



# PRINCE ALBERT HIGH SCHOOL

**RECRUITMENT PACK**



**HEAD OF DEPARTMENT -  
ENGLISH**

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# WELCOME FROM OUR CEO

Thank you for taking the time to download the application pack and expressing your interest in the Head of Department - English at Prince Albert High School.

I am a mom of five wonderful children and I passionately want the very best for each and every one of them, they are all unique individuals which means no one model suits them all. What I want for them is the same as any parent would want for their child; the very best. The best school, the best teachers, the best opportunities, the best sports coaches, the best dinner staff and the best pastoral care in order to ensure they are happy, safe and successful, today and in the future.



I have worked as a teacher and leader in numerous schools across Birmingham for the last 22 years. Being the Chief Executive Officer for The Prince Albert Community Trust is an exceptionally privileged position which enables me to strive and achieve for PACT children what I want for my own. One of our mantras is “we work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.”

Key to achieving our PACT vision “enable every student to succeed at school and in life” is one of my core principles; developing people. I believe by inspiring and developing staff we will inspire and develop our students and so we work extensively to personalise the learning for all. I feel blessed to work with the children, staff, and trustees of the PACT. My role allows me to work with and for all of our schools. Having a strategic overview of their strengths and areas for development, we work tirelessly to support each other across the PACT working in true collaboration.

We actively seek and positively welcome challenge, feedback and suggestions. Please feel free to see any of our staff, myself, or our feedback section on our websites and help us on our journey. The door is always open.

A handwritten signature in black ink, which appears to read 'Phillipa Sherlock-Lewis'.

Phillipa Sherlock-Lewis

# OUR VALUES

Everything in our school is about purpose and that is underpinned by our three values:



## **Integrity**

We are honest to our work, ourselves and others. We always do the right thing because simply because it is the right thing to do - not for reward or to avoid sanction.



## **Excellence**

We have the highest expectations of ourselves and each other. We are happy to get feedback and learn to be better. We are proud of our identity and to be ambassadors of our community.



## **Service**

We believe that to lead is to serve and service brings joy. We promote kindness and grace in every interaction - inside and outside of school. We give back to our community to make our education valuable.

# PHILOSOPHY

Our philosophy emphasises the importance of articulatory, vocabulary and the art of debate. This is promoted through the curriculum, enrichment, and students' interaction with every member of staff:



## **We are a no shouting school**

We believe that shouting is a loss of control and therefore model emotional constancy in every interaction. We do not raise our voices at students.



## **Deliberative language and choice**

We pay close attention to words. We use language that is relentlessly positive, unambiguous, emotionally constant and growth-orientated.



## **Routines are codified**

Our routines are the backbone of our culture. They provide an effectiveness, consistency and clarity that liberates staff and students.



## **Behaviour is separate from the individual**

We believe that behaviour is a choice which can be improved, rather than based on an innate personality trait. We model better choices through our value of excellence.



## **We sweat the detail on everything**

We enter the building in service to a calm start. We speak to each other in service of respect and grace. We present our work in service to our value of excellence.



## **We remain close to the work**

Our staff, including senior leaders, are visible and present. They exemplify and model our expectations of excellence in every interaction.

# SAFEGUARDING

## CHILD SAFEGUARDING POLICY

At Prince Albert Community Trust we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

## KEEPING CHILDREN SAFE IN EDUCATION 2024

The Trust pays full regard to "Keeping Children Safe in Education" guidance 2024. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**For the full policy visit the school's website by clicking on the school's logo on the right:**



# ROLE INFORMATION

## **Post: Head of Department - English**

**Salary:** Appropriate point on the L3-L7

**Conditions of Employment:** The duties and responsibilities contained in the current Education (School Teachers' Pay and Conditions of Employment) Order apply to this post; the working time will be in accordance with the school's annual time budget, issued by the Headteacher.

**Accountable to:** To be directly responsible to the Head of School, Deputy Head teacher and Assistant Head teachers usually through the AHT. Will be directly responsible for any persons providing support within the classroom.

## **JOB DESCRIPTION: HEAD OF DEPARTMENT**

### **Job Description:**

Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

### **Core Purpose:**

The Head of Department shall carry out the professional duties as described in the School Teachers' Pay and Conditions Document as required by the Headteacher.

As well as establishing professional standards for the whole department, he/she is responsible within guidelines laid down by the school for the deployment, development and monitoring of staff who teach in the department. Additionally, they are responsible for the allocation and use of resources and for the establishment and implementation of departmental policy within the whole school structure. He/she is also responsible for liaison with feeder schools and other outside agencies as appropriate.

### **Curriculum**

- To be responsible to the Headteacher for the organisation, teaching and assessment of departmental subjects and courses, as part of the curriculum of the whole school
- To establish and make explicit aims and objectives for the teaching of departmental subjects and to review, evaluate and develop the curriculum to meet these objectives. To ensure that syllabi and schemes of work are produced, monitored and reviewed
- To develop assessment processes which are compatible with national and school policy
- To develop structures to ensure progression and continuity in terms of cross-curricular work
- To promote teaching and learning processes aligned to the school
- To contribute, as necessary, to the planning of the school timetable
- To ensure that wall displays within teaching and resource areas assist learning and reflect the high quality of work expected of pupils.

### **Teaching Staff**

- To accept the general leadership role associated with posts in middle management in schools
- To co-ordinate and monitor the quality of work of departmental teaching staff
- To facilitate the sharing of good practice in teaching and learning throughout the department and to proactively nurture the development of individual practitioners to establish outstanding teaching and learning
- To assist with recruitment, appointment, deployment and monitoring of staff
- To make arrangements for the induction of newly appointed teachers within the department and to provide a full programme of guidance and support for these teachers
- To promote the professional development of all teachers within the department, and to assist in performance management procedures within the agreed framework
- To be responsible for supervision of student teachers within the department
- To ensure that appropriate work is set when subject teachers are absent
- To establish an effective structure for departmental consultation and communication including the chairing of meetings and working groups

## JOB DESCRIPTION: HEAD OF DEPARTMENT

### Support Staff

- To assist with recruitment, appointment and deployment of support staff/volunteers as needed
- To be responsible for the supervision of the work of support staff/volunteers
- Pupils
- To implement clear guidelines for standards of work and behaviour within the curriculum
- To co-ordinate procedures for monitoring and recording of progress, and the setting of targets
- To ensure that pupils' work is regularly assessed; that feedback to facilitate progress is given and acted upon, and that adequate homework is set
- To organise the setting and marking of internal tests and examinations
- To liaise with the key staff in helping support pupils' individual needs
- To co-ordinate appropriate interventions for pupils making less than good progress, monitor the impact and record progress data in line with agreed school protocols.
- To advise and organise the allocation of pupils into teaching groups
- To be responsible for the writing and issuing of reports, progress checks and references within the department
- To be responsible for liaison with the Examinations Officer about external examination entries and procedures within the department as appropriate
- To be responsible for all arrangements for pupils taking internal and external examinations

### Community

- To ensure effective dialogue with parents in accordance with school policies
- To ensure that the department is properly represented on parents' evenings
- To develop links with the community and with industry as appropriate
- To liaise with feeder schools and with other post-16 institutions. To liaise with external agencies as necessary

### Resources and Accommodation

- To be responsible for departmental cost centres.
- To allocate resources within the department to meet curriculum objectives
- To be responsible for ordering, recording and making an inventory of resources within the department
- To establish and enforce standards for proper care of accommodation, furniture and equipment within the department.
- To advise the Headteacher about future needs of the department for resources and accommodation.
- Data Protection
- Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act (2000).

**PLEASE NOTE: THIS JOB DESCRIPTION IS NOT PRESCRIPTIVE AND MAY BE REVIEWED AND CHANGED, IN CONSULTATION WITH THE POST-HOLDER, TO MEET THE CHANGING NEEDS OF THE SCHOOL**

### Data Protection

Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act(2000).

## PERSON SPECIFICATION: HEAD OF DEPARTMENT

Category	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>DCSF recognised qualified teacher status</li> <li>Evidence of appropriate professional development</li> </ul>	<ul style="list-style-type: none"> <li>Graduate: Good Honours Degree</li> <li>In-service training in leadership and management</li> <li>Further qualifications e.g. NPQML</li> </ul>
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>An understanding of equal opportunities</li> <li>Working knowledge of implications of recent educational thinking</li> <li>Knowledge of development within own subject discipline</li> <li>Knowledge of leadership skills</li> <li>A practical knowledge of assessment systems and progress tracking methods</li> <li>Knowledge of different aspects of the monitoring cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Practical knowledge of different schools</li> <li>Evidence of effective leadership of an aspect within school</li> <li>Coaching and /or mentoring experience</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Good understanding of the characteristics of high-quality teaching and effective learning</li> <li>An ability to successfully plan and implement curriculum developments</li> <li>A clear educational philosophy</li> <li>Ability to see the big picture, think strategically and apply this to a department.</li> <li>Good knowledge and understanding of pedagogy and how to help students learn and make progress</li> <li>Good understanding of effective pastoral systems</li> <li>Ability to support others with behaviour strategies</li> </ul>	<ul style="list-style-type: none"> <li>Involvement in whole school initiatives</li> <li>Strong awareness of emerging national educational issues</li> <li>Knowledge of National bodies who effect education and how best to maximise their influence.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Commitment to and ability to raise achievement for all</li> <li>Proven track record of raising academic standards, good examination results and delivery against targets</li> <li>Experience of implementing a range of effective intervention strategies</li> <li>Able to use data to inform teaching, for measuring progress, for target setting and improving performance</li> <li>Role model as excellent classroom practitioner – capable of delivering consistently good to outstanding lessons</li> <li>Experience of monitoring and evaluating classroom practice through observations</li> <li>A student centred, inclusive, positive, approach to learning</li> <li>Good use of new technologies as a tool for learning</li> </ul>	<ul style="list-style-type: none"> <li>Experience of monitoring and evaluating classroom practice through observations</li> </ul>
<b>Suitability to work with children</b>	<ul style="list-style-type: none"> <li>Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with</li> <li>Not barred from working with children</li> </ul>	

## PERSON SPECIFICATION: HEAD OF DEPARTMENT

Category	Essential	Desirable
<b>Professional Qualities</b>	<ul style="list-style-type: none"> <li>• Committed to concept of a Learning Community and promoting the school's vision, values and ethos.</li> <li>• Committed to the successful growth and development of the school</li> <li>• Committed to high quality provision of a broad, balanced, differentiated and stimulating curriculum within an innovative framework.</li> <li>• Committed to excellence in teaching and learning across the whole school</li> <li>• Committed to excellence in teaching and learning across the whole school</li> <li>• Committed to positive management of behaviour</li> <li>• Committed to Inclusion and equal opportunities for all pupils in the school</li> <li>• Evidence of initiative, flexibility and adaptability</li> <li>• Committed to professional development of self and others</li> <li>• Commitment to team-based learning</li> <li>• Committed to being a positive and professional role model</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to developing subject curriculum</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Strong leadership and management skills in line with the national standards including interpersonal, communication, organisational, administrative and ICT skills</li> <li>• Ability to command respect</li> <li>• Highly motivated and able to motivate and inspire staff and students</li> <li>• Ability to lead, support, develop and motivate teams</li> <li>• Ability to delegate responsibility, deploy staff effectively and provide a focus for improvement</li> <li>• Good self-evaluation and the ability to apply the OFSTED Framework to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• Recent leadership training</li> </ul>
	<ul style="list-style-type: none"> <li>• Ability to build and work with an effective team</li> <li>• Excellent written, verbal and non-verbal communication skills</li> <li>• Ability to see tasks through to a successful conclusion</li> <li>• Ability to work under pressure, meet tight deadlines and pay attention to detail</li> <li>• High level of interpersonal skills with the ability to maintain a positive profile with pupils, staff and parents</li> <li>• Good IT skills</li> <li>• Ability to be reflective and self-critical</li> <li>• Flexibility in working practices and adaptability to change</li> <li>• Excellent record of punctuality, attendance, health</li> <li>• Commitment to collaborative working with other schools and HE</li> </ul>	

# EXPLANATORY NOTES

Applications will only be accepted from candidates completing the **Trust's Application Form**. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.



## SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether 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 investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.



## INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form. For further guidance please see [here](#).

**All candidates invited to interview must bring the following documents:**



1. Documentary evidence of **right to work** in the UK



2. Documentary evidence of **identity** that will satisfy DBS requirements



3. Documentary proof of current **name** and **address**



4. Where appropriate any documentation evidencing **change of name**



5. Documents confirming any educational or professional **qualifications** that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

## **CONDITIONAL OFFER: PRE-EMPLOYMENT CHECKS**

**Any offer to a successful candidate will be conditional upon:**

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Satisfactory Online Check
- Verification of professional status such as QTS Status, NPQH (where required)
- A comprehensive online check to ensure our commitment to meet safeguarding duties in line with KCSIE
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

## **HOW CAN I APPLY?**

To apply for this role, please complete the online application form available via My New Term

**Adverts Open**

**Friday 27 March 2026**



**Deadline for Applications**

**Friday 17 April - Midday**

**Shortlisting**

**TBC**



**Interviews**

**TBC**

All candidates are required to complete an application via MyNewTerm. All applications will receive an email confirmation of receipt of application via MyNewTerm. The candidates selected for interview will be informed after shortlisting via MyNewTerm and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated via MyNewTerm.

Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely, and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

**WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.**

## SPECIAL CONDITIONS OF EMPLOYMENT

### Rehabilitation of Offenders Act 1974



This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

### Health And Safety



The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### Equality and Diversity



Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

### Training and Development



PACT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

### Mobility



The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

# CONTACT US

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W: <http://www.pahigh.co.uk>



Prince Albert Community Trust



Prince Albert High School



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