



**Maidenhill
School**



APPLICANT PACK



**ASSOCIATE
ASSISTANT
HEADTEACHER
(ENGLISH &
LITERACY)**

**FEBRUARY
2026**



Dear Applicant,

We are a welcoming and inclusive 11-16 school that has, due to its popularity, grown rapidly in size, with c.725 students on roll. Our mission is 'Creating and Achieving a Brighter Future' and we live by our mantra 'Be Kind, Aspire, Persevere, Achieve' by providing the very best education for our young people.

The rapid improvement journey of the school over the last three years has seen significant improvements in behaviour, attendance and achievement with most measures now at least at national average. We are looking for a passionate and dedicated individual to support this continued journey of improvement.

We want our students to be equally supported and challenged during the five years they spend with us and for them to enjoy their time with us as we nurture them to become confident, happy and successful young adults. We are deeply ambitious for every individual and upon leaving us, we are determined they will be able to access the very best opportunities in further and higher education.

We are seeking to appoint a talented, committed and inspirational teacher as our Associate Assistant Headteacher with oversight of English. We are a school where we pride ourselves in knowing our students really well. By working closely together as a team we can ensure individual student achievement is at the heart of everything we do. This is an opportunity for an outstanding English teacher and for someone who wants to broaden their skills as you can, and will be, fully involved in all aspects of our school's life. You will be joining a committed team, on both a senior leadership and departmental level and be willing to drive change for the benefit of our young people.



The successful applicant will

- * Have a passion for English and an enthusiasm for teaching and learning
- * Have student achievement at the heart of everything they do
- * Have a clear vision for how the English curriculum should be sequenced and delivered to allow for both support and challenge
- * Have knowledge of how to use data to inform next steps and departmental priorities
- * Have a clear vision of what impactful literacy intervention looks like both within English and across the school as a whole
- * Be committed to the all-round development of both staff and students under their care
- * Have the drive and ability to raise the profile of the subject within and outside the school

We have a 'New Staff Induction Programme' for all staff that join our school, run by our Deputy Head who leads on staff development. As a school we are committed to staff wellbeing, every decision we make considers this aspect and we constantly strive to work smarter not harder.

If, having read the job description, person specification and information about the department, you would like to speak to someone further about the post and/or come for a guided tour, please get in touch via my PA Nathaëlle Bessiere on nbessiere@maidenhill.gloucs.sch.uk

If you are interested in applying for this position, please complete the application form and submit it with a covering letter to vacancies@maidenhill.gloucs.sch.uk by **Tuesday 3rd March at 9am**. The letter should be no more than two sides of A4 and no less than size 12 font. If enough applications are received, it's likely we may close for applications earlier than the stated date.

Yours sincerely,



Andy Hunter



Position: Associate Assistant Headteacher (English and Literacy)

Contract: Permanent

Hours: Full-time or part-time 0.8

Salary: L5-9

Start date: September 2026

Deadline for applications: Tuesday 3rd March 2026 at 9am

Shortlisting: Thursday 5th March

Interview date: Thursday 12th March 2026



English at Maidenhill School

This is an exciting opportunity for an English specialist to join and lead a strong and committed department. We are seeking a member of staff to lead our cohesive and committed team in the next phase of their development, as well as lead on whole school strategies.

The English department consists of six specialist teachers, a librarian and two reading intervention tutors. The English team is characterised by enthusiasm and a passion for English teaching. The team works very closely together, and is united in its mission to improve outcomes for students, year on year.

In Key Stage 4 students currently follow the Edquas English course and all students study English language and English Literature courses. Current texts include Romeo and Juliet, A Christmas Carol and Blood Brothers. Students are taught in mixed ability groups throughout years 7 to 11.

Reading is high profile in our school. NGRT and the Accelerated Reader scheme is used to motivate and track students' reading. There are dedicated reading lessons in all year groups and some tutor time is also used for reading. This is supported by our reading strategy, where students receive bespoke interventions to support phonics and the use of Lexia to bolster those who join us with reading ages below the expected level.

The English staff have worked hard to raise the profile of the department through writing and poetry competitions, and visits to local theatre productions. Visiting authors and poets are a key feature of the English department provision and are very popular with students. Drama is taught as a discrete subject and is led by the Performing Arts department, however there is collaboration between the English and drama departments to support common texts and theatre visits.

There is a strong culture of continuous professional development at Maidenhill and this is reflected within the English department. Recent foci include SEND, writing, retrieval alongside a drive to map and sequence our curriculum and texts to best suit the needs of our students.

Our English department is grouped around the library and learning hub in the centre of the school. There are six specialist classrooms and all classrooms are well equipped with a projector, visualiser, whiteboard, laptops and iPads for student use. By September 2026, we will also have built two new intervention classrooms within the learning hub to further expand our provision of tailored support in English.



Job Title: Associate Assistant Headteacher (English and Literacy)

Responsible to: Assistant Headteacher; Headteacher

JOB PURPOSE

- To carry out the general and specific professional duties as set out in the current 'School Teachers' Pay and Conditions Documents'.
- To be an active associate member of the Senior Leadership Team (SLT), taking part in the decision making process of the School.
- To lead on an agreed area of whole school improvement work.
- To lead the English department and literacy across the school.

MAIN DUTIES AND RESPONSIBILITIES

General

1. Help create a commitment to a clear vision for an effective school.
2. Contribute to the efficient organisation, management and supervision of school routines.
3. Initiate and manage change and improvement to develop the school and the staff.
4. Use Leadership and Management (LM) time effectively to improve outcomes and raise achievement. (Time will be allocated for the leadership of a whole school improvement priority, in addition to the normal allocation of LM time for a leader of a core subject).
5. Promote student, staff and parental aspiration to maximise student progress
6. Lead and manage staff and students within the English department and ensure student outcomes are of the highest standard.

Associate SLT member

1. Contribute to the overall strategic direction and delivery of the school's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
2. Play a significant role working with the School's Senior Leadership Team, assisting the Head Teacher in creating a vision, sense of purpose and pride about the school as a whole.
3. Contribute to the School's Self-Evaluation Form and devise and implement improvement plans.
4. Take an active role in the day to day management of the school.
5. Take responsibility for an agreed whole school improvement priority, planning, implementing and evaluating change and ensuring that the impact is significant and sustained.



Leadership of English department and literacy across the curriculum

1. To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
2. Scrutinise and monitor the performance and effectiveness of the Department in delivering the School's aims and objectives.
3. Demonstrate strong leadership, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
4. Proactively devise and implement departmental rules and procedures within relevant school policies.
5. Co-ordinate the production and maintenance of the Department handbook, and implement, quality assure and evaluate all of its policies and documentation.
6. Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
7. Be responsible for maintaining discipline in the Department, ensuring behaviour management strategies are in place, including supporting staff during lessons when appropriate.
8. Keep a high profile around school, taking command of areas at change of lessons and being visible and active during non-structured time.
9. Develop and maintain effective methods of communication with the Head Teacher, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.
10. Identify and applaud areas of success for individual teachers and students.
11. Create an effective team by promoting collective approaches to problem-solving and curricular/department development.
12. Chair and produce the agenda for effective department meetings. Ensure minutes are taken, kept secure and others informed as appropriate.
13. Implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the progress and attainment of students in the subject.
14. Develop and maintain the provision of literacy intervention.
15. Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
16. Liaise with other staff on the effective deployment of any Learning Support Assistants. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.

Curricular/Departmental Development

1. Contribute towards continuity and progression within the whole school curriculum.
2. Oversee the Department Development Plan, its implementation and the part it plays in the whole school development.
3. Develop comprehensive schemes of learning which include a range of teaching and learning styles providing a rich experience for students, and incorporate a variety of assessment methods at key points to enable accurate judgements on student progress.



4. Develop departmental systems to allow teaching staff to access student data to inform their planning and teaching.
5. Monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
6. Develop departmental strategies for the students' spiritual, moral, social and cultural development, including citizenship and British Values.
7. Develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs and / or disabilities.
8. Work with the SENDCO and SEND team to ensure IEPs/ EHCPs are used to set subject-specific targets, and match curricular materials and approaches to student needs.
9. Identify and support the subject cohort of most able students by developing teaching strategies to meet their needs, sharing good practice, tracking student progress and setting specific departmental targets for the group.
10. Ensure that the department supports the School's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection, GDPR.
11. Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and students by offering leadership and advice.

Stock/Resources/Budget

1. Have oversight of the management of the Department stock, teaching resources and finances - obtaining best value for money.
2. In conjunction with the timetabler, ensure timetable provision is as effectively resourced and roomed as possible to enable maximum benefit to staff and students.
3. Plan and budget the financial activities of the running of the department, oversee ordering of resources, and use support services to monitor the maintenance of an inventory of all department stock items and authorise the annual stock audit.
4. Authorise stock disposal in accordance with department and school policies.
5. Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) (and students where appropriate).
6. Ensure resources are adapted to suit the needs of all students to enable inclusive and challenging learning opportunities for all students.

Liaison/Communication

1. Communicate regularly with department team members, making positive and constructive comments about work and student progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.



2. Meet regularly and work with the SLT link for professional support and develop effective departmental management.
3. Work closely with the SLT to promote the successful image of the school in the community.
4. Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
5. Act as the initial person for others to contact regarding all issues relating to the subject.
6. Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all students.
7. Liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Literacy, SEND, ICT and PSHE /Citizenship.
8. Inform staff about new developments and ideas related to the subject and the Department.
9. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
10. Develop constructive relationships with key members of the school and community and provide helpful and accurate responses to parent/carer enquiries.
11. Work with LA staff, subject advisors, consultants and partnership colleagues to support and influence the work of all in the department.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Be proactive in establishing routines with students that develop their understanding of health and safety issues both within and beyond the subject area.
3. Co-operate with the employer on all issues to do with Health, Safety and Welfare, including the reporting to the line manager or Business Manager of any dangerous situations in the work place, or any perceived shortcomings in health and safety arrangements
4. Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Develop skills and knowledge for mentoring and coaching colleagues.



Continuing Professional Development - Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. consultants, outside training agencies, etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and ECTs are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and students' attainment.
3. Carry out appraisal of certain teachers and staff as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
4. Assist the Head Teacher, by providing relevant evidence as requested, in assessing staff for Threshold and beyond.
5. Through a process of monitoring and evaluation, within the School Development Plan context and Performance Management system, establish the professional development focus for the coming year for each member of the department.
6. Meet regularly with colleagues to discuss, review and monitor progress made in implementing change.
7. Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
8. Work with other teachers to develop practice by:
 - leading professional development activities;
 - assisting colleagues in matching teaching approaches to learners' needs
 - establishing a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
 - acting as consultant to teams that develop strategies for students experiencing difficulties;
 - supporting staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
 - auditing staff skills and experiences against requirements for change in practice to meet the demands of new initiatives and any requirements leading to successful implementation;
 - trialling teaching procedures, reporting back on successes and areas for further development and be open to colleagues contributions and judgements;
 - network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
 - mentor and coach members of the team to support and improve practice
 - supporting government and local initiatives.
9. Create time for Professional Development of staff by efficient use of meetings time.



- 10. Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional student support or any activity directed by the Head Teacher.

SPECIFIC DUTIES FOR THIS POST

Area of responsibility with regard to whole school improvement to be negotiated and agreed.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Staff Signature: _____

Head Teacher: _____

Date: _____



Associate Assistant Headteacher (English and Literacy)

Criteria	Essential	Desirable	Evidence
Qualifications	Degree in English or English related subject Teaching qualification and QTS	Further professional qualification	AF, R
Experience	Successful experience of teaching KS3 and KS4 English Language and Literature Ability to teach English to GCSE grade 9 Record of effective CPD in T&L and subject knowledge Excellent record of securing outstanding GCSE results Successful experience of line managing and leading others	Experience of strategic leadership on a whole school level Experience of managing budgets Experience of contributing to whole school INSET Involvement in marking GCSE examination scripts for a recognised awarding body	AF, I, R
Knowledge and skills	Secure data knowledge to allow for critical evaluation, to allow for tracking and identification of next priorities Ability to devise, monitor, evaluate and review policies and systems Excellent ICT skills for planning, data analysis and use in the classroom Strong administrative and organisational skills Excellent communication / interpersonal skills with students, staff and parents Understanding of safeguarding and promoting welfare issues	Knowledge of the WJEC exam board for English language and English literature Knowledge of phonics intervention systems in a secondary school setting Knowledge of Lexia Awareness of likely developments affecting the delivery of English at Key Stage 4	AF, R, I, L, O



Criteria	Essential	Desirable	Evidence
Personal qualities	Excellent record of attendance and punctuality		R
	Reflective approach to learning and teaching		L, I
	Patience and perseverance and a commitment to overcoming barriers		L, I
	Positive role model to students, parents and staff		R, O, I
	Genuine enthusiasm for subject and teaching and an ability to inspire confidence		R, O, I
	Team player	A willingness to contribute to the whole life of the school	R, O, I
	A 'can do' and 'solution focussed' attitude to life	Ambition for future career progression in Senior Leadership	R, O, I

- AF Application form
- L Letter of application
- O Observation
- R Reference
- I Interview

