



Queensbury
Academy

Co-operation • Aspiration • Respect • Endeavour

2025/6

APPLICATION PACK

English Lead Practitioner



WELCOME

anthem

Dear Applicant,

Thank you for your interest in this role with Anthem Schools Trust at Queensbury Academy.

Anthem is an education charity that runs a group of 11 primary and five secondary schools in the East Midlands, London, and the Thames Valley. The trust serves over 8,000 children and young people across its three regions, we are a values-driven organisation with a commitment to integrity, collaboration, and excellence.

There is a real family spirit at Queensbury which is summed up by the academy's CARE values - Cooperation, Aspiration, Respect and Endeavour. Students and staff feel they are recognised for what they do and that they can grow into better people.

This is an exciting time to be joining the academy, and the successful candidate will share a commitment to the school's and Anthem's values, being able to demonstrate the leadership skills required for rapid school improvement, including a relentless drive for educational excellence for all pupils.

Anthem is at an exciting point in its development as a Trust, not only striving to raise standards yet further across our schools but also looking ahead to the Trust's future and possibilities for growth. The successful candidate will benefit from support and challenge from Anthem's Executive Team and Trustees, as well as the Academy Community Council. We provide high-quality training and coaching, alongside induction support and mentoring for those new to post.

More information about this exciting opportunity can be found in the job description and person specification within this recruitment pack. If you feel you have the proven track record, ambition and commitment for this pivotal role, we want to hear from you. If you would like to further discuss the role, please email SCaswell@queensbury.anthemtrust.uk to arrange a conversation. You can find information regarding how to apply within this pack.

Yours sincerely,



Mrs. H Palmer
Headteacher

Closing date: 11th February 2026 and interviews TBC

The school reserve the right to appoint before the application deadline.



English, Lead Practitioner

Starting – September 2026

Full Time | LP point 7-9

Queensbury Academy is situated at the foot of Dunstable Downs in South Bedfordshire. It is part of the successful Anthem Trust which offers incredible support for every professional that works within it.

We are seeking to appoint a dynamic and enthusiastic individual to be an English Lead Practitioner. We are looking for someone who loves working with children and is aligned with our CARE values – Cooperation, Respect, Aspiration and Endeavour.

As an Academy we offer all staff a:

- Climate for teaching and learning which is calm and engaging.
- CPD and collaborative practice that is full of innovation.
- Focus on staff wellbeing that ensures you enjoy your job and being part of a team.
- Amazing students that will make you proud to be part of the Queensbury family.
- We offer excellent CPD and leadership opportunities.

Closing date: 11th February 2026 and interviews TBC

The school reserve the right to appoint before the application deadline.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service (DBS).

CVs will not be accepted for any posts.



Job Description

Post title:	English Lead Practitioner
Salary:	Full Time LP 7-9
Liaising with:	Headteacher, Academy Leadership Team, Heads of Subject, Pastoral Team, relevant staff with cross-Academy responsibilities, relevant support staff, parents and Governors and other stakeholders.
Responsible for:	Supporting the Head of English in raising standards of teaching and learning in the department
Purpose:	<ul style="list-style-type: none"> • To act as an expert Instructional Coach and work with the Quality of Education Team to ensure Queensbury's approach to instructional coaching is world class and supports colleagues with implementing techniques explored in our Cognitive Theory, Memory and Metacognition CPD programme. • To undertake and lead training in innovative and impactful approaches to instructional coaching and ensure that Queensbury Academy's approach to CPD takes all teachers on a constant journey of development and transformation. • To plan and prepare stimulating and engaging lessons according to the National Curriculum. To teach and assess pupils in their learning to inform future progress and ensure the highest achievement appropriate to each child's ability. • To undertake the full range of professional duties outlined in the school teachers pay and conditions document. (Part 12 of the 2006 document)..
Key Duties:	<ul style="list-style-type: none"> • To coach, mentor and support other colleagues to develop their practice. • To undertake and lead training on impactful approaches to instructional coaching. • Research, trial and evaluate innovative approaches to instructional coaching, and work with the Quality of Education Team to implement these. • To instigate and develop innovative and evidence-informed approaches in your own lessons that will stimulate all students to achieve their full potential, modelling consistently excellent practice in your own classroom every day. • To use Steplab as a tool to monitor and drive the impact of Instructional Coaching • Work alongside The Head of English to create and develop opportunities for cross curricular collaboration and cross key stage collaboration. • Setting and marking of work, differentiated appropriately, to be completed at the academy and at home where appropriate, ensuring that pupils are set challenging, but achievable targets and encouraged to excel. • To use all available data produced by the Academy to inform the setting of appropriate targets and tracking pupils in their classes. • Provide support and advice to parents and carers of pupils, building positive relationships to encourage their involvement in their child's education and provide feedback on children's progress. • Monitor and record pupil progress according to the policy of the academy completing reports to parents as required by the Headteacher and Governors. Undertake other routine admin tasks when required.



	<ul style="list-style-type: none"> • To assess and prepare students thoroughly for internal and external examination entry or other appropriate accreditation, including the provision of study skills advice. • To take an active part in meetings, where appropriate, making a positive contribution and supporting the academy policies and good practice i.e., in staff meetings, parents evening and training events. • Any other activities, which reasonably match the level of responsibility for the post and are within the guidance given in the schoolteachers pay and conditions document and The Education (Specified Work and Registration) (England) Regulations 2003.
Knowledge and expertise	<ul style="list-style-type: none"> • Have an excellent knowledge of and/or infectious enthusiasm for Instructional Coaching and teaching English. • To have experience of using instructional coaching to develop colleagues' practice, with measurable impact. • To be able to lead courageous conversations to encourage every staff member to excel. • Maintain an up-to-date knowledge of effective approaches to CPD and cognitive theory and memory • To have an in-depth experience of working with young people. • Maintain an up-to-date knowledge of curriculum development, including qualifications and examinations, for their subject area
Developing a vision and shaping a future	<ul style="list-style-type: none"> • Development of a vision of how Instructional Coaching and our CPD programme will raise aspiration and achievement both within the academy and the wider community • Development of a vision of how the curriculum area you work within will raise aspiration and achievement both within the academy and the wider community • Developing and leading action plans to enable these visions to happen. • Leading the development of curriculum materials, including schemes of work that meet the needs of learners and enable students to enjoy and achieve. • Promoting the opportunities, the English curriculum brings to the academy, including developing enrichment opportunities such as after-school clubs and trips and visits.
Tracking and intervention	<ul style="list-style-type: none"> • Ensure that effective assessment of learning is taking place within the classroom. • Maintain tracking systems for aspects of the curriculum area which inform academy assessment and data collection procedures. • Track and monitor student performance within aspects of the curriculum area, including analyses of examination results. • Identify causes for concern and put in place appropriate intervention to raise achievement.
Curriculum Provision:	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and Department. • To contribute to the Curriculum Area and departments development plan and its implementation. • To plan and prepare courses and lessons. • To contribute to the whole academy's planning activities.
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy's strategic objectives.
Staffing:	<ul style="list-style-type: none"> • To take part in the academy's staff development programme by participating in arrangements for further training and professional development.



Staff development Recruitment/Deployment of staff:	<ul style="list-style-type: none"> • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Personal Management Review process. • To ensure the effective efficient deployment of classroom support. • To work as a member of a designated team and to contribute positively to effective working relations within the academy.
Quality Assurance:	<ul style="list-style-type: none"> • To help to implement academy quality procedures and adherence to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required. • To review from time-to-time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.
Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for registers, etc. • To complete the relevant documentation to assist in the tracking of students. • To track students' progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the academy. • To follow agreed policies for communication in the academy.
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as Open Evenings, Parents Evenings and liaison events with partner schools/academies. • To contribute to the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.
Pastoral System:	<ul style="list-style-type: none"> • To be a Form Tutor to an assigned group of students. • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To liaise with a Pastoral Leader to ensure the implementation of the academy's Pastoral System. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life. • To evaluate and monitor the progress of students and keep up-to-date student records as may be required. • To alert the appropriate staff problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff. • To contribute to PSHE and citizenship and enterprise according to academy policy.



	<ul style="list-style-type: none"> • To apply the behaviour management systems so that effective learning can take place.
Teaching:	<ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy, and academy subject specialism(s) are reflected in the teaching/learning experience of students. • To undertake a designated programme of teaching. • To ensure a high-quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and academy procedures. • To mark, grade and give written/verbal and diagnostic feedback as required. • To ensure a safe working environment.
Academy Ethos:	<ul style="list-style-type: none"> • To model and encourage others to uphold our CARE (Cooperation, Aspiration, Respect and Endeavour) values • Undertake whole Academy duties as outlined in responsibilities agreed each year. • Monitor and support the overall progress and development of students in faculty. • To engage actively in the performance review process, addressing appraisal targets set by the line manager each Autumn term. • To promote equal opportunities and celebrate diversity in all aspects of the Academy. • To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. • To promote actively the Academy's corporate policies. • To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate. • To show a record of excellent attendance and punctuality. • To promote equal opportunities and celebrate diversity in all aspects of the Academy. • To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above. • Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. Employees will be expected to comply with any reasonable request from their manager to undertake work of a similar level that is not specified in this description.
Working time:	<ul style="list-style-type: none"> • 195 days per year. Full time. Enhanced DBS
Disclosure level:	<i>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</i>



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

Following consultation with you this job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Queensbury Academy is committed to the safety and well-being of its students and staff. Safeguarding children is at the core of the academy activity. Staff and volunteers will be expected to adhere to the Safeguarding Children Policy and procedures at all times and conduct themselves appropriately in accordance with the guidance.

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Governors. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.



Applicant Specification

Knowledge and Experience: Essential	Desirable
<ul style="list-style-type: none"> • Graduate (with a good degree). • Qualified Teacher. • Good Practitioner. • Good Subject Knowledge. • Understand the use of assessment in improving performance. • Ability to use data for pupil performance. • Understanding of performance difference between boys, girls and specific groups. • A commitment to equality principles and practices. 	<ul style="list-style-type: none"> • Further qualification. • Experience of working in an 11-18 school.
Skills and Abilities: Essential	Desirable
<ul style="list-style-type: none"> • Good Communication Skills. • Interest in Student Welfare. • Good Time Management, Ability to Prioritise. 	<ul style="list-style-type: none"> • Ability to liaise with external agencies. • Form Tutor experience.
Personal Qualities: Essential	Desirable
<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels. • Passionate about developing pedagogy and being up to date with best practice. • Willingness to work hard. • Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations. • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure. • Awareness of and commitment to equal opportunities and valuing diversity. • To command and demand respect from the school community. • A commitment to "personalising learning" for all students in the Academy. • Creativity and enthusiasm to promote a positive school image to the local and national community. • Team Player. • Sense of humour. • Passion for the subject. 	<ul style="list-style-type: none"> • Ability to raise the profile of the English Department • Using initiative.



Queensbury Academy is proud to be part of



Today, Anthem serves over 8,000 children and young people in 16 schools across the East Midlands, London and Thames Valley.

As a multi-academy trust (or MAT), Anthem is first and foremost a school improvement organisation, responsible for ensuring that the public money we receive to run our 11 primary schools and five secondary schools is used to drive the best possible outcomes for the children and young people under their care.

Our work falls into three broad areas of activity: school improvement, governance and operations. Within and between each of these areas, colleagues employed at national level as part of Trust-wide teams, and at local level in our schools work together to secure the highest possible standards in all aspects of school life.

To find out more please visit their website:

www.anthemtrust.uk

Follow the Trust on Twitter:

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