



**FUTURE
ACADEMIES**
LIBERTAS PER CULTUM

Lead Practitioner - English Recruitment Pack



WELCOME FROM OUR PRINCIPAL

Dear Applicant,

I am excited to introduce myself as the Associate Principal at The Grange Academy. We are a flourishing, mixed, non-selective secondary school and sixth form, based in Bushey, Hertfordshire, welcoming students from ages 11 to 18.

As part of the **Future Academies** family of schools, we share a commitment to high standards of excellence. With the support of our sponsors, we engage with the best teachers, leading universities, and prominent employers across the country to ensure our students are equipped with the **knowledge, aspiration, and respect** to achieve *libertas per cultum* — “freedom through education.”

We have been on a rapid improvement journey as a school and are now working on becoming the best school in the local area. For us, this looks like a school offering the following:

- An ambitious and accessible curriculum
- High expectations and disruption free learning for all students
- A broad range of enrichment opportunities
- A place where all professionals feel part of something whole, can thrive and develop.

Thank you for your interest in this role. As a Lead Practitioner - English, you will have a unique opportunity to shape and elevate teaching and learning. By modelling and sharing best practices, you will inspire and develop fellow educators, fostering excellence across the department. In this role, you will work closely with the school's leadership team to drive up teaching standards and enhance student outcomes. Your expertise will contribute to a culture of continuous improvement, ensuring that all students receive the highest quality education.

Future Academies is passionate about diversity and inclusivity. We welcome applications from individuals who have the skills and experience to fulfil the requirements of the job description and whose values align with the ethos of our academy. We encourage applications from candidates of all backgrounds, regardless of any protected characteristic.

If you believe you have the skills, experience, and qualities we are looking for, we strongly encourage you to apply.

If you would like to discuss the role in more detail, please do not hesitate to contact **Emma Stevens, HR Officer**, at e.stevens@thegrange.futureacademies.org.

Aziza Ajak
Associate Principal

JOB DESCRIPTION

JOB TITLE:	Lead Practitioner - English
LINE MANAGER:	SLT link
HOURS:	Full time
SALARY:	<p>Lead Practitioner pay scale, points 6 – 10 (£57, 979 - £63, 888)</p> <p><i>Starting salary to be confirmed upon appointment, subject to experience.</i></p>
PLACE OF WORK:	The Grange Academy
RIGHT TO WORK:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance
STAFF BENEFITS:	<p>Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:</p> <ul style="list-style-type: none">• A supportive ethos and concern for the well-being of all colleagues.• Excellent CPD opportunities and career progression.• Employer Contributions to Local Government or Teachers Pension Scheme.• Mintago – employee benefits platform.• Employee Assistance Programme.• Access to a Virtual GP• Eye Care Voucher scheme.• Partnership with YellowNest -Salary sacrifice childcare. <p>For further information regarding our staff benefits, please visit our website.</p>
PROBATION PERIOD:	The post holder will be required to complete a 4-month probation period

MAIN RESPONSIBILITIES AND TASKS

The Lead Practitioner - English will take a leadership role in developing, implementing, and evaluating outstanding teaching and will play a key role in school improvement. As Lead Practitioner you will:

- support and coach staff in developing and extending their pedagogic repertoire.
- contribute significantly to the development of schemes of work within the department.
- model best practice in ensuring that lessons are well differentiated including providing for the least able and for the most able and gifted students.
- assist in the strategic planning for students with special educational needs within the department.
- model best practice in the effective use of student performance data and student and staff target setting so that this impacts on classroom practice and contributes to raising achievement.
- lead and develop the mentoring programme for early-stage teachers within the department and contribute to whole school mentoring. Curriculum and Assessment:
- Contribute to a rigorous and inspirational, knowledge rich curriculum.
- Engage with evidence and research-based approach to curriculum development that puts your department at the forefront of innovative curriculum design.
- Contribute to the curriculum to ensure that it meets the needs of all students including SEND, Gifted and Talented and EAL students.
- Work with the Head of Department to ensure that GCSE and exam courses are planned in line with exam specifications.
- Be accountable for student progress in your classes, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of data to identify underperformance, plan appropriate support and achieve excellent outcomes for our students.
- Predict student outcomes as required.
- Monitor student progress through formative and summative assessment and ensure assessment records are kept at a departmental level.
- Participate in a range of intervention strategies that are in place to respond to underachievement and to promote best outcomes for all students.

Professional Development:

- Participate fully in the school's CPD programme and INSET days.
- Lead professional development across the school
- Attend specific CPD and keep up to date with subject specific developments.
- Support and mentor colleagues as appropriate.
- Lead, develop and line manage the department staff, through the provision of CPD, inset training days, supervising ECT's, ITT students and support staff, etc.
- Identify needs and participate in training opportunities in school and across the Trust.
- Participate fully in the school's induction, CPD and appraisals process.

Teaching and Learning:

- Contribute to the wider teaching and learning team.
- Teach consistently high-quality lessons and participate in collaborative planning and development, including the sharing of resources and best practice within the department.
- Reflect on the effectiveness of your teaching and adapt accordingly.
- Engage in quality assurance processes and systems.
- Ensure provision for students you teach with individual needs and develop differentiated learning and teaching methods and resources.
- Keep up to date with developments in pedagogy, research, and teaching practice relevant to the department's subject area.
- Teach a timetable as allocated.
- Monitor the work of the department through rigorous and regular lesson observations, book checks and provide detailed, constructive feedback.
- Monitor provision for students with individual needs and develop differentiated learning and teaching methods and resources.
- Keep up to date with developments in pedagogy, research, and teaching practice relevant to the department's subject area.

Teaching:

- Teach a timetable as allocated to the Head of Department.
- Set high expectations so that all students are inspired, motivated, and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, differentiated lessons that are not aligned to the school and/or network curriculum and cultivate every student's intellectual curiosity.

- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff, and families in order to promote progress and outcomes.
- Manage behaviour effectively to create a safe, respectful, and nurturing environment so that students can focus on learning

PERSON SPECIFICATION

	Essential
Qualifications	<ul style="list-style-type: none"> • QTS (or equivalent) • Relevant role related degree • Evidence of continuous professional development and the ability to reflect practice and personal performance.
Experience	<ul style="list-style-type: none"> • Demonstrable successful experience as an outstanding practitioner • Experience of leading teaching and learning initiatives beyond your own classroom • Experience of providing effective feedback to colleagues regarding their professional performance. • Experience of improvement planning and implementing strategies to improve the outcomes of the students and staff • Experience of coaching and mentoring colleagues
Knowledge and Skills	<ul style="list-style-type: none"> • Thorough knowledge of the curriculum requirement and subject content • Confidence to contribute to the improvement of the quality of teaching, learning and curriculum • Ability to positively influence the work of individuals within the department. • Ability to motivate students and staff. • Excellent organisational skills • Effective strategies for maintaining and developing high standards of teaching and learning. • Developing choice and flexibility to meet the learning needs of every student • Ability to use data and assessment to improve practice and raise standards. • Use of strategies to promote good learning relationships and high attainment in an inclusive environment • Ability to plan and resource effective interventions to meet curricular objectives

**Personal
Competencies and
Qualities**

- Highest standards of personal and professional conduct
- Commitment to equality and diversity
- Provide strategic and creative leadership to maintain and develop a school vision with quality learning for all at its centre.
- Lead by example to inspire, motivate, influence, and empower staff and Students.
- Set priorities and agree and achieve ambitious goals and targets.
- Work collaboratively with others, delegating appropriately.
- Create an environment in which staff accept their responsibility for students' learning outcomes.
- Seek and act on feedback from others, including work colleagues and governors.
- Build and maintain effective relationships and communicate appropriately with governors, staff, students and parents
- Demonstrate emotional resilience, empathy and flexibility when dealing with challenge

WHAT WE OFFER YOU?

1

Colleagues who care about the children they serve and each other.

2

A curriculum that is centrally resourced and locally owned.

3

An evidence-based hybrid CPD offer, striking balance between central input and local tailoring to context.

4

Bespoke leadership development opportunities with the chance to be involved in a year-long programme including executive coaching.

5

A thoughtfully crafted staff benefits offer through our partner, Mintago, including tax-free childcare, cycle to work vouchers, virtual GP access and much more.

6

A two-week October half term with no reduction in holidays elsewhere.

7

Integrated instructional coaching through StepLab, enabling feedback, which is timely, developmental, and low stakes.

8

Access to a generous enrichment fund, outside of the school funding envelope, through a bidding process to our charity sponsor, Future.

9

We lean into the size of our MAT. With ten schools, we are small enough for you to know everybody, and big enough for you to lean on them for support.

10

We treasure staff voice and use SchoolSurveys to get benchmarked data on how our staff feel and what they think. 83% of staff feel their line manager make them do their job better, against a contextual benchmark of 69%.

APPLICATION PROCESS

1. Applying for the role

- To apply for the post, please visit our website.
[Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)
- Applicants should complete the online application form via FaceEd. Applicants should also complete the 'Personal Statement' section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.
- Applications must be received no later than **12th May 2025**. Applications after this date will not be considered.

2. Interview Process

- The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

3. Notification & Feedback

- Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.
- Unsuccessful candidates will be given the opportunity to receive professional feedback.

4. Taking up the post

- The successful candidate will take up the post as soon as possible.

5. Additional information

- For further information please email HREnquiries@futureacademies.org and a member of the HR team will contact you.

6. Safeguarding

- As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the Trust expects all members of staff and volunteers to share in this commitment. An 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check is required for this role.

