive and be happy. Despite working in bubbles, the staff were, without exception, welcoming and totally supportive.

The students are a delight and the working environment is a joy. As you can see, I am a complete LHS convert and hope to teach here until retirement!"

**Julie, Head of Psychology**



"I am two months into my time at Luckley House School working in the English Department, but it feels like I've been a part of this community for a lot longer.

The students are the best thing about the school – they are polite and kind and motivated to succeed. Second to that, the staff body. Whereas in larger schools you tend to congregate with your own department, at Luckley House we all gather together in the staff room. Some departments only have one or two members of staff; I knew the school was small but this still surprised me when I first arrived.

The boarding aspect of school plays a major role in creating the community feel here. As well as being a truly community minded school, there is a rigorous focus on students achieving their academic potential. The systems in place to monitor progress are impressive.

It's easy to promote the school on our Open Mornings: Luckley House is a community school which fosters excellence both inside and outside of the classroom. It does what it says on the tin".

**Holly, Teacher of English**

