

# Role Profile & Person Specification



<b>Job Title:</b>	Secondary English Trust Lead
<b>Responsible to:</b>	Secondary Strategic Lead and Executive Principal
<b>Terms and Conditions:</b>	Permanent, full time, L9-13

## Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

## Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

## Core Purpose

Leading on the Secondary English strategy for The Wensum Trust, develop and lead a strong English subject community that ensures excellent standards of provision that delivers outcomes exceeding national for students both at Key Stage 4 and 5.

Undertake the role of a Head of Faculty providing strategic and operational leadership of the English Department.

## Key Areas of Responsibility

### Curriculum Leadership

- Lead on an effective Trust English Secondary strategy based on the latest educational research.
- Raise standards of achievement across the Trust's schools in English to exceed national comparisons both at Key Stage 4 and 5.
- Provide expert, subject specialist advice and guidance.
- Deliver high quality training and coaching, in Literacy, English and other related areas, such as effective pedagogy and promoting best practice.
- Lead the English subject community and other relevant networks with impact.
- Lead on effective Trust assessment strategies in English and Literacy, working with Trust frameworks ensuring the delivery of the outcomes from the National Assessment review.
- Lead on the new English curriculum for 2028.
- With regard to English, explore the development of a new Trust Key Stage 3 Pathway curriculum.
- Develop Trust curriculum resources and toolkits as needed including alignment of exams boards.
- By teaching lessons, be a model of highly effective teaching that helps others improve.

# Role Profile & Person Specification



- Support with recruitment for English across the Trust and maintain an oversight for the strengths and development areas in each department. Thereby identifying talent and contributing to talent management.
- Promote and develop enrichment opportunities for English across the Trust, taking a lead on this work.
- Lead on and develop closer transitional work with feeder schools with regard to English so that the English curriculums for Wensum Trust feeder schools in particular are seamless and progressive to that offered in a high school.
- Lead on an effective strategy for moderation and quality assurance of assessment.
- Monitor and evaluate the effectiveness of English across the Trust, providing strategies to address areas requiring improvement and timebound evaluations to ensure that improvements are being addressed.

## **School Improvement**

- Work with English Middle Leaders to develop effective improvement plans that secure rapid but sustainable improvement.
- Lead on a pathway to developing readers who have the fluency and comprehension to achieve across the curriculum.
- Work closely with Principals and other senior leaders to ensure that there is a coherent approach to improvement and raising standards in English across all three high schools.
- Devise English raising achievement models that can be deployed to have a rapid impact on students' achievement.
- Develop the capacity of leaders and teachers so that improvements are sustained over time.
- Analyse data effectively and set out data driven improvement plans.
- To take a lead role in Quality Assurance and Curriculum Reviews within the Departments, including lesson visits, work scrutiny and student voice.

## **Leadership Contribution**

- Actively support the delivery of the Trust's Strategic Framework, particularly where directly relevant to the role.
- Ensure delivery of agreed performance targets.
- Deliver reports to the executive leadership team, Education and School Improvement committee or Trust Board as required.
- Act as a line manager for members of the English Faculty in the host school.
- Support the ongoing professional growth of all English teachers.
- Engage with the English Hub to access high-level expertise, funding, and strategic support to improve literacy standards.
- Support senior and trust leaders to establish support to eradicate underperformance and develop best-practice.
- Act as a Senior Leader within the Leadership Team where required.

## **Advocacy and Influence**

- Be an advocate for the Trust externally and across our schools.
- Be outwards facing and see opportunities for positive influence and external partnership and networking.
- Embody the Trusts collaborative way of relational working (Connect / Collaborate / Communicate).

## **Teaching**

# Role Profile & Person Specification



- **Model Excellence:** Serve as a lead practitioner by consistently demonstrating exemplary English teaching and high-impact pedagogy for colleagues to observe and emulate.
- **Inclusive Practice:** Demonstrate expert adaptive teaching to meet diverse needs, including SEND, while setting aspirational and challenging targets for every student.
- **Behaviour & Culture:** Uphold and model the highest standards of student conduct by rigorously applying school policies and fostering a positive learning environment.
- **Assessment & Feedback:** Lead the department in effective feedback strategies, ensuring accurate record-keeping, meaningful homework, and high-quality reporting.
- **Stakeholder Engagement:** Guide the team in professional communication with parents, providing clear insights into student performance and future growth during parents' evenings.

## Safeguarding

- Adhere to Trust safeguarding policy and procedure at all times.
- Promote strong cultures of safeguarding across the Trust and schools.

## Health and Safety

- Be aware of the responsibility for your personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.
- Assisting with or undertaking risk assessments relevant to the post.

## Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

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

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person Specification

	Essential	Desirable
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>● Relational</li> <li>● Self-aware</li> <li>● Curious</li> </ul>	

# Role Profile & Person Specification



	<ul style="list-style-type: none"> <li>● Accepting</li> <li>● Empathetic</li> <li>● Reflective</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>● Good degree or equivalent qualification in an English related subject</li> <li>● QTS with a minimum of five years teaching experience</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>● Experience of leading an English department which has delivered English results that consistently exceed national</li> <li>● A strong track record of leading and embedding change in English with diplomacy, patience, and empathy but delivers better outcomes for all children</li> <li>● Proven track record of leading others with impact</li> <li>● Experience of leading English professional development</li> <li>● Experience of delivering curriculum development and implementation at scale</li> <li>● Strong track record of being an exemplary English teacher</li> <li>● Experience of teaching across at least two key stages.</li> <li>● Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children</li> <li>● Evidence of leading and working effectively in a team and building strong teams</li> </ul>	<ul style="list-style-type: none"> <li>● Experience working at trust level and/or across multiple schools.</li> </ul>
<b>Skills/Knowledge</b>	<ul style="list-style-type: none"> <li>● Good knowledge of current legislation, guidance, and policy in English education along with how these impact on teaching</li> <li>● Engagement with educational research</li> <li>● An ability to motivate young people and relate positively towards them</li> <li>● Ability to support, motivate and inspire others, leading to outcomes for students exceeding national</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge and understanding of KS2 and KS1 English and Literacy curriculum</li> </ul>

# Role Profile & Person Specification



	<ul style="list-style-type: none"><li>● An ability to work effectively, along with using initiative, when working alone.</li></ul>	
<b>Other</b>	<ul style="list-style-type: none"><li>● A continued commitment to both your own and others professional development</li><li>● A commitment to collaboration and partnership within and across schools</li><li>● Relentless commitment to promoting good progress and outcomes for students in English both at Key Stage 4 and 5</li><li>● High levels of drive and energy</li><li>● Excellent communication skills</li><li>● Willingness to work in trust schools, according to need</li></ul>	