



Oak Wood School
English Lead Practitioner
Information 2026



Thank you for taking the time to look at this job opportunity at Oak Wood School.

The English Department sits at the heart of the school and benefits from excellent accommodation and resources.

All students study English at Key stage 3 and GCSE English and English Literature at Key Stage 4. The subject is also popular in the Sixth Form, where A Level English Literature is currently offered. The department also offers Film Studies at A Level and Cambridge Technical Media. A high uptake alongside extra-curricular opportunities and a fully differentiated curriculum makes the department an exciting place to work.

If you are an ECT you will benefit from a comprehensive induction programme not only within the school but also within the department. The school and the department are a fantastic place to develop your teaching skills.

Relationships across the school between parents, students and staff are warm and positive which makes Oak Wood School an environment that is a pleasure to work in and develop your career at.

We have a caring, respectful and supportive core ethos 'We Dream, We Learn, We Grow' that propels us to constantly advocate that students at Oak Wood School are not limited in their choices. 'We Dream, We Learn, We Grow' also underpins how we develop our staff with our extensive professional development and well-being programmes.

In joining our community, you will be part of an organisation that will support you in your career goals and help you to develop as an individual.

I look forward to receiving your application.

Daniel Cowling
Headteacher



Job Description

English Lead Practitioner

Title of post:	Lead Practitioner
Purpose:	To provide pedagogic leadership within the school and to play a key role in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of colleagues.
Reporting to:	Assistant Headteacher – Teaching and Learning
Liaising with:	Headteacher/Senior Leadership Team, Teaching & Support staff, students, parents, external partners
Salary/Grade:	LP1 - LP8
KEY AREAS OF RESPONSIBLITY/SCOPE	
Duties	<ul style="list-style-type: none">• To be an exemplar of teaching skills, lead the improvement of teaching skills within the school and carry out the professional responsibilities of a teacher, including those responsibilities delegated by the headteacher.
Specific Responsibilities	<ul style="list-style-type: none">• To support the school in robust self-evaluation of teaching and learning and make a significant contribution to improving the quality of teaching and learning within the school.• To support the school in developing a range of activities and strategies to strengthen teaching and learning across the school.• To ensure your own lessons model best practice and are rated consistently as outstanding.• To support the development of best practice across the school in relation to using literacy and numeracy to enhance teaching and learning.• Contribute to the development of the school as reasonably required.• Contribute to school duties as required.• Ensure duties are carried out in accordance with the school's equal opportunities policy and all other policies designed to protect staff and students from discrimination and harassment.• To assist in leading the improvement of teaching skills within school.• Assist in the development of teaching and learning through coaching, mentoring and induction of teachers including ITT and ECTs.• Assist in the development of Teaching and Learning by devising and leading workshops, and CPD activities to develop all teaching staff to improve teaching and learning practice.

- To contribute to the development of Teaching and Learning by disseminating material and advising on practice, through research and your own CPD.
- To advise on best practice in marking, methods of assessment and constructive feedback to develop individual and school practice.
- To model best practice in accordance with all areas of the Teacher Standards.
- To develop teaching and learning in all teaching staff through lesson observations and feedback, and as appropriate use Ofsted criteria to provide judgments on lessons.
- To be responsible for a specific area of improving teaching and learning as agreed with the Assistant Headteacher.
- To conduct learning walks in accordance with Leadership group foci and protocols.
- To have an 'open house' policy with regard to your own lessons so that staff can observe good practice as required.
- To teach 'demonstration' lessons to model best practice in particular areas as identified and when required.
- To work with staff experiencing difficulties in the classroom to identify their development needs, collaboratively develop action plans and support the process of improvement.
- To contribute significantly to the development of course outlines specifications and schemes of work within the specified curriculum area.
- To be prepared, if required, to carry out the duties above in other schools.
- To be responsible for safeguarding and promoting the welfare of children and young persons for whom the post holder is responsible, or comes into contact with.
- Undertake any other tasks reasonably required by the Headteacher.

Other Duties

- To play a full part in the life of the school community, to support its mission and ethos
- To be courteous to colleagues and be welcoming to visitors
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- To undertake any professional duties, reasonably delegated by the Headteacher
- To undertake any other specific duties as specified in the School Teachers Pay and Conditions Document not mentioned in the above

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified.

Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.

The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.



Person Specification

English Lead Practitioner

It is essential that your application includes evidence of your experience against the requirements of the person specification and the interview process will be designed with a view to assessing this evidence.

Qualifications

- Degree and teaching qualifications (QTS)
- Good use of ICT, for both administrative reasons and to support learning
- Ability to use data to track student achievement and to identify interventions needed.

Experience

- At least 3 years teaching experience
- Experience of working in an urban school
- Experience of teaching all abilities and learners with different needs in a multi-ethnic school
- Experience of teaching students with SEND or EAL
- Experience of leading enrichment activities in subject area.

Professional Knowledge and Understanding

- An enthusiasm for the teaching of subject and the contribution of that subject to a broad and balanced curriculum
- An understanding of how pupils learn and progress in their knowledge, understanding and skills in the subject area
- The ability to deliver lessons which provide both access and challenge for all students
- Systematic in the planning of schemes of work and lessons
- Can plan lessons that engage and motivate pupils including planning for learning outside the classroom
- Professional commitment to pupil progress
- Willingness to act as a form tutor.

Reliability

- Good attendance and reliability
- Professional dress
- Good timekeeping

Quality of relationships

- An ability to work collaboratively with members of a team
- Excellent teacher pupil relationships
- Ability to display fairness and respect for pupils and colleagues
- Excellent class management with an understanding of how to build a classroom climate in which students feel safe to take risks and learn.

Personal characteristics

- Capacity to work very hard under pressure
- Approachable

- Committed
- Empathetic
- Enthusiastic
- Organised
- Patient
- Resourceful
- Resilient
- Determined
- Sense of humour



English Curriculum Intent

Our curriculum recognises that our pupils often come to us without the ambition or knowledge of a wider world we want them to have, including a love of reading. Our knowledge-led approach immerses them into the richness of human life, introducing them to texts that will broaden their experiences, empathy and ability to interact with that world. We want them to leave us with a better grasp of a shared world.

We recognise that skills have to be taught and that these skills will determine if pupils gain employment and thrive within it. Our curriculum is designed to ensure pupils can flourish in any career or further education path they choose to enter as they have the speaking, listening, reading and writing skills that will empower them. They will never be daunted by filling in a form or writing an application. All the skills of language are essential to participating fully as a member of society

We want our curriculum to introduce a life-long love of reading so pupils choose to visit book shops in the future and continue to educate themselves throughout their lives. We want them to carry on growing and deepening their world long past school, through reading.

English is aligned to the whole school curriculum principles of:

- High aspirations of all pupils so all make progress
- Actively supporting the ongoing development of reading, writing and numeracy
- Supporting and stretching all pupils on their learning journey
- Ensuring pupils are able to apply knowledge, understanding and skills successfully.

The English curriculum will give our pupils the opportunity to:

- To develop their cultural capital and knowledge of the wider world through engagement and exploration of literature
- To improve their skilled use of speaking, listening, writing and reading
- To become fluent, critical and enthusiastic readers, for both pleasure and information
- Acquire a wide vocabulary, an understanding of correct grammar and linguistic conventions
- Write texts for a range of different forms, audiences and purposes
- Become a confident speaker in the fields of presenting, discussion, debating and questioning.



English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Oliver Twist</p> <p>Exploring life in Victorian London and Victorian crime</p> <p>Identifying and examining themes, plot, the form of a novel, characters</p> <p>Understanding the relationship between the text and the reader</p> <p>Writing Mastery 1</p> <ul style="list-style-type: none"> Writing in complete and full sentences; sentence structures; paragraphing; structuring a story. 	<p>Oliver Twist</p> <p>Exploring life in Victorian London and Victorian crime</p> <p>Identifying and examining themes, plot, the form of a novel, characters</p> <p>Understanding the relationship between the text and the reader</p> <p>Writing Mastery 1</p> <ul style="list-style-type: none"> Writing in complete and full sentences; sentence structures; paragraphing; structuring a story. 	<p>A Midsummer Night's Dream</p> <p>Exploring Life in Elizabethan England</p> <p>Understanding life in ancient Athens</p> <p>Examining Shakespeare's life; the four lovers; the love potion</p> <p>Exploring Elizabethan family relationships; the form of a play</p> <p>Writing Mastery 1</p> <ul style="list-style-type: none"> Writing in complete and full sentences; sentence structures; paragraphing; structuring a story. 	<p>A Midsummer Night's Dream</p> <p>Exploring Life in Elizabethan England</p> <p>Understanding life in ancient Athens</p> <p>Examining Shakespeare's life; the four lovers; the love potion</p> <p>Exploring Elizabethan family relationships; the form of a play</p> <p>Writing Mastery 1</p> <ul style="list-style-type: none"> Writing in complete and full sentences; sentence structures; paragraphing; structuring a story. 	<p>Poetry Anthology</p> <p>Analysing structure and use of metaphor and poetic forms</p> <p>Exploring poems by, William Blake and Alfred Lord Tennyson, Phoebe Hesketh, Langston Hughes, Richard Kell, Carl Sandburg</p> <p>Writing Mastery 1</p> <ul style="list-style-type: none"> Writing in complete and full sentences; sentence structures; paragraphing; structuring a story. 	<p>Ancient Tales</p> <p>Exploring Ancient Tales and the tradition of the oral story</p> <p>Understanding morals of stories in the following tales: 'The Cheetah's Whisker'; 'Hansel and Gretel'; 'Two Dinners'; 'The Giant's Causeway'</p> <p>Writing Mastery 1</p> <ul style="list-style-type: none"> Writing in complete and full sentences; sentence structures; paragraphing;
Year 8	<p>Sherlock Holmes</p> <p>Exploring scientific developments in the Victorian era</p> <p>Understanding class and society in Victorian England</p> <p>Analysing the detective genre; duality; periodicals</p> <p>Identifying and examining themes, plot and understanding the relationship between the text and the reader</p>	<p>Sherlock Holmes</p> <p>Exploring scientific developments in the Victorian era</p> <p>Understanding class and society in Victorian England</p> <p>Analysing the detective genre; duality; periodicals</p> <p>Identifying and examining themes, plot and understanding the</p>	<p>The Tempest</p> <p>Understanding the Elizabethan age of exploration and the Italian city-state</p> <p>Exploring themes: Colonialism, nature / nurture, justice,</p> <p>Analysing the form of a comedy: subplots; soliloquy and monologue and understanding the relationship between the text and the reader</p>	<p>The Tempest</p> <p>Understanding the Elizabethan age of exploration and the Italian city-state</p> <p>Exploring themes: Colonialism, nature / nurture, justice,</p> <p>Analysing the form of a comedy: subplots; soliloquy and monologue and understanding the relationship between the text and the reader</p>	<p>Animal Farm</p> <p>Exploring allegory, Orwell's life and times, and the Russian Revolution</p> <p>Identifying and analysing recurring imagery, irony, and corruption in the novella</p> <p>Understanding the relationship between the text and the reader</p>	<p>Descriptive Writing / Poetry</p> <p>Explore how to make a description emotive, using imagery, language techniques, and structural devices</p> <p>Understand how to sequence a piece of descriptive writing</p> <p>Analysing Poetry by: Emily Dickinson, Ted Hughes, Grace Nichols, Seamus Heaney</p> <p>Writing Mastery 3</p>

	<p>Writing Mastery 3 Grammar including: Clauses, subordinate clauses, apostrophes, possessive pronouns</p>	<p>relationship between the text and the reader</p> <p>Writing Mastery 3 Grammar including: clauses; subordinate clauses, apostrophes possessive pronouns</p>	<p>Writing Mastery 3 Grammar including: Clauses, subordinate clauses, apostrophes, possessive pronouns.</p>	<p>Writing Mastery 3 Grammar including: Clauses, subordinate clauses, apostrophes, possessive pronouns.</p>	<p>Writing Mastery 3 Grammar including: Clauses, subordinate clauses, apostrophes, possessive pronouns.</p>	<p>Grammar including: Clauses, subordinate clauses, apostrophes, possessive pronouns.</p>
<p>Year 9</p>	<p>Jane Eyre</p> <p>Understanding Victorian attitudes to children and childhood</p> <p>Exploring the effects of rural isolation, Christianity/religion, Victorian sickness</p> <p>Identifying and examining themes, plot, understanding the relationship between the text and the reader</p> <p>Writing Mastery 3 Grammar including: clauses; subordinate clauses; apostrophes, possessive pronouns.</p>	<p>Jane Eyre</p> <p>Understanding Victorian attitudes to children and childhood</p> <p>Exploring the effects of rural isolation, Christianity/religion, Victorian sickness</p> <p>Identifying and examining themes, plot, understanding the relationship between the text and the reader</p> <p>Writing Mastery 3 Grammar including: clauses; subordinate clauses; apostrophes, possessive pronouns.</p>	<p>The Tempest</p> <p>Understanding the Elizabethan age of exploration and the Italian city-state</p> <p>Exploring themes: Colonialism, nature / nurture, justice,</p> <p>Analysing the form of a comedy: subplots; soliloquy and monologue and understanding the relationship between the text and the reader</p> <p>Writing Mastery 3 Grammar including: clauses; subordinate clauses; apostrophes, possessive pronouns.</p>	<p>The Tempest</p> <p>Understanding the Elizabethan age of exploration and the Italian city-state</p> <p>Exploring themes: Colonialism, nature / nurture, justice,</p> <p>Analysing the form of a comedy: subplots; soliloquy and monologue and understanding the relationship between the text and the reader</p> <p>Writing Mastery 3 Grammar including: clauses; subordinate clauses; apostrophes, possessive pronouns.</p>	<p>Poetry</p> <p>Analysing the use of extended metaphors</p> <p>Poems studied: 'Paradise Lost', 'The Road Not Taken', 'Night Mail', 'The Canterbury Tales' poets studied include John Milton, Geoffrey Chaucer, W.H. Auden, Grace Nichols, Wallace Willis</p> <p>Writing Mastery 3 Grammar including: clauses; subordinate clauses; apostrophes, possessive pronouns.</p>	<p>Reading For Study</p> <p>Reading and understanding nineteenth, twentieth and twenty-first century non-fiction</p> <p>Writing a letter, article, speech, essay; purpose, audience, formality, style.</p> <p>Writing Mastery 3 Grammar including: clauses; subordinate clauses; apostrophes, possessive pronouns.</p>
<p>Year 10</p>	<p>Literature Paper 1 Section B: A Christmas Carol</p> <p>Examining gothic conventions, life in Victorian London Analysing characterisation, plot and themes Relationship between the text and the reader</p> <p>Language Paper 1 Section A: Exploring prose in order to analyse language and structure Evaluate the effectiveness of the</p>	<p>Literature Paper 1 Section B: A Christmas Carol</p> <p>Examining gothic conventions and life in Victorian London Analysing characterisation, plot and themes Understanding the relationship between the text and the reader</p> <p>Literature Paper 2 Section B: Power and</p>	<p>Literature Paper 1 Section A Macbeth:</p> <p>Exploring conventions of tragedy, themes, character archetypes Understanding Shakespeare's purpose Investigating the reaction from a variety of audiences</p> <p>Language Paper 1 Section B Examining fiction in order to</p>	<p>Literature Paper 1 Section A Macbeth:</p> <p>Exploring conventions of tragedy, themes, character archetypes Understanding Shakespeare's purpose Investigating the reaction from a variety of audiences</p> <p>Literature Paper 2 Section B: Power and</p>	<p>Literature Paper 2 Section A: An Inspector Calls: Developing an informed response to the text Consider how and why Priestley has used language and dramatic techniques to create effect Understanding how the text has been impacted by key events and the message of the play</p> <p>Language Paper 2</p>	<p>Literature Paper 2 Section A: An Inspector Calls: Developing an informed response to the text Consider how and why Priestley has used language and dramatic techniques to create effect Understanding how the text has been impacted by key events and the message of the play</p> <p>Literature Paper 2 Section B: Power and Conflict Anthology:</p>

	writer's methods and purpose.	<p>Conflict Anthology: Analysing poetry Making comparative links within an anthology of poetry Explore dynamics of power</p> <p>Language Paper 1 Section A: Exploring prose in order to analyse language and structure Evaluate the effectiveness of the writer's methods and purpose.</p>	replicate and experiment with writing styles and techniques for effect	<p>Conflict Anthology: Analysing poetry Making comparative links within an anthology of poetry Explore dynamics of power</p> <p>Language Paper 2 Section A: Exploring, analysing and comparing non-fiction texts (AO1-AO4)</p>	<p>Section B Examining non-fiction writing styles to discern the purpose, audience and form Experiment with persuasive writing styles. (AO5-AO6)</p> <p>Language Paper 2 Section A: Exploring, analysing and comparing non-fiction texts</p>	<p>Analysing poetry Making comparative links within an anthology of poetry Explore dynamics of power</p> <p>Language Paper 2 Section B and Speaking and Listening Examining non-fiction writing styles to discern the purpose, audience and form Experiment with persuasive writing styles.</p>
Year 11	<p>Language Paper 1: Exploring a range of genres in fiction Practising exam skills</p> <p>Literature Paper 1: Macbeth Revising plot, themes characters and tragic conventions Practising exam skills</p>	<p>Literature Paper 1: A Christmas Carol Exploring theme, character and plot Practising exam skills</p> <p>Revision</p>	<p>Language Paper 2: Analysing and comparing non-fiction texts Writing non-fiction pieces Practising exam skills</p> <p>Literature Paper 2: An Inspector Calls Exploring theme, character and plot Practising exam skills</p>	<p>Literature Paper 2: Unseen Poetry Analysing unseen poems Practising exam skills</p> <p>Revision Practising exam skills</p>	<p>Revision Practising exam skills</p>	<p>Revision Practising exam skills</p>
Year 12	<p>Introduction to Tragedy and Othello. Examining aspects of tragedy and how this has change over time. Analysing how Shakespeare's 'Othello' is a tragic play How it relates to the context of its time and how the structure of the text shapes meaning.</p>	<p>Introduction to Tragedy and Othello. Examining aspects of tragedy and how this has change over time. Analysing how Shakespeare's 'Othello' is a tragic play How it relates to the context of its time and how the structure of the text shapes meaning.</p>	<p>Poetry of John Keats Analysing Keats' poetry in relation to Tragic conventions Understanding how his poetry is influenced by the context of the time.</p>	<p>Poetry of John Keats Analysing Keats' poetry in relation to Tragic conventions Understanding how his poetry is influenced by the context of the time.</p>	<p>Death of a Salesman Analysing Arthur Miller's play in relation to Tragic conventions Understanding how his poetry is influenced by the context of the time.</p>	<p>Death of a Salesman Analysing Arthur Miller's play in relation to Tragic conventions Understanding how his poetry is influenced by the context of the time.</p>

<p>Year 12 (CW)</p>	<p>NEA: Introduction to Critical Theories</p> <p>Exploring a range of critical theories including feminist, Marxist and narrative Analysing how literature can be viewed through these lens.</p>	<p>NEA: Introduction to Critical Theories</p> <p>Exploring a range of critical theories including feminist, Marxist and narrative Analysing how literature can be viewed through these lens.</p>	<p>NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>	<p>NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>	<p>NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>	<p>NEA: Poetry and Prose analysis</p> <p>Independently exploring prose and poetry using the Critical theory lens' to analyse and interpret texts.</p>
<p>Year 13</p>	<p>Introduction to Social & Political Protest writing.</p> <p>Examining seen and unseen texts that are associated with protesting social and political systems.</p>	<p>Hosseini – 'The Kite Runner'. AQA English Literature Spec B. Paper 2.</p> <p>Reading and analysing 'The Kite Runner' and its links to Tragedy Linking the text to the time period it was written in.</p>	<p>Ibsen – 'A Doll's House'. AQA English Literature Spec B. Paper 2.</p> <p>Reading and analysing 'A Doll's House' and its links to Tragedy Linking the text to the time period it was written in.</p>	<p>Poetry of William Blake. AQA English Literature Spec B. Paper 2.</p> <p>Reading and analysing 'A Doll's House' and its links to Tragedy Linking the text to the time period it was written in.</p>	<p>Unseen Extract. AQA English Literature Spec B. Paper 2. Analysing unseen texts using specific strategies and a variety of lens associated with the theme of 'protest writing'</p>	<p>Revision Practising exam skills</p>



Oak Wood School

Welcome to your Learning Journey



We dream, we learn, we grow



Oak Wood School

We dream, we learn, we grow

Applicant Information

Thank you for your interest in our school.

Candidates are requested to complete the Application Form (in two parts) downloadable from the Oak Wood School Website: www.oakwoodschoo.uk and send it by email, with a letter of application, outlining how your skills and experience will have prepared you for the role and how you would contribute to Oak Wood School's future success, addressed to Daniel Cowling, Headteacher via email: HR@oakwoodschoo.uk.

Oak Wood School
Sutton Court Road
Hillingdon
Middlesex
UB10 9HT

Telephone: 01895 237350

www.oakwoodschoo.uk
Email: HR@oakwoodschoo.uk

Oak Wood School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.
Oak Wood School is an Equal Opportunities Employer.