

# Huxlow Academy

## Head of English (Start - September 2024)

Remuneration: MPS / UPS (Plus TLR1B - £11,411)

Huxlow Academy is a fully inclusive school, located in Irthlingborough, East Northamptonshire. Our students are a vibrant and varied mix that bring an energy that is not found in many other schools. The loyalty the students show for the staff and community, whom they recognise care so deeply about them, is what makes Huxlow a very rewarding and fun place to work. If you want to work with a team committed to making a difference to the lives of the young people in our community, we want to hear from you!

We require a talented and committed Head of English to lead the Department at this exciting stage in our improvement journey. We believe that English is at the heart of the success of any improvement at Huxlow and will be fully supportive of a leader that has a coherent vision and philosophy for a highly effective English curriculum and its teaching. If you care deeply about providing students with the expectations and experience in your English department that builds the skills and knowledge that enables every student to achieve success and find enjoyment in the power of English to change lives then apply today!. We are looking for an inspirational practitioner to join us as we strive for excellence, and to take the English curriculum and its teaching to the next level.

The successful candidate will:

- Have a passion and vision for the power of the English curriculum to impact on students' self-belief, thinking skills, character, understanding and ultimately success and enjoyment in life.
- Lead a team of staff to make English a relevant and vibrant subject area for our students. Developing a love for, and aptitude in, reading and writing that allows students to achieve strong outcomes in English and an ability to transfer these skills to enhance their success in other subjects
- Demonstrate consistently positive progress with their teaching groups
- Be committed to using evidence-based pedagogy in their own classroom and that of others', to drive standards in English
- Be determined that all students should have the best opportunity for success in English

Candidates must be eligible to live and work in the UK.

Training and development opportunities will be offered. All staff are encouraged to study further and the trust will actively support staff to obtain relevant further qualifications where possible.

Tove Learning Trust is a fast moving and exciting place to work. The trust schools have a shared vision and purpose: to deliver outstanding educational experiences that lead to inspiring outcomes. Each academy has a strong individual identity and tailors their educational provision to serve their local community. Academies within the trust collaborate to share expertise and maximise opportunities and experiences for our students.

**The Trustees of Tove Learning Trust are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.**

**How to apply:** All documents including the full job description, person specification and application form are available on our website <https://www.huxlow.northants.sch.uk/> Please ensure your application form and covering letter includes examples of your experience and how you meet the criteria outlined in the job description and person specification. Further information requests or completed applications should be sent to Sonya Earby-Martin E: [hr@huxlow.northants.sch.uk](mailto:hr@huxlow.northants.sch.uk) T:01933 650496

**Closing date: 9am on Monday 11<sup>th</sup> March 2024**

**Interview date: W/C Monday 18<sup>th</sup> March 2024**

Huxlow Academy, Finedon Road, Irthlingborough, NN9 5TY

T: 01933 650496

E: [hr@huxlow.northants.sch.uk](mailto:hr@huxlow.northants.sch.uk)

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# Head of English Job Description

<b>Role:</b>	Head of English
<b>Reports to:</b>	Deputy Headteacher
<b>Location:</b>	Huxlow Academy
<b>Contract:</b>	Full-time / Permanent
<b>Remuneration:</b>	MPS / UPS (Plus TLR1B - £11,411)

## Purpose of the Role

To be responsible for the leadership of English at Key Stages 3, 4 and 5. To create an English department of excellence where students are provided with exciting opportunities to build skill, interest and a passion for English Language and Literature. Recognise the power of a successful English curriculum to impact on students' lives and their success across other subjects at Huxlow Academy. This will involve the monitoring of students' progress and performance in order to ensure that expected learning outcomes are achieved.

## Key Responsibilities

- To develop a coherent and ambitious curriculum that builds a curiosity, excitement, and passion for English within students at Huxlow.
- To contribute to raising standards of student attainment and build a culture of excellence in all English classes.
- To monitor and support the overall progress and development of students as a Teacher/Form Tutor
- To provide a learning experience which gives the students the opportunity to achieve their individual potential.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support students to access a challenging English curriculum successfully.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

## Specific Responsibilities

### **Teaching and Learning:**

- To lead and manage the teaching of the subject at the school across all Key Stages and in line with the National Curriculum and Examination Board requirements.
- To ensure that schemes of work, units of work, assessments, resources and lesson plans are ambitious, fit for purpose and are reviewed regularly.
- Teach a range of classes and model best practice in learning and teaching.
- To oversee and monitor the quality of learning and teaching in English. This will include book sampling, ensuring that work is regularly and thoughtfully marked and assessed and provides guidance on how to improve performance. This will also include observing teaching and learning within the classroom.
- To evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.
- To produce and implement a clear vision and plan for your subject/s that ensures that all pupils, of all abilities, make expected progress when benchmarked against national performance data. To evaluate pupils' performance, identify clear targets for improvement and be responsible for intervention support implemented in order to achieve college targets.
- To co-ordinate the efficient deployment of staff to ensure consistently high-quality teaching and learning in your subject/s.

- Ensure that department members are kept informed about expectations, current developments in education/pedagogy and school initiatives.
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.
- Ensure that teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Ensure that teachers of the subject know how to recognise and deal with stereotyping and ensure the curriculum is inclusive.

#### **Quality of Education:**

- To lead on the development of an ambitious, high quality and meticulously planned curriculum, which complements the whole school improvement plan.
- Ensure regular opportunities for all students to experience and develop their skills in English beyond the classroom via visiting speakers, clubs etc.
- To lead and be accountable for the implementation and quality assurance of this curriculum.
- To keep up-to-date with evidence-based research in the subject area, including subject specific pedagogical approaches.
- To lead a team of skilled and enthusiastic teachers with vision, rigour and compassion, in transforming the lives of our young people.
- To develop a positive working environment in the subject area that supports and encourages staff development.
- To attend local network meetings and engage with other professional development opportunities.

#### **Professional Growth:**

- Demonstrate an understanding of the characteristics of high-quality English teaching and effective learning.
- Inspire, challenge, and motivate others to grow as teachers by modelling the principles and practice of effective learning and teaching.
- Keep up to date with curriculum and pedagogical initiatives and ensure staff are aware of these.
- Contribute to and take a leading role in the provision of high-quality subject specific professional development, to support the continuous provision of high-quality teaching and learning in the department.
- Provide guidance on the choice of appropriate pedagogical approaches to meet the needs of all pupils, including the most able, disadvantaged and SEND.
- Consider the needs of all members of staff within the department and ensure that trainees and ECTs are appropriately supported.
- Demonstrate an understanding of the principles of coaching/mentoring to support teacher development.
- Acknowledge excellence and challenge poor performance.

#### **Standards & Expectations:**

- To be responsible for overall discipline within the department, including:
  - To be accountable for the highest possible standards and expectations
  - To create a positive and efficient working environment
  - To set high expectations for student behaviour in accordance with the behaviour policy
- Ensure the department provides a purposeful and safe learning environment, including:
  - Assisting on behaviour management
  - Liaising with parents/carers in regard to ongoing behaviour and/or learning concerns in your subject
  - Meet with parents to assist in upholding standards, expectation and progress
  - Supporting staff in upholding basic standards and expectations
  - Ensuring the appropriate sanctions and follow up procedures are implemented
  - Ensure staff, when filling in reports, have contacted parents before awarding poor attitude to learning on reports
- To ensure effective communication and consultation as appropriate with parents, including:
  - Notifying parents of set changes

- Informing parents as to what their child will be learning in your subject and how they will be assessed and when
- Expectations around homework

#### **Pupil Progress, Attainment and Achievement:**

- To raise attainment in English, across all Key Stages and to ensure that all pupils make at least good progress, which is reflected in performance data.
- To establish and implement clear policies and practices for assessing, recording, and reporting on student achievement, and for using this information to recognise progress and to assist students in setting targets for further improvement;
- To monitor and review pupils' progress and to implement change to ensure that pupils achieve their full potential in English.
- To ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- To organise and lead on appropriate intervention strategies to close gaps and secure strong student outcomes and progress.
- To set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students;
- To be responsible for ensuring that all pupils are entered for the appropriate examinations at Key Stage 4 and 5.
- To ensure all staff in your subject area comply with the school's assessment, recording and reporting procedures.

#### **Gap Groups – including SEND and Disadvantaged Students:**

- To ensure that the progress of students within gap groups in all years is a priority and that consistent strategies are in place to assess gaps, provide effective intervention and monitor progress towards target grades (KS4/5).
- To raise the profile of the gap group students and their attainment and progress in the subject.
- As a leader you are knowledgeable on SEND and EAL policy and practice. You create a departmental culture where roles and responsibilities for SEND and EAL provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.
- Leadership within the department supports class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils including those with SEND.
- To lead and monitor within the department the completion of statutory paperwork for annual reviews or PEP's.
- Interventions are planned within the department for students with PP and SEND and these are considered to be consistently good or better. Outcomes from interventions are integrated into classroom teaching and leadership monitor and QA that teachers capitalise on learning from interventions in whole class and small group teaching.
- TAs are deployed effectively, in joint consultation with the SENDCo to support SEND students.

#### **Character Education:**

- To ensure the subject makes an effective contribution to the wider life of the school and the character education of students by:
  - Embedding careers education within the curriculum and organising opportunities for student to visit the world beyond the school gates, and inviting speakers in.
  - Planning interesting assemblies linked to the subject, national, international events linked to the subject.
  - Providing inspiring wider opportunities and educational visits both linked to the curriculum and to promote a love of the subject.
  - Providing plentiful and exciting extra-curricular opportunities linked to student voice.
- Prompting positive parental engagement, ensuring that parents know how to effectively support their child.
- Have an effective subject based rewards and celebration policy which is consistently applied.
- Provide opportunity for students to demonstrate the LORIC skills (Leadership, Organisation, Resilience, Initiative, Communication) and provide plentiful experiences for students to become leaders.

**Other Duties and Responsibilities:**

- To lead department meetings and attend leadership meetings as calendared to discuss policy, initiatives, and progress of pupils. To contribute to effective communication across the subject team and the wider humanities leads and teams.
- To ensure that reporting to parents takes place in line with school procedures.
- To maintain and interpret data in relation to students' progress within English.
- To take responsibility for department budget and resourcing and maintaining records of items purchased.
- To contribute to the overall ethos, work and aims of the school.
- To establish constructive relationships and communicate with other agencies and professionals.
- To participate in training and other learning activities and performance development as required.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To play a full part in the life of the school community, to support its distinctive mission and values and to encourage and ensure staff and students to follow the Huxlow Way.

*The above list of job duties is not exclusive or exhaustive and the postholder will be required to undertake such tasks as may reasonable be expected within the scope and grading of the post.*

***Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties, and responsibilities.***

***Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.***

***It is the post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact with and adhering to and ensuring compliance with the School's Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the s/he must record the details and take appropriate action, according to the nature of the concern, to safeguard the young person and inform the relevant staff within school, including the Designated Safeguarding Lead.***

***Identity, Prohibition, Qualification, Barred List, Enhanced DBS, Section 128, Overseas, Right to work, Reference, Criminal Record and Medical Checks are essential for all applicable posts at the School.***

***KCSiE 2022 Online Searches - In accordance with paragraph 221 of Keeping Children Safe in Education 2022 schools are now required, to carry out an online search for shortlisted candidates. If shortlisted for the role an appropriate online search will be undertaken on your name(s). Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.***

# Head of English Person Specification

	ESSENTIAL	DESIRABLE
<b>PRE-EMPLOYMENT CHECKS</b>		
Criminal Records	*	
Enhanced Disclosure and Barring	*	
Proof of identity	*	
Medical Questionnaire	*	
Satisfactory References	*	
<b>QUALIFICATIONS/TRAINING</b>		
Candidate must hold QTS	*	
<b>COMPETENCIES</b>		
Experience of successful leadership of a team/ group of staff in a school area or project		*
A highly effective classroom practitioner with the capacity to improve	*	
A commitment to, and a passion for, the teaching of English	*	
The ability to teach KS3 and KS4	*	
The ability to teach KS5	*	
Good subject knowledge and a clear understanding of recent subject developments	*	
A commitment to work with other teachers in the Curriculum Area	*	
The ability to be a good Form Tutor	*	
A commitment to Inclusion	*	
An enthusiastic practitioner able to inspire learning through excellent teaching	*	
<b>PREVIOUS EXPERIENCE</b>		
Effective organisation and communication skills	*	
The ability to use ICT to raise standards and manage the department		*
Is committed to and meets all the requirements for safeguarding children	*	
<b>PERSONAL ATTRIBUTES</b>		
Work in accordance with the Trust's values and behaviours	*	
Eligible to live and work in the UK	*	
Willing to work flexibly in accordance with policies and procedure to meet the operational needs of the Trust	*	
A commitment to continuing personal development and training	*	
A commitment to safeguarding and promoting welfare of children and young people	*	

# Why Join Huxlow Academy?

## Letter from the Headteacher

Dear Candidate

Thank you for your interest in the role of Head of English at Huxlow Academy. We trust this application pack provides you with an insight into life at our school and encourages you to apply for the role.

We are incredibly proud of our school, a medium-sized Secondary Academy (11-18), located in Irthlingborough, East Northamptonshire. As a fully inclusive school our students are a vibrant and varied mix that bring an energy that is not found in many other schools. The loyalty the students show for the staff and community, whom they recognise care so deeply about them, is what makes Huxlow a very rewarding and fun place to work. If you want to work with a team committed to making a difference to the lives of the young people in our community, we want to hear from you!

I believe that every student and staff member that walks through the doors of Huxlow is a valuable member of our community, and we work hard to ensure they are welcomed, supported, and challenged to be the best version of themselves that they can be.

We are in an exciting new phase in the history of Huxlow and place a pursuit of excellence at the core of everything we do. This is underpinned by our core values of Respect, Ambition and pride. I hope that you feel inspired to aim high and come and join us as we strive to make Huxlow even better.

We place an emphasis on ambition and respect for each other and working together to ensure that our community is constantly developing. Huxlow students are exceptional, staff go the extra mile, and we are dedicated to Professional Learning and Development.

At Huxlow Academy we aim to create a learning environment that supports excellence, risk taking and innovation, stretching student understanding and ensuring that lessons are interesting and inspiring. Our teachers engage in regular professional development, keeping up to date with the latest evidence-informed research to help students learn effectively. Our teaching and learning programmes enable teachers to develop their individual strengths. Staff are encouraged to plan together, developing schemes of learning that keep students engaged. We have a well-developed online learning platform using Office 365, Google and Go4Schools which allows students to emerge as independent learners and parents to support their child's learning from home. Collaborating with schools across the Tove Learning Trust and beyond ensures our staff are at the forefront of educational thinking and practice.

Please explore our website, the recent Headteacher's letters section and our social media, to gain a flavour of what it means to be part of the Huxlow Academy community. We hope you are as impressed by our school as we are. I look forward to receiving your application should you decide you want to be a part of the proud Huxlow team.

Please contact the school if you have any questions or require any further information.



Paul Letch  
Headteacher



# Huxlow Academy Information

## The Curriculum

Our ambitious curriculum is designed to deliver our vision of “Thriving Through Excellence”. This means we offer a carefully crafted balance of academic learning, personal development, and enrichment.

All teaching and learning is designed to meet our high expectations and aspirations with a clear focus on sharing knowledge and developing lifelong skills. Every child is pushed to do the very best they can do, whilst taking account of every individual’s needs.



Our Key Stage 4 programme aims to develop deeper understanding and mastery of subjects at GCSE, in order to achieve the highest outcomes and to aspire for every student to reach their potential.

- All students study English, Mathematics, Science, Religious Studies, Physical Education and French
- At Key Stage 3 (Years 7 & 8) students also study Technology, Geography, History, Music, and Drama
- At Key Stage 4 (Years 9, 10 & 11) alongside our core subjects students make a number of option choices from
- the range of other subjects including Psychology, iMedia, Sociology, Photography, Dance and Business Studies.

All of this is supplemented by a rich programme of enrichment, curriculum themes and extra-curricular activities.

Our excellent Key Stage 5 provision is delivered alongside our fellow Tove Learning Trust partner, Rushden Academy, as part of The East Northamptonshire School (TENC). Our joint provision has one of the most comprehensive choice of subjects in the county, consisting of over 20 A Level courses and additional BTEC Level 3 courses. Please visit [www.tenconline.co.uk](http://www.tenconline.co.uk) for more details.





# Huxlow Academy Information

## Extra-Curricular and Enrichment

At Huxlow Academy there is a strong commitment from staff to offer our students an inclusive and enriching educational experience, both within the curriculum and through a wide range of extracurricular opportunities.

An exciting array of clubs, activities and trips provide a springboard for developing key life skills. There really is something for everyone! Inspiration is achieved through our many day and residential trips.



Throughout the academic year, all year groups are offered a range of enrichment activities which link to curriculum areas, future career opportunities and our school values and the Huxlow Way. These opportunities begin in Year 7 with a Jungle Parc personal development adventure for all students to participate on to build mutual respect, pride and ambition amongst themselves as a form and individually. There are also many other opportunities as they journey through the school through the disciplines of sport, theatre, engineering, university experiences and museums, to name a few.

Our overseas program includes the following -

Residential and overseas opportunities for Huxlow Academy students

- Year 9 Biannual trip to France. Next trip planned spring 2025
- Years 9 and 10 Biannual overseas trip to Iceland: next trip planned October 2024
- Year 10 - Biannual trip to Cornwall next trip planned October 2025
- Year 11, 12 and 13 Annual Tour of Remembrance to Krakow, Poland. December
- Year 11 Biannual overseas trip to Paris. Next trip planned February 2024



# Huxlow Academy Information

## Vision, Mission, and Values

### Our Vision and Mission:

At Huxlow Academy we create the opportunities to enable everyone that walks through our doors to ultimately achieve our vision of “Thriving Through Excellence”.

Our mission is to achieve this by building an exceptional learning community of aspirational and responsible citizens.



Huxlow is an inclusive school where every student matters. Students come to Huxlow Academy from a variety of backgrounds and quickly become a part of the Huxlow family. Alongside high-quality teaching, we provide a wide variety of effective support. Our success is achieved by knowing every student as an individual and caring for them personally and academically. Students are prepared to successfully navigate the many opportunities and challenges that are presented by the modern world.



To fulfil our mission we work, study, and collaborate by placing a focus on three core values.

- **AMBITION** - We strive hard to achieve the very best in all that we do, and we celebrate achievement and excellence. We enable our students to fulfil their academic and personal purpose.
- **RESPECT** - We pride ourselves on being a school that fosters relationships in an atmosphere built upon empathy, mutual respect, dignity, equity, diversity, and fairness.
- **PRIDE** - Pride in all we do, both from within school and across the wider community, is at the core of our actions. Our students go on to become successful adults and we enable our students to develop the pride and character we need them to have in the future.



This is ‘The Huxlow Way.’