



APPLICATION PACK HEAD OF ENGLISH AT WESTFIELD ACADEMY



Westfield Academy
Seeing the qualities in every child

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Westfield Academy continues to make a significant impact on the education and personal development in our community.

We have been rated 'Good' by OFSTED (2023, 2018, 2014) and our student numbers remain at full capacity.

Our site has seen substantial investment, including new sports facilities and Creative Arts spaces.

We invest in our staff through dedicated wellbeing support and extensive professional development opportunities.

All students have access to their own Chromebook, improving teaching, learning and feedback.

Our 11 full time, non-teaching Heads/Deputy Heads of Year are a key element to our strong pastoral care, to calm, focussed learning.

We are also the top choice for supply teachers locally, ensuring that staff cover is genuinely "rare cover".

This role represents a unique opportunity to directly impact student outcomes in English while shaping a literacy-rich school culture that empowers all learners and strengthens performance across the curriculum.

Please return your application form, including the names and addresses of two referees, to Lisa Jeffreys, Headteacher's PA, (lisa.jeffreys@westfieldacademy.co.uk) by 09:00am on Thursday 13 March 2025. Interviews will take place during the week commencing 17 March 2025. Shortlisted candidates will be contacted by 5:00pm on Thursday 13 March 2025.

Detailed references will be requested for all shortlisted candidates prior to interview.

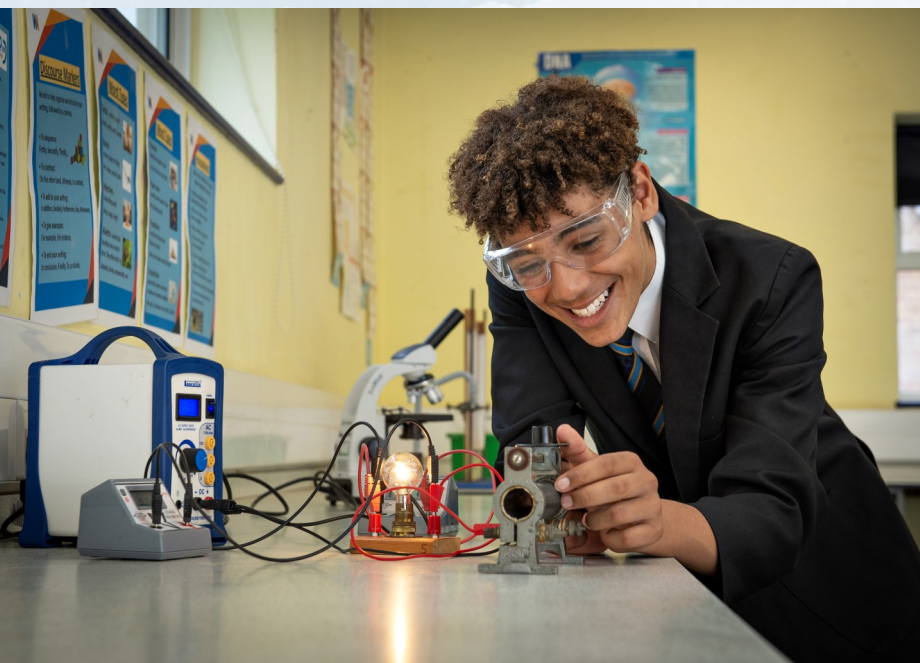
Westfield Academy is committed to safeguarding and promoting the welfare of children & young persons. An Enhanced Disclosure from the Disclosure and Barring Service (DBS) will be required from the successful candidate.

I look forward to hearing from you.

With best wishes



Simon Dallimore
Headteacher



Our Values and Ethos

Our motto is “Seeing the qualities in every child”, with our aim being to ensure all of our students become successful lifelong learners, confident individuals and responsible citizens. Our teachers and support staff work hard and are fully committed to challenging and supporting the students in their care.

STRIVE—What are the values?

At the heart of our school community are a set of core values. These underpin our whole school curriculum and ethos. Our school values are:

- **Scholarship**—work hard and apply effective study habits
- **Teamwork**—be able to work positively and effectively with others, combining your efforts when working towards a shared goal
- **Be Resilient**— have self awareness, work with purpose and be willing to adapt to change
- **Have Integrity**—be honest in all that you do, have respect for others and take responsibility for your actions
- **Be Versatile**—be honest in all that you do, have respect for others and take responsibility for your actions
- **Have Empathy**—be aware of the feelings of others, contribute to your community and support your peers.

Students are encouraged to make the most of a wide range of extracurricular opportunities, including The Duke of Edinburgh Award Scheme. We run fixtures in all major sports and have a wide range of clubs and leisure sports activities. Students benefit from working with specialist coaches and enjoy good access to community clubs on and beyond the school site. For elite performers, there are a variety of further opportunities including sports psychology, training and nutrition.

Performing Arts are a real strength of Westfield. Students take advantage of a wide range of specialist Music tuition together with our choir, orchestra, string group and contemporary music groups. Students have the opportunity to perform in three concerts each year. Drama and Dance opportunities include an annual school play and two shows a year, all hosted in our theatre.

Westfield Academy is committed to using new technologies to support both teaching and learning. From 2019 all students at both Key Stage 3 and Key Stage 4, have their own Google Chromebook. These chromebooks are used to support learning across the curriculum. All teaching staff have their own chromebook.

Learning beyond the school site includes theatre visits, Geography field trips, ski trips and visits to Spain and France.

Regular rewards assemblies and annual awards evenings are where we recognise and celebrate the very wide range of student achievements. Students are also encouraged to take on roles of responsibility such as Prefects, House Captains and Form Captains, and to help further improve their own school through our School Council. All students are members of a tutor group and one of four houses, (Aqua, Ignis, Terra, Ventus). Houses form the basis of inter-house sporting activities and fundraising events. Students are encouraged to understand, respect and celebrate diversity, not least through our annual ‘Diversity Week’ programme.



HEAD OF ENGLISH

Main Purpose of Job

- Contribute to the strategic leadership and development of the school as a whole as part of the middle leadership team.
- To lead the English team.
- To be responsible for all aspects of learning and teaching within the English team.
- To be responsible for the provision and delivery of a range of courses suited to the abilities, interests and learning styles of the full range of learners.
- To monitor the work of the team in order to be able to:
 - Identify and celebrate success.
 - Identify best practice and ensure it becomes an entitlement for all learners.
 - Be responsible for the management of behaviour of students within the team.
 - Challenge underperformance within the team and support underperforming team members.
- Be accountable for the performance of students in examinations.
- Provide suitable CPD for team members so that they can:
 - Deliver effective lessons.
 - Develop strategies that will help us continue to close the Pupil Premium gap.
 - Develop schemes of work and assessment strategies.
 - Deliver strategies to improve reading opportunities across the department.
- To line manage the TLR holders within the English department.
- To contribute to the strategic leadership and development of the school as a whole as part of the middle leadership team.
- To performance manage the TLR holders within the department.
- To be accountable for the performance of students in examinations.
- To be responsible for all aspects of learning and teaching within the team.
- To be responsible for the provision and delivery of a wide range of courses suited to the abilities, interests and learning styles of the full range of learners.

Main Responsibilities & Duties

Be responsible for leading the English team

- Lead by example—act as a positive role model to students and staff and be an effective classroom practitioner
- Strategically direct the work of members of the team through effective appraisal and team development planning
- Identify the CPD needs of the team and plan to meet those needs
- Co-ordinate the English team in the development and updating of effective schemes of learning
- Keep abreast of changes to the GCSE exam specifications and advise team members in their effective delivery
- Ensure students' work is regularly marked, they receive constructive and effective feedback and they act on feedback to improve their performance



JOB DESCRIPTION (continued)

- Ensure all students are regularly and robustly assessed and that information from assessment is used to inform intervention strategies.
- Put in place intervention strategies to support learners falling short of target grades.
- Ensure students are well prepared for exams; specifically they have been taught all content, have benefitted from a comprehensive and effective programme of revision, have good examination technique, are able to use good literacy and sufficient practice using past exam papers.
- Ensure homework consolidates and extends classroom learning.
- Manage the work and utilise the skills of UPS teachers within the team to develop the practice of others; ensuring that they make a contribution beyond their own classroom.
- Delegate roles and tasks appropriately .
- Ensure high standards of conduct, classroom management and teaching.
- Ensure school and team protocols and procedures are adhered to.
- Meet regularly with a line manager to report progress made in implementing the team development plan, progress made towards targets and any issues arising from monitoring and to seek advice over day-to-day team management issues.
- Ensure the team budget and resources are deployed effectively.

Contribute to the strategic leadership and development of the school as a whole as part of the middle leadership team

- Attend middle leader meetings in order to help formulate whole school policy and practice.
- Devise and implement the annual team development plan with reference to the priorities outlined in the school development plan.

Be accountable for the performance of students in examinations

- Ensure students across the department are well prepared for examinations.
- Be relentless in ensuring students take all possible steps to achieve or beat their targets.

Be responsible for all aspects of learning and teaching within the team

- Have overall responsibility for the attainment, achievement and behaviour of students in the subject area.
- Ensure the school's policies and procedures on learning and teaching, homework, assessment and reporting, and behaviour management are implemented by the team.
- Ensure suitable schemes of learning exist, are updated and are followed by all members of the team.
- Ensure lesson planning is of a high standard and suitably meets the needs of all learners, including those with special or additional learning needs.
- Ensure safe practice within the team area, including ensuring that health and safety risk assessments are carried out and adhered to by all members of the team.
- Ensure safeguarding procedures are full embedded in the work of the team.



JOB DESCRIPTION *(continued)*

Provide suitable CPD for team members so that they can teach English to the full ability range

- Identify CPD needs of members of the English team with respect to developing the depth of knowledge and understanding needed to teach the English curriculum to the highest standard.
- Develop, as required, a programme of ongoing support to meet the above needs. Lead in the discussion of strategies used in the explanation of abstract and challenging concepts and in the identification and unpicking of common misconceptions associated with these areas.

Monitor the work of the team

- Ensure robust quality assurance procedures are in place, including formal classroom observations, informal classroom observations, monitoring of regular assessment data, work sampling, moderation or agreement trialling and stakeholder surveys.
- Act on any issues raised through quality assurance.
- Ensure successful performance by students and staff is recognised and celebrated.
- Ensure best practice within the team is recognised and quickly becomes accepted normal practice and an entitlement for all learners.
- Seek out best practice in other team areas and other institutions and, where appropriate, adapt and implement it into practice within the team.
- Ensure that procedures within the team ensure high standards of behaviour.
- Know where there is underperformance within the team and be responsible for challenging underperformance and supporting underperforming team members.

Facts & Figures

- Guide number of teaching periods—39 (this is under review)
- This post will be paid a TLR 2C.

Supporting Processes

Problem Solving and Creativity

- Be receptive to innovative ideas that offer developmental opportunities to the department area.
- Develop and share imaginative strategies that cover the more challenging aspects of the curriculum.
- Be creative in developing new initiatives that support identified whole school priorities and improve standards and achievement in department area—within the constraints of the whole school priorities.
- Be ready to deal with unexpected and urgent situations on a daily basis.
- Work to competing deadlines, priorities and plan time carefully, identifying what outcomes will have the most impact on student progress.
- Work independently and take responsibility for decisions made with agreed good practice boundaries.
- Analyse data available to monitor attendance, behaviour and attainment, identifying and addressing concerns that arise within the department area
- Provide advice and guidance to colleagues; sharing appropriate information and implementing solutions to resolve identified problems.



JOB DESCRIPTION *(continued)*

Decision Making

- Will make day to day decisions about the operation of the department area and will refer key strategic decisions to line manager
- Be involved in budget planning and deployment of resources
- Take appropriate actions to improve the behaviour and attainment of students in the department area
- Know when to delegate and empower others to make decisions about actions to be taken.

Physical Effort & Working Conditions

- Classroom based.
- Access to office facilities, desk and computer.

Contacts & Relationships

The post holder will need to :-

- Meet and communicate verbally and in writing with a number of people in order to build positive relationships and deliver the quality of provision required
- Work closely with teachers and support staff at every level in the school; students, parents/carers to provide information and advice; direct, guide, motivate, monitor, praise and sanction
- Develop effective links with colleagues at other schools and colleges; local business and community contacts; LA; Consultants
- Provide information or advice for governors, inspectors and visitors to school

Additional Information

In addition to the above responsibilities and duties the post holder will carry out the professional duties expected of all teachers as laid out in the Teachers' Standards document 2012, The Westfield Standards document 2017, the Westfield Staff Code of Conduct and Dress and Appearance document.

Knowledge, Skills & Experience

See Person Specification.



Westfield Academy is fully committed to safeguarding and promoting the welfare of children and follow best practice procedures to ensure their safety.

PERSON SPECIFICATION

Qualifications

Essential

- A degree in English
- Qualified teacher status
- A proven track record of success against targets in English

Desirable

- Higher degree or similar

Knowledge

Essential

- Uses effective learning and teaching strategies
- Uses strategies to promote good student relationship, attendance and behaviour
- Has knowledge and understanding of the new curriculum initiatives or willingness to obtain these where appropriate
- Good understanding of effective safeguarding procedures

Desirable

- Has knowledge and understanding of developments with English

Leadership & Management Skills

Essential

- Ability to develop the talents and potential of all students and colleagues
- Ability to communicate effectively and foster good relationships with colleagues, students, parents and community partners
- Ability to use evidence to make decisions and prioritise actions
- Evidence of commitment to safeguarding children

Desirable

- Budgeting
- Evidence of successfully leading a team
- Evidence of fostering positive relationships

Professional Development

Essential

- Committed to own personal development
- Evidence of recent relevant CPD

Desirable

- Evidence of middle leadership training

Experience

Essential

- Effective classroom practitioner
- Has collaborated with other staff to develop initiatives
- Has worked successfully with students of all abilities
- Record of raising achievement

Desirable

- Evidence of positive impact on achievement beyond own classroom
- Work as a marker, moderator or examiner for a GCSE exam board

Personal Qualities

Essential

- Professional integrity and a deep commitment to education
- High, realistic expectations
- Committed, passionate and driven
- Excellent oral and written communication skills
- Competent user of ICT
- Ability to work independently, manage own workload and get things done effectively
- Resilience and ability to work under pressure
- Enthusiastic, positive and optimistic
- Excellent interpersonal skills

English at Westfield Academy

The English department comprises the following personnel:-

Vacancy	Head of English
Matthew Day	Deputy Leader of English
Michelle Pike	Deputy Leader of English (RSL & Literacy)
Angela Poole	Deputy Leader of English (Language)
Sarah Allen	Teacher of English (Assistant Headteacher)
Emma Connolly	Teacher of English
Jade Davies	Teacher of English
Grace Drayton	Teacher of English
Jessica Elder	Teacher of English
Amanda Montague	Teacher of English
Matthew Reid	Teacher of English (Deputy Headteacher)

Accommodation

The department is located in a modern suite of classrooms, with each teacher having their own classroom, where possible. In addition, the department is placed next to the library which plays an important role in encouraging wider reading. The department is very well resourced and each classroom has an interactive whiteboard.

Courses

Students follow the AQA GCSE English Language and English Literature courses. Our SOLs are designed to help students to build up these skills from Year 7, covering 19th Century, Shakespearean and Gothic texts, as well as a diverse range of fiction and non-fiction from a wide array of writers.

Student Groupings

The school runs a two week timetable with students being timetabled for 7 or 8 hours per fortnight. Key Stage 3 classes are presently mixed ability and board banding takes place at Key Stage 4.



INFORMATION FOR APPLICANTS

Thank you for expressing an interest in this post at Westfield Academy.

Please complete the attached application form in full. Please note that CVs are not accepted as part of the application process.

We are committed to protecting the safety of all students within our care and our selection process is designed to minimise any risk. Part of the selection process will be to explore a candidate's motivation for working with students.

Detailed references will be taken up of all shortlisted candidates prior to interview.

Westfield Academy is committed to safeguarding and promoting the welfare of children & young persons. An Enhanced Disclosure from the Disclosure and Barring Service (DBS) will be required from the successful candidate.

All shortlisted candidates will be required to bring evidence of identity and proof of qualifications to interview.

The selection process may involve a number of different aspects as well as a panel interview. We will endeavour to ensure that you are able to gather as much information as possible regarding the school and you will also be able to ask questions relating to the post during the interview process.

The closing date for submission of applications is **09:00am on Thursday 13 March 2025** with interviews taking place **during the week commencing 17 March 2025**.

Please mark your application for the attention of Mrs Lisa Jeffreys, Headteacher's PA, and return it via email to lisa.jeffreys@westfieldacademy.co.uk

We look forward to receiving your application.



Terms and Conditions of Employment

Westfield Academy Trust's normal terms of conditions of employment apply to the post of Head of English. Final detailed terms and conditions are subject to agreement between the Trust and the successful candidate and will be reflected in the formal employment contract.

Employer Westfield Academy Trust

Position Head of English
Westfield Academy, Stiby Road, Yeovil, Somerset, BA21 3EP
This position is full time and permanent.

Reporting to Deputy Headteacher

Location Westfield Academy and any other place operated by the Academy.

Start Date September 2025

Salary MPS/UPS + TLR 2C

Holidays You are entitled to take holiday during normal school holidays except where your presence is required for the proper execution of your duties.

Safeguarding Westfield Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS (previously CRB) check is required for the successful applicant.

Pension Scheme This post is eligible to be a member of the TPS.

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