

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Head of English and Whole-School Literacy
CONTRACTED HOURS	Full time, permanent
LOCATION	Felixstowe School
GRADE / SCALE POINT – SALARY	MPS/UPS plus TLR1a (£17,819 from 1 September 2026, subject to formal pay-policy confirmation)
REPORTING TO	Deputy Headteacher – Curriculum / designated senior leader

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all.

- Unity Schools Partnership is a family of interdependent schools with a shared ambition to transform lives.
- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all Trust schools, and the Trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are committed to the development of a high-quality, evidence-informed model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The Trust expects its work to be characterised by:



The vast majority of our schools are now successful and well-performing, judged 'good' by Ofsted. The ambition over the next three years is that schools across the Trust become routinely excellent, characterised by top quartile performance and with the capacity to support additional schools in the area that would benefit from being part of the Trust.

In order to achieve this ambition, the Trust will focus on:

Excellent education – Our plans at secondary and primary aim at top quartile outcomes for pupils, with very high parental and external approval ratings of our special schools.

Excellent staff – Our People Strategy sets out an array of actions to ensure we become the employer of choice for school staff in the region.

Excellent support for schools – at the core of our success is the support provided across the Trust for Heads and staff working in Unity schools, from a range of experts at the centre and in our schools.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To provide ambitious, expert and accountable leadership of English and whole-school literacy, so that every student — particularly disadvantaged students, students with SEND and weaker readers — develops the knowledge, confidence and command of language needed to succeed in English, access the wider curriculum and participate fully in life beyond school.

KEY TASKS & RESPONSIBILITIES

Strategic leadership of English

- Establish and communicate a compelling vision for English that reflects the school's values, strategic priorities and ambition for every student.
- Maintain a precise, evidence-informed evaluation of curriculum, teaching, assessment, outcomes, student experience, staffing capacity and operational risk.
- Translate evaluation into a sharply prioritised department development plan with clear ownership, milestones, leading indicators and measurable impact.
- Report candidly and succinctly to senior leaders and governors as required, identifying strengths, risks, resource implications and recommended action.

Curriculum, teaching and assessment

- Lead a rich, well-sequenced and inclusive English curriculum that builds powerful knowledge of language and literature and supports strong progression across key stages.
- Teach English to a high standard and model the professional habits, subject knowledge and inclusive practice expected across the department.
- Use coaching, collaborative planning, deliberate practice, subject knowledge development and precise feedback to improve teaching and grow leadership capacity.
- Lead reliable, curriculum-aligned assessment, standardisation, moderation, examination preparation, intervention and revision.

Whole-school literacy and reading

- Lead one coherent, evidence-informed strategy for reading, writing, vocabulary, oracy and disciplinary literacy across the school.
- Work with senior and subject leaders so that every curriculum area explicitly teaches students how to read, write, speak and think within its discipline.
- Ensure reading assessment, including NGRT or its successor, informs curriculum planning, classroom teaching, tutor reading and intervention.
- Oversee the quality and impact of the Tutor Time Reading Programme and contribute to a school culture in which reading is visible, valued and enjoyed.

Inclusion, people leadership and operations

- Ensure curriculum, teaching and intervention decisions are informed by students' starting points, reading profiles, SEND, disadvantage, attendance and lived experience.
- Line manage designated English teaching and support staff, including other postholders, and hold them to account for the quality and impact of their work.
- Create a culture of trust, professional candour, shared purpose and collective responsibility in which colleagues feel supported and accountable for impact.
- Manage departmental routines, communication, calendars, cover work, resources, budget, safeguarding, health and safety, copyright, data protection, equality and examination requirements securely.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	• Qualified Teacher Status (QTS). • Degree-level qualification or equivalent experience relevant to English teaching.	• Relevant leadership, literacy, SEND, curriculum or NPQ qualification.
Experience	• Successful experience of teaching English to a high standard. • Experience of leading curriculum, assessment, teaching improvement or department development. • Experience of using evidence to improve outcomes for disadvantaged students, students with SEND, weaker readers and/or vulnerable groups.	• Experience of whole-school literacy, reading strategy, line management or trust-wide collaboration.
Skills and Knowledge	• Strong subject knowledge in English language, literature, curriculum sequencing, assessment and examination preparation. • Ability to evaluate curriculum, teaching, assessment, student experience and outcomes accurately and translate this into sharp improvement planning. • Knowledge of evidence-informed approaches to reading, writing, vocabulary, oracy and disciplinary literacy. • Ability to coach, develop and support colleagues while holding them appropriately to account.	Knowledge of NGRT or similar reading assessment tools and whole-school disciplinary literacy implementation.
Aptitudes / Personal Qualities	• Ambitious, warm and accountable leadership style with high expectations for every student and colleague. • Clear, humane and professionally candid communication. • Commitment to inclusion, equity, workload-aware leadership and continuous professional learning.	Ability to contribute to extended leadership, curriculum and standards work across the school and trust.
Safeguarding Commitment	• Articulate a commitment to safeguarding and suitability to work with children and young people.	

Other Requirements	• Enhanced DBS level • <i>Ability to Travel between sites</i>	
Values & Ethos Alignment	• Alignment with Unity Schools Partnership and Felixstowe School values and ethos, including commitment to safeguarding, equality, inclusion and excellence.	