

**Empowering futures:
for a better tomorrow**



Join us as a Raising Standards Leader of English at **Dawlish College**.

Inspiring excellence and raising standards, we transform English education for every student.

Full-time role. MPS/UPS plus TLR 2C*. Available from 1st September 2026

**For the right candidate, there is also the opportunity to be considered for the whole-school responsibility of Literacy Leader in addition to the RSL (English) role. The successful candidate would be paid at MPS/UPS plus TLR 1A for the combined responsibilities. Please make it clear in your supporting statement if you are interested in being considered for both roles.*





Welcome

Everything we do across our family of eight schools in our Trust is focused on our mission to deliver a high-quality and inclusive education for our pupils.

[Dawlish College](#) is more than a school: it is a place where ambitions are unlocked. We are united in our commitment to inspire, support and challenge one another to achieve success in all its forms.

If you share our commitment to eradicating educational disadvantage for the children and families we serve we would love to hear from you.

Please take some time to learn a bit more about our school and our Trust, and what makes us, us, our values. We feel it is an exciting time to join us. We hope to meet you soon.

The role: Raising Standards Leader of English

Are you an outstanding English teacher with a proven record of raising student attainment and a passion for evidence-led improvement? We are seeking a dynamic **Raising Standards Leader of English** to lead a successful, dedicated and developing English department of six teachers, building on strong academic and enrichment provision to drive the next stage of development and secure even higher standards for every student.

This full-time, permanent role suits a collaborative, resilient innovator who inspires colleagues, translates research into classroom practice, and combines strategic vision with hands-on support to deliver measurable improvements in teaching, learning, and student progress.

For the right candidate, there is also the opportunity to be considered for the whole-school responsibility of Literacy Leader in addition to the RSL (English) role. Please make it clear in your supporting statement if you are interested in being considered for both roles.

About the role

The Raising Standards Leader role is an exciting opportunity to take the lead of a successful and dedicated department and take it to the next stage of its development. The successful applicant will be an outstanding teacher of English who is a strong team player with a proven record of raising student attainment in their own classes. They will use evidence-informed research and a mutually

supportive approach to drive strategic change and secure excellent teaching, effective use of resources and improved standards of learning and progress for all students.

What makes us special

What sets our school apart is our unwavering commitment to both excellence and inclusion. We are a vibrant, innovative, forward-thinking community where every student is valued, supported, and encouraged to thrive – regardless of their background or starting point. Here, staff and students work together to build confidence, nurture talents, and ensure that everyone feels a true sense of belonging. By joining us, you'll become part of a team that believes in the power of education to transform lives and in the importance of making that transformation accessible to all.

We're looking for someone who:

- Is a strategic, forward-thinking leader who can set a clear vision for the English department and translate it into measurable goals
- Has a proven track record of raising attainment through evidence-based practice, targeted interventions and rigorous use of data
- Can lead, coach and develop staff, providing constructive feedback, professional development and performance management to secure consistently high teaching standards
- Believes in the potential of every student and is committed to ensuring all learners make excellent progress
- Is committed to empowering all learners to achieve their potential
- Values teamwork and is eager to contribute to the wider life of the school community
- Is reflective, open to feedback, and committed to developing their own practice
- Enjoys being around children and is committed to safeguarding
- Brings a positive attitude and a genuine love of school life

In this role you will:

- Lead and develop the English department to secure consistently high standards of teaching, learning and outcomes
- Motivate and challenge students of all abilities so they achieve their potential and make measurable progress
- Work closely with colleagues to ensure that there is minimum impact on students of staff absence
- Contribute to creating a positive learning environment where all students feel valued
- Take part in wider school life, including enrichment activities and Electives
- Play an active role in supporting the school's commitment to raising achievement for all

We offer:

- A role where your work really matters and we listen to your voice
- 1-2-1 coaching

- The opportunity to work in a forward-thinking team who are invested in growing the potential of others and who are committed to continuous improvement
- Ongoing professional development

How to apply

If you'd love to help create a calm and caring atmosphere where children thrive – we'd love to hear from you.

Please do take the opportunity to learn more about the role by viewing the detailed job description included on the following pages. To apply please complete our application form and take the opportunity to share with us how your skills and experience meet the person specification in the job description. To learn more about the school please visit our website by clicking [here](#).

Alternatively, if you would like to discuss the role further or arrange for a tour of the school please contact Ashleigh Atkins via email: aatkins@dawlish.devon.sch.uk

The closing date for applications is [Monday 20 April at 9:00am](#). If you have any questions about this opportunity, please contact us via my new term or at recruitment@ivyeducationtrust.co.uk

Interviews will be held onsite on [Friday 24 April](#).

We're totally committed to the safeguarding and welfare of all our pupils, and we expect you to be too. We follow safer recruitment statutory guidance (Keeping Children Safe in Education). If you're successful, you'll be required to complete thorough pre-employment checks, including an Enhanced DBS check and references that are satisfactory to our Trust. All posts in our Trust are exempt from the Rehabilitation of Offenders Act (ROA) 1974.



Job description

Post title:	Raising Standards Leader of English
School:	Dawlish College
Working hours:	Full time
Salary grade:	MPS/UPS + TLR 2C (£8,611)
Contract type:	Permanent – Available from 1 st September 2026
Responsible to:	Deputy Headteacher

Key purpose of job:

Ensure the standard of learning expectations, activities and outcomes are consistently high across the subject(s).

Undertake the normal responsibilities of the class teacher.

Play a major role under the overall direction of the Headteacher in formulating and reviewing the School Improvement Plan and the aims and objectives of the school by:

- Establishing and developing the policies through which they shall be achieved
- Leading and managing staff and resources to that end
- Monitoring progress towards their achievement

At the heart of subject leadership is the provision of professional leadership to secure high-quality teaching and learning, effective use of resources, improving standards of achievement for all students, and the promotion of students' personal development and wellbeing. A Raising Standards Leader must provide leadership and direction for the subject and ensure that it is managed and organised to meet school and subject aims and objectives. An RSL plays a key role in supporting, guiding and motivating teachers of the subject.

RSLs evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for students and staff in order to inform future priorities for the subject. The policy and practice of monitoring within a department provides the information for evaluation and action.

An RSL identifies needs in their own subject and recognises that these needs must be considered in relation to the overall needs of the school. It is also important that an RSL has



an understanding of how their subject contributes to school priorities and to the overall education and achievement of all students.

Throughout their work an RSL ensures that practices improve the quality of education provided, meet the needs and aspirations of all students and help to continue to raise standards of achievement in the school.

The following key areas are adapted from the national Teachers' standards, available at [Teachers' standards - GOV.UK](https://www.gov.uk/teaching-standards). The specific range of duties will be agreed annually.

Specific duties and responsibilities:

Teaching

- Plan and teach lessons and sequences of lessons to the classes you are assigned to teach within the context of the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Participate in arrangements for preparing pupils for external examinations

The strategic direction and development of the subject

- To ensure that the departmental culture, policies and practices follow and contribute to those of the school
- To contribute to a whole-school culture and climate which enable staff and pupils to develop and maintain positive attitudes towards the subject
- To promote your own subject and the development of extracurricular activities to pupils, parents, staff, governors and members of the local community
- To create an annual subject development plan, which contributes to the achievement of the School Improvement Plan, and which involves all the subject staff in its design and evaluation. This will reflect the school's commitment to continuous improvement, high achievement, effective teaching and learning and inclusion
- To set expectations and goals for colleagues and pupils in relation to standards of achievement and behaviour
- To contribute to whole school planning, review, monitoring and evaluation
- To monitor, evaluate, and review, teaching and learning, and pupil achievement against school, local, and national standards, including by regular lesson observation, sampling work, interpreting data; to report annually on the above
- To represent the department in the wider school community and liaise with the rest of the school, governors, partner schools, the Local Authority, further and higher education, industry, outside agencies and examination boards
- To keep up to date with national developments in his/her subject and teaching practice and methodology



- To actively promote the ethos of the school and its equal opportunities policy

Teaching and learning

- To lead the team in the creation, consistent implementation, and improvement of courses/schemes of work which meet school and national requirements, and are accessible to and provide suitable challenges for all students, including key skills
- To lead the development and implementation of effective teaching and learning strategies, including ICT-based developments
- To lead the development and implementation of effective departmental assessment policies, within the framework of those for the whole school and at a national level
- To promote and support extracurricular activities, which enrich and support the learning and experience of all pupils, and increases their participation in school life

Leading and managing staff

- To build a team in which good practice is shared, and meeting time is used effectively to raise achievement, and support pupil personal development and wellbeing
- To monitor the performance of staff in the department and take responsibility for any necessary action arising
- To support/challenge and professionally develop staff so that they are effective in their role(s) and provide high-quality teaching and learning; the above to include participating in and leading the school's programmes of staff training and development
- To ensure that Appraisal is carried out according to school and national regulations and that staff receive regular feedback, which supports progress against their Appraisal objectives
- To communicate effectively with staff so that they are properly informed of developments across the school and that their views are represented.
- To ensure that staff understand and effectively implement school policies

Pupil progress and standards of achievement

- Within the framework of whole-school and national policies, to set and monitor appropriately challenging subject targets for pupils, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise pupil progress
- To maximise achievement by ensuring that examination entries are at an appropriate tier and non-entries are minimised; to assist with the management and conduct of examinations
- To promote, manage, and be responsible for high standards of pupil behaviour
- To implement creatively the school's systems for recognising/rewarding good pupil performance and to ensure all staff use them effectively



- To ensure effective communication with parents/carers, so they are kept up to date with curriculum developments and their children's progress

The efficient and effective deployment of staff and resources

- To manage efficiently the available resources of staff, space, finance, and equipment within the limits and guidelines laid down
- To assist in the recruitment of staff
- To be responsible for the effective deployment of staff and to make appropriate arrangements in their absence
- To ensure that the department's accommodation/area, resources and equipment are maintained in good order, including the management of a) health and safety, and b) security
- To provide a stimulating environment, including maintaining displays that promote interest and learning

College ethos and culture:

- To conduct oneself in a manner befitting a supply teacher at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the school.

Other duties

- Place the safeguarding of all children in the school as the highest priority.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS with barred list check.
- Make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and pupils at our school.
- Maintain an understanding of and work within Trust and School policies, procedures and statutory regulations, including in respect of health and safety, equality and inclusion, GDPR and data protection, safe use of IT, safeguarding children and safer working practices.
- Conduct oneself in a manner befitting a member of staff working in education at all times, demonstrating the behaviours and standards of our code of conduct.
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



Person specification

The Core Professional Standards for teachers define our expectations in detail.

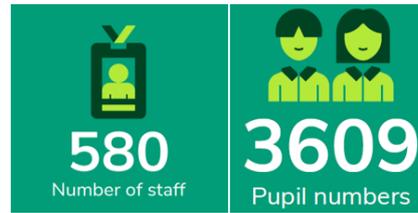
We are particularly looking for the following qualities and experience:

Assessment criteria - evaluated from application form (A) and / or interview (I)	Essential	Desirable
Qualifications:		
Teaching Qualification (A)	✓	
Appropriate Honours Degree (A)	✓	
Class of Degree 2:2 or higher (A)	✓	
Class of Degree 2:1 or higher (A)		✓
Experience:		
Working with secondary school students across KS3 and KS4 (A/I)	✓	
Proven leadership experience in a secondary school setting, ideally as a subject lead, curriculum leader, or middle leader. (A/I)	✓	
Track record of improving student outcomes, demonstrated by measurable gains in attainment and progress at GCSE or equivalent. (A/I)	✓	
Experience of line management, staff development, or performance management. (A/I)	✓	
Ability to teach English to GCSE level (A/I)	✓	
Knowledge:		
Strong subject knowledge across the English curriculum and confidence teaching up to GCSE. (A,I)	✓	
Knowledge and understanding of the importance of safeguarding children (I)	✓	
Working knowledge of Microsoft Office packages including, Outlook, Word, Excel and PowerPoint (A/I)	✓	
Skills:		
Openness to innovation and improving own practice, ability to act on feedback and be open to coaching (A,I)	✓	



	Essential	Desirable
Assessment criteria - evaluated from application form (A) and / or interview (I)		
Proven ability to coach, mentor and develop colleagues to improve classroom practice and professional growth (A/I)	✓	
Ability to set high level of challenge for students (I)	✓	
Ability to relate well to students, staff and parents (I)	✓	
Ability to organise and prioritise work effectively and to deadlines (A/I)	✓	
Ability to differentiate and personalise learning (I)	✓	
Impart knowledge and develop understanding through effective use of lesson time (I)	✓	
Ability to manage classes effectively, using behaviour approaches which are appropriate to students' needs (I)	✓	
Ability to effectively use ICT to support students (A)	✓	
Demonstrate high standards of personal and professional conduct (A/I)	✓	
Understanding of safeguarding issues and promoting the welfare of children and young people	✓	
Flexible and adaptable with the ability to work calmly and professionally under pressure (I)	✓	
Ability to form and maintain appropriate professional relationships and personal boundaries with pupils (I)	✓	
Ability to organise and prioritise work effectively and to deadlines (A/I)	✓	
Ability to work as part of a team and on own initiative to meet own and shared objectives (I)	✓	
Commitment to school improvement and raising outcomes for all pupils (belief in every student) (A/I)	✓	
Commitment to extracurricular activities (A)	✓	
A commitment to and evidence of promoting equity, diversity and equal opportunities within a school, curriculum and in employment practice (A/I)	✓	
Demonstrates an understanding of the importance of maintaining a healthy work-life balance. (I)	✓	
Willing to contribute to a positive staff culture that values mutual support, flexibility, and wellbeing (I).	✓	





Our Trust

Our Schools

We support 8 schools/colleges, (5 primaries and 3 secondary schools) across Teignbridge in South Devon. Each of our schools has its own identity and character. Choice and variety in educational provision is important to us.

Connected not just by our geography, we work closely across our schools and with partners to share ideas, resources, best practice and learning. We are constantly working to improve and develop our provision.

Cockwood Primary School	
Kenn Church of England Primary School	
Kenton Primary School	
Starcross Primary School	
Teignmouth Primary School	
Dawlish College	
Newton Abbot College	
Teignmouth Community School	

Our vision and mission define our purpose.

Our vision: **'Empowering futures; for a better tomorrow'**

Our vision describes what we would like to accomplish. It is future focused, setting our long-term goal for both pupils and ourselves. We believe that through our work we can change lives. This inspires and motivates us to be better every day.

Our why:

Our mission describes why Ivy exists: **'To deliver an ambitious, high-quality, inclusive education'**.



Our how:

Our values are what makes us, us. Whilst our schools have their own unique identities, our values are what we have in common, they guide us in how we approach our work and empower us to be successful.

Being Ivy. Our values:



Being Ivy. Through our behaviours we bring our values to life every day:

Courage

- Be bold
- Take changes
- Seize opportunities
- Take ownership

Compassion

- Listen to learn
- Be kind to self
- Be kind to others
- Take care of the world around you

Collaboration

- Stronger together
- Support others
- Many schools; one Trust
- #TeamIvy

Commitment

- Work hard
- Give it everything
- Be consistent
- Be accountable

If our values resonate with you, we would love to hear from you.

At Ivy Education Trust we are committed to safeguarding and promoting the welfare of children and young people and we expect all our staff and volunteers to share this commitment. All employees are expected to undergo an Enhanced Disclosure and Barring check and pre-employment checks. Please note – our Trust operates a Smoke-Free Policy, and all staff and workers are prohibited from smoking in any of the Trust buildings, Trust sites including enclosed spaces within the curtilage of buildings, and Trust vehicles.

