



# Recruitment Pack

DEPUTY CURRICULUM TEAM LEADER

ENGLISH

MPS/UPS + TLR



SARUM

Dear Candidate

Thank you for your interest in the position of Deputy Curriculum Team Leader in English at our school. Sarum Academy is a vibrant and inclusive school rooted in Christian values, where every student is encouraged to achieve their best and embrace life in all its fullness. We take pride in offering a curriculum that challenges and inspires, alongside a caring community where individuality is celebrated. Our values of **respect, ambition and excellence** drive everything we do, preparing students to succeed both personally and academically.

Our school community is known for its supportive and collaborative environment. We believe in fostering strong relationships between students, staff, and parents to create a nurturing atmosphere where everyone feels valued.

Our school is on a journey towards excellence for all our students. If you are interested in driving standards, making a difference to vulnerable students and being part of a great team, please do enquire.

Our school ethos is built firmly on our values and vision, which you can find out more about in the enclosed recruitment information. Our aim is to develop open-minded, flexible, resilient individuals who **pursue ambitious goals, lead lives of purpose and make a lasting impact on society.**

At Sarum Academy, we are committed to the professional development of our staff. We offer ongoing professional development, including valued support and training for colleagues new to the profession. Our staff benefit from a strong support network both within the school and within the Magna Learning Partnership Academy Trust. We provide a fantastic modern working environment with a wealth of resources, including full access to ICT, free onsite parking, a free onsite gym for staff and dedicated teacher laptops and classrooms.

Sarum Academy is part of a Multi Academy Trust, known as the Magna Learning Partnership. This will afford the exciting opportunity to work with colleagues across the Trust all of which are local to Salisbury.

To apply for this position, you should complete the Application Form. Your supporting statement (which should be no more than 2 sides of A4) should explain your reasons for applying for this position, your relevant qualifications and experience to date, and what you can bring to the role and to our school – what difference you would make.

I hope you gain a sense of our ethos and values from the information contained in this Recruitment Pack. If you would like to have an initial phone conversation or online meeting with me, prior to applying, please contact Amanda Dixon at [amanda.dixon@sarumacademy.org](mailto:amanda.dixon@sarumacademy.org).

I very much look forward to receiving your application.

Toni Hayzen

Headteacher

# Our Purpose

## Vision

Pursue ambitious goals, lead purposeful lives and make a lasting impact on society.

## Why are we here?

At Sarum Academy, we draw inspiration from the Church of England's vision for education, which emphasises wisdom, hope, community, and dignity. These principles are deeply embedded in our ethos, guiding us to create an environment where every individual can thrive in body, mind, and spirit.

"Whatever you do, work at it with all your heart." - Colossians 3:23-24

Guided by faith and grounded in respect, our aim is to inspire all individuals to be ambitious, work diligently, and achieve excellence. We foster a culture that equips everyone with the character, knowledge, and skills to **pursue ambitious goals, lead purposeful lives, and make a lasting impact on society**. This is our vision.

## Our Commitment to Students

Our staff are dedicated to fostering a sense of belonging, joy, and purpose for every student. We ensure holistic support—academically, emotionally, and spiritually. Our curriculum is enriched with opportunities for creativity, exploration, and reflection, supported by a strong pastoral system that nurtures wellbeing and character development.

As a Church of England academy, we encourage students to explore life's deeper questions, develop moral courage, and grow in faith. Together, we aim to shape individuals who embody wisdom, compassion, and hope, making a positive difference in the world around them.

# Job Description

**The Deputy Head of English will support the Head of Department in providing strong strategic and operational leadership of the English curriculum at Key Stages 3 and 4. The post-holder will play a key role in driving high standards of teaching, learning, assessment, and outcomes, while modelling excellent classroom practice and contributing to whole-school priorities.**

## Key Responsibilities

### Leadership and Management

- Support the Head of English in the day-to-day leadership and management of the department.
- Contribute to the strategic development of the English curriculum at KS3 and KS4, ensuring progression, coherence and ambition.
- Take responsibility for identified areas of departmental leadership (e.g. KS3 curriculum, KS4 outcomes, assessment, CPD, intervention).
- Support line management and mentoring of staff within the department, including ECTs and trainee teachers where appropriate.
- Contribute to departmental self-evaluation, improvement planning and preparation for internal and external review (including Ofsted).

### Teaching and Learning

- Teach English across KS3 and KS4, modelling consistently high-quality teaching and effective behaviour management.
- Promote evidence-informed pedagogy and support colleagues in improving classroom practice.
- Support the development and embedding of effective assessment for learning and summative assessment practices.
- Contribute to moderation and standardisation of assessment within the department.

### Curriculum and Outcomes

- Support the monitoring and analysis of pupil progress and attainment at KS3 and KS4.
- Help design and implement strategies to raise achievement, particularly for disadvantaged pupils and other key groups.
- Support the development of engaging schemes of work and resources that reflect current curriculum thinking and examination specifications.



## Professional Responsibilities

- Uphold and promote the school's values, policies, and ethos.
- Engage in professional development and contribute to the professional learning of others.
- Carry out duties in line with the Teachers' Standards and relevant professional expectations.

## Person Specification

### Essential

- Qualified Teacher Status (QTS).
- Successful experience teaching and improving outcomes in English.
- Strong subject knowledge through a degree or equivalent in English.
- Evidence of excellent classroom practice.
- Ability to work collaboratively and support colleagues' professional development.
- Strong organisational and communication skills.
- Commitment to inclusion, equality and high expectations for all pupils.

### Desirable

- Experience of middle leadership or responsibility for a curriculum/School Improvement area.
- Secure understanding in Phonics and improving basic KS2-KS3 literacy skills.
- Experience of supporting curriculum development or assessment design.
- Experience of analysing data to inform teaching and intervention.
- Ambition to progress into further leadership within education.

# Safer Recruitment & Equality

## Safer recruitment and equality

### Sarum Academy Safer Recruitment Procedure

Sarum Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check (DBS) before any appointment is confirmed.

### Disclosure

Sarum Academy requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal record will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred.

### Shortlisting

Only those candidates meeting the requirements of the Person Specification (evidenced in the Application Form) will be taken forward from application.

### Interview

Those shortlisted will be invited to attend an interview process which may include (post dependent) lesson observations, tasks or role specific activities; further shortlisting may take place after lesson observations prior to moving forward to formal interviews with the Headteacher. During the interview process candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### Reference checking

References from current employers will be taken up for shortlisted candidates and, where necessary, employers may be contacted to gather further information.

### Probation

All staff will be subject to a probation period of four months. The Academy Trust may, at its discretion, extend this period for up to a further two months. During this probationary period your performance and suitability for continued employment will be monitored. At the end of your probationary period you will be informed whether you have successfully completed your probationary period.

### A commitment to encourage diversity

Sarum Academy is committed to eliminating discrimination and encouraging diversity. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on any grounds.