



West Hatch High School

a Specialist Business and Enterprise School

"THE BEST THAT I CAN BE"

Headteacher: Mrs V Schaefer BA (Hons), MA, PGCE (Cantab), MCCT

HEAD OF ENGLISH

Required September 2025

**We are seeking to appoint an Experienced Teacher
with the additional responsibility for
Head of English – TLR1A - £16,553**

Want to lead a team of professionals who are passionate about providing an exciting and engaging curriculum? Then West Hatch is the place! A robust curriculum which has been planned for progression from KS3 through to KS5. A generous management structure with Curriculum leads at KS3, 4 and 5 and intervention coordinators at KS3 and KS4. You will be leading teachers who work together to provide a well-planned and supported English curriculum – with power points and assessments in place for all that we teach.

A dedicated English Block of 10 classrooms all well equipped with the relevant technology – including tablets for staff to update progress live in the classroom and visualisers to model. A school that has work life balance at the core of everything that we do – you will have the pleasure of leading one of the most established and successful departments in the school.

We offer the following benefits:

- Newly built sports hall with fully fitted gym available for staff use,
- Swimming pool available for staff use,
- Banked cover scheme allowing staff to build time to take some term time days off,
- The Headteacher is passionate about staff workload and wellbeing and holds regular wellbeing meetings with staff,
- Minimal marking expectations,
- Additional CPD day to allow staff to mark mock internal examinations,
- All our teachers are provided with laptops and Surface Pro Tablets and staff are welcome to work where and when they wish outside of school hours,
- We offer a significant number of paid development opportunities within departments and also across the school.

For more detailed information please see the additional information pack.

At West Hatch we believe in building strong relationships with students and going the extra mile to support students' successes both in and outside of school.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in the commitment. This appointment is subject to an enhanced DBS check and positive references.

Further details about this post and an Application Form are available by visiting our School website at www.westhatch.net

If you require additional information, please contact recruitment@westhatch.net

Closing date: Tuesday 22nd April 2025 at 9am

Early applications are encouraged as we will review applications as we receive them; and applicants may be contacted before the closing date.



West Hatch High School

JOB DESCRIPTION

POST: HEAD OF DEPARTMENT

RESPONSIBLE TO: SLT MEMBERS

Teaching, learning and assessment

- The head focuses relentlessly on improving teaching and learning and has taken highly effective actions to secure and sustain improvements to teaching, learning and assessment
- Focused professional development is provided for all department staff, especially those who are newly qualified and at an early stage of their careers
- The department uses incisive performance management that encourages, challenges and supports teachers' improvement
- As a result of professional development and performance management strategies, the overall quality of teaching is consistently good, and always improving. The Teachers' Standards are being met by all teachers in the department
- Assessment is used to help learners embed and use knowledge fluently or to check understanding and inform teaching, but it isn't used in a way that creates unnecessary burden on staff or pupils
- Teachers provide pupils with incisive feedback from assessments, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding, and skills. Pupils use this feedback effectively
- The department's assessment tracking and monitoring strategies ensure that no pupils fall behind or underachieve

Curriculum planning

- The department's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital to succeed in life

- The curriculum aligns with the school's wider curriculum aims, and with the school's vision and values
- The curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning and employment
- The curriculum inspires pupils to learn, and they are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve
- For pupils generally, and specifically for disadvantaged pupils and pupils with SEND or high needs, progress is above average, or, if below this, it is improving rapidly
- Pupils' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the department's work
- The curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour

Educational experiences

- The department supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding, and to improve their skills
- The design, implementation and evaluation of the curriculum ensures breadth and balance, and depth and challenge. It has a highly positive impact on pupils' outcomes, and their personal, development, behaviour and welfare

Department culture

- The head communicates an ambitious vision for the department
- The department has a culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important
- The head has high expectations for the conduct of pupils and staff, and relationships between staff and pupils are exemplary
- The head pursues excellence. They improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners' progress and skill development
- The department focuses consistently on improving outcomes for all pupils, but especially for disadvantaged pupils, and it has secured substantial improvements in progress
- The head bases their actions on a deep and accurate understanding of the department's effectiveness, informed by the views of pupils, parents, and staff

Sharing best practice

- The head has created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. Staff within the department reflect on and debate the way they teach. They feel deeply involved in their own professional development
- The rigour and accuracy of departmental self-evaluation leads to planning that secures continual improvement

Resource management

- The head uses funding, including the pupil premium, effectively and measure its impact on outcomes for pupils
- Where the department has received external support, for example from the local authority, academy proprietor or trust, this has been used effectively to improve outcomes for pupils



HEAD OF ENGLISH Person Specification

We seek an enthusiastic, energetic and ambitious teacher who is committed to the highest standards and who can demonstrate leadership and management skills compatible with the school's vision and values.

The successful candidate will have the following:

Essential	Desirable
<p>Qualifications and training</p> <ul style="list-style-type: none"> • QTS status and good honours degree in English or relevant subject to this post • Significant experience of teaching in a secondary school to qualification level • Evidence of your commitment to your own high-quality professional development 	<p>Evidence of further post graduate study to enhance your professional development</p> <p>Evidence of having led professional development opportunities for others</p>
<p>Skills, knowledge and aptitude</p> <ul style="list-style-type: none"> • Recent knowledge, understanding and teaching of the requirements for English at KS3, 4 & 5 • Experience of recording, assessment and reporting processes and the ability to secure achievement through challenge and support • Recent knowledge and understanding in the developments in English both within and without of the school environment. • Recent knowledge and understanding of how Every Child Matters agenda can be secured and promoted in English • Recent knowledge and understanding of how safeguarding is met in your subject. 	<p>Experience and recent knowledge, understanding and teaching of the requirements of KS5 English at AS and A2</p>

<p>Experience</p> <ul style="list-style-type: none"> • A proven track record of successful teaching and securing outstanding results through ensuring high quality teaching and learning • Personal tutoring and guidance for students showing an ability to establish rapport • Evidence of having a good track record in enriching and developing activities to enhance and promote English beyond the classroom • The ability to use data effectively, to monitor and enhance student progress through the use of data 	<p>Experience of having led the development of English across the wider school or other environment.</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Understanding of the key leadership and management roles of the Head of a department • Ability to be proactive and initiate action • Ability to motivate and generate excellent teamwork across a department • Evidence of the ability to be creative and inspire enthusiasm for English • A sense of humour and a passion that encourages others to think positively and teach creatively. • The ability to manage a challenging workload and maintain a work life balance 	