



Whole School Literacy Lead (TLR) Teacher of English

Recruitment Pack

January 2026

Welcome from Headteacher

At Sir William Robertson Academy, our aim is for every pupil to aspire to be the best they can be. This principle underpins our vision and our carefully planned, structured curriculum. Children come first at our school, a belief shared across our Trust, and we embrace Amelia Earhart's words, "*No Borders, Just Horizons*", as a symbol of the ambition and opportunity we seek to provide.

Our first priority is to ensure that all pupils feel safe, secure and happy within our school community. We are committed to equipping young people with the knowledge, skills and resilience they need to thrive in adulthood in an ever-changing world. Character development is central to our work, supported through opportunities such as the Duke of Edinburgh Award at Bronze, Silver and Gold level.

We deliver a broad, balanced and ambitious curriculum rooted in the National Curriculum and responsive to local and national priorities, including the English Baccalaureate where appropriate. We value subject knowledge as the foundation for understanding the world, while also ensuring pupils develop skills, confidence and curiosity beyond examination success.

We believe strongly in breadth of learning and in providing all students with access to a wide range of academic, creative, physical and practical subjects. Our curriculum promotes literacy, creativity and physical development, alongside spiritual, moral, social and cultural education, helping pupils make meaningful connections across disciplines.

Quality First Teaching is at the heart of our approach. We are a proudly inclusive school that values diversity and places great importance on developing pupils' vocabulary and love of reading, supported by a well-resourced library at the centre of school life.

Through a rich programme of enrichment and carefully planned progression, our curriculum aims to build cultural capital and prepare pupils to become confident, informed and active members of society. Breadth and depth are maintained until the end of Year 9, after which pupils are supported to make well-informed choices through effective careers education and guidance.

Mr Scott Barlow, Headteacher



Teacher of English (KS3–KS5)

English Language Specialism at Key Stage 5 Preferred | TLR: Whole School Literacy

Inspire language. Shape literacy. Lead learning across the school.

We are seeking to appoint an enthusiastic, ambitious and highly skilled Teacher of English to join our successful and forward-thinking English department. This post includes a TLR for Whole School Literacy, offering an exciting opportunity for an outstanding practitioner to make a meaningful, whole-school impact on teaching and learning.

This role would suit a passionate English Language specialist, who is keen to contribute to the teaching of A Level English Language and to lead literacy development across the curriculum. Experience of teaching Media Studies would be advantageous but is not essential.

The Role

As a Teacher of English, you will:

- Deliver high-quality, engaging English lessons that inspire and challenge learners across KS3 and KS4.
- Contribute to the teaching of A Level English Language, or demonstrate the subject knowledge and enthusiasm to do so
- Plan and deliver inclusive, challenging lessons that support all learners to achieve their potential
- Assess, monitor and report on student progress in line with school policy
- Play an active role in curriculum development within the English department

TLR: Whole School Literacy

As Literacy Lead, you will:

- Lead the development and implementation of Sir William Robertson Academy's Whole School Literacy strategy aligned to its ethos and improvement priorities.
- Lead the design and delivery of literacy strategies that have measurable impact on student outcomes across all key stages.
- Raise standards of reading, writing, oracy and disciplinary literacy across all subjects.
- Support colleagues through CPD, coaching and high-quality literacy resources
- Work closely with senior leaders and subject leaders to embed literacy consistently across the curriculum
- Monitor and evaluate the impact of literacy initiatives, using data to inform next steps
- Champion a culture of reading, language and oracy throughout the school community

We Are Looking for Someone Who:

- Is a strong classroom practitioner with high expectations for all students
- Has a passion for English Language, literacy and curriculum innovation
- Is reflective, collaborative and confident in working with colleagues across departments
- Is ambitious and ready to take on leadership responsibility
- Believes wholeheartedly in the power of literacy to transform life chances

We Offer:

- A supportive, successful English department with a shared commitment to excellence
- An opportunity to shape and lead whole-school literacy strategy
- A strong culture of professional development and career progression
- Enthusiastic students and a school committed to high standards and inclusion
- Employee Cash Healthcare plan for eligible employees

PERSON SPECIFICATIONS

Person Specification – Teacher of English

Qualifications & Training

Essential

- ✓ A good degree in English or a closely related subject
- ✓ Qualified Teacher Status (QTS)

Assessed via application form

Experience

Essential

- ✓ Successful secondary school teaching experience (including teaching practice)
- ✓ Ability to teach across the full range of abilities and age groups

Desirable

- ✓ Experience of teaching across Key Stages 3–5

Assessed via application form and references

Subject Knowledge

Essential

- ✓ Secure and up-to-date subject knowledge, including awareness of recent developments
- ✓ Ability to use assessment data to inform planning and target-setting

Desirable

- ✓ Ability to teach a second or related subject area

Assessed via application form and interview

Teaching & Professional Skills

Essential

- ✓ Ability to communicate effectively with students aged 11–18
- ✓ Ability to plan and deliver engaging, inclusive lessons that meet the needs of all learners
- ✓ Ability to teach KS5 English Language
- ✓ Strong collaborative skills, working effectively with teaching and support staff
- ✓ Ability to use a range of teaching and learning strategies confidently and creatively
- ✓ Ability to evaluate the impact of teaching to inform future planning
- ✓ Effective communication with parents when appropriate
- ✓ Willingness to fulfil a pastoral role as a Base Tutor

Desirable

- ✓ Willingness to contribute to the development of departmental schemes of work and shared resources
- ✓ Willingness to develop the use of ICT to enhance teaching and learning
- ✓ Ability to coach and mentor colleagues

Assessed via application form and interview

Personal Qualities & Values

Essential

- ✓ Commitment to inclusive education and supporting students of all abilities to reach their potential
- ✓ Genuine enthusiasm for working with young people
- ✓ Reflective, thoughtful and self-aware practitioner
- ✓ Effective and creative team player
- ✓ Energetic, motivated and enthusiastic approach to teaching
- ✓ Willingness to show initiative and take considered risks to support continuous improvement
- ✓ Commitment to professional learning and development
- ✓ Willingness to contribute to extra-curricular activities
- ✓ Commitment to safeguarding and promoting the welfare of children, in line with school policies

Desirable

- ✓ Ambition for career development within education
- ✓ Assessed via application form, references and interview

Whole School Literacy Teaching and Learning Responsibility Person Specification

Professional Development

Essential

- ✓ Recent participation in a range of relevant in-service training related to whole-school literacy programmes and initiatives

Assessed via application Form

Experience

Essential Criteria

- ✓ Ability to lead the development and implementation of a whole-school literacy strategy
- ✓ Demonstrable experience of raising standards of reading, writing, oracy and disciplinary literacy across subjects

Assessed via application Form & References

Knowledge

Essential Criteria

- ✓ Ability to work effectively with subject leaders to develop and embed whole-school literacy strategies
- ✓ Secure understanding of evidence-informed approaches to teaching literacy across the curriculum

Assessed via application Form & Interview

Skills

Essential Criteria

- ✓ Ability to communicate clearly and effectively with Senior Leaders and subject leaders
- ✓ Ability to work closely and productively with teaching and support staff
- ✓ Ability to analyse and interpret literacy data to monitor impact and inform next steps
- ✓ Confidence and competence in using a wide range of teaching and learning strategies in the classroom

Assessed via application Form & Interview

Personal Attributes

Essential Criteria

- ✓ Strong commitment to inclusion and equality, with high expectations for all students
- ✓ Genuine enthusiasm for working with young people and building positive, respectful relationships
- ✓ Passionate advocate for literacy and its transformative impact across the curriculum
- ✓ Reflective, research-informed practitioner committed to continuous improvement
- ✓ Effective and collaborative team player across departments
- ✓ Confidence and interpersonal skills to influence, coach and support colleagues
- ✓ Energetic, motivated and enthusiastic presence that inspires students and staff
- ✓ Willingness to use initiative, innovate and take measured risks
- ✓ Resilient, organised and dependable, able to manage competing priorities
- ✓ Ambitious and forward-thinking, with a desire to contribute to school leadership
- ✓ Strong commitment to continuous professional development and literacy research and willingness to contribute to extra-curricular and enrichment activities, particularly those promoting reading and writing
- ✓ Clear commitment to safeguarding, student welfare, and school valuesProfessional approach to attendance, wellbeing and workload