

Shakespeare Road, Eastleigh, Hampshire, SO50 4FZ  
Cherbourg Road, Eastleigh, SO50 5EL  
Telephone: 023 8064 1232 Fax: 023 8062 9373  
Email: [krista.dawkins@crestwood.hants.sch.uk](mailto:krista.dawkins@crestwood.hants.sch.uk)

11 – 16 Mixed Comprehensive      NOR 1,400 (across two campuses)  
Head Teacher: Krista Dawkins

**Assistant Achievement Leader of English  
(Assistant Head of Faculty)  
TLR 2a £3,017**

**To start September 2023  
MPR / UPR plus TLR 2a (depending on experience)**

We are looking to appoint an Assistant Achievement Leader of English, for a September start. This is a role within the leadership structure and will be essential to the further development of English.

Crestwood Community School is one school, with two campuses serving central Eastleigh. We are looking to appoint an enthusiastic and ambitious person as an Assistant Achievement Leader of English to start in September 2023. The English Faculty is an exceptionally upbeat, forward-thinking, and innovative department, which is cohesive, team-spirited and collaborative. We are looking for someone who can play a leading role in contributing to the already high standards within the faculty, fostering an inquisitive approach to English and inspiring a love of reading. English results are strong and improving. In 2022, the English faculty saw an improvement on their 2019 results with 74% students achieving a Grade 4 or above in either Language

This position would suit an experienced teacher looking to step-up into leadership within English.

Crestwood Community School had an Ofsted inspection in June 2018, which confirmed that we are a 'good' school. We also achieved outstanding gradings in Personal Development and Behaviour and Leadership. They also said that as a school we are *"passionately committed to providing a first-class inclusive education for all pupils; tenacious in their pursuit of additional resources and approaches to continually improve provision."* This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

We will ensure that the successful candidate has:

- comprehensive induction including a dedicated mentor
- continuous professional learning, development and improvement
- the opportunity to contribute to raising standards for all our students

Please download further details and a Hampshire Teaching Application form from the school website [www.crestwood.hants.sch.uk](http://www.crestwood.hants.sch.uk) located under the School Information / Vacancies tab.

Please note we cannot accept a CV as a means of application.

Closing date: **20/03/2023 Noon**  
Interview date: **TBC**

**Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect**

**this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.**

**Information for applicants for the post of: Assistant Achievement Leader of English**

**Salary: MPR/ UPRTLR 2a**

**Closing date for applications: 20/03/2023 Noon**

**Interview date: TBC**

We are looking to appoint an Assistant Achievement Leader in English to start September 2023. We are seeking someone who will be ambitious for our students, committed to achieving excellence in English and has a vision for the development of the English curriculum and intervention program. The challenge for the successful applicant will be to contribute to further developing an already strong subject and continue to raise standards at both KS3 and GCSE.

The English faculty is a leading faculty across both campuses. The current Achievement Leader of English has been appointed to the role of Assistant Headteacher; we have a new Achievement Leader starting in April, who is a leading practitioner and has links with Winchester University. Both leaders are enthusiastic, approachable and highly supportive. They will work with the faculty to promote collaborative planning, enhance teaching and learning, and to drive up standards of achievement and attainment.

The faculty comprises an Achievement Leader working with three Assistant Achievement Leaders and 10 main scale teachers. They are a cohesive team and have a strong commitment towards the highest standards of teaching and learning through a thematic, coherent and engaging curriculum.

In 2022, 74% of students gained a grade 4 in either English Language and/or Literature, with 59% of students achieving a grade 4 in both English and Maths.

This is an exciting time in our school's history. Eastleigh is a changing town, with much development in both business and residential areas. There has been an expansion in the primary sector with several local schools undergoing expansion to their buildings to accommodate the growth in student numbers. Crestwood merged with the former Quilley School in 2016 to provide one secondary school for Eastleigh, something new and exciting, offering high quality education for the children of Eastleigh. In 2022 we became oversubscribed in every year group and are operating a waiting list across both campuses. The two campuses are situated at Shakespeare Road and Cherbourg Road and both offer the same high quality education to all year groups with little movement of students. Staff are expected to teach across both sites and play an active part in their innovative and high-performing teams. Our first six years of operation has been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

As Head Teacher I have a clear vision and an absolute determination to improve the provision of education across Eastleigh. We had an Ofsted inspection in June 2018, which confirmed that we are a 'good' school. We also achieved outstanding gradings in Personal Development and

Behaviour and Leadership. They also said that we are “Passionately committed to providing a first-class inclusive education for all pupils; tenacious in their pursuit of additional resources and approaches to continually improve provision.” Ofsted also said that “Leadership is outstanding. The headteacher’s passion, drive and determination are infectious. Together with her leadership team, she has successfully made improvements to every aspect of the school since the last inspection.” We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a team. As this was our third consecutive good grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

In English, students will have seven 75 minute lessons per fortnight. At Key Stage 3, they explore a wide range of topics focusing on a variety of themes over the three years. Within each theme, students study a breadth of texts ranging from *Lightning Strike* and *Rat* to *Kestrel for a Knave* and *The Giver*. All Key Stage 3 students also take part in the *Accelerated Reader* program, regularly visit the library and undertake ‘word study’ to unpick the morphology and etymology of key vocabulary. The faculty frequently take part in author and poet workshops to further broaden students’ exposure to a variety of texts. At Key Stage 4, students study Language and Literature through an interweaving curriculum, focusing on *An Inspector Calls*, *Macbeth*, *Love & Relationship poetry* and *A Christmas Carol* as their GCSE set texts. Students are able to experience these texts through a range of extra curricular trips and visits as well as their study in the classroom.

We have enhanced our campuses significantly over the past few years. We have refurbished nearly all areas across the school. We have had a new crescent area and roof at Shakespeare which has enhanced the building significantly. The Cherbourg Campus is situated between the town’s two post-16 providers. The site is well maintained with specialist facilities in excellent condition throughout, including 5 new Science rooms and refurbished Sports Hall. In totality we are a school continually on the up and have a can-do-more attitude.

As a new member of staff you will be well supported: we have a comprehensive induction process, and you will be given an Induction Mentor and a ‘professional buddy’. We have the Investors in People standard, and see professional learning as a major strategic priority.

For the successful candidate, a commitment to raising standards and a passion for developing young adults is essential: this entails a commitment to all learners, to excellence for all, and a belief that a good school makes a significant difference to learners’ life chances, levels of attainment and the wellbeing of the community as a whole.

Your application should comprise a completed Hampshire teaching application form, and a letter in which you should outline your experience to date, the reasons for your interest in the post and your suitability for it. **Please include a paragraph on your philosophy of English teaching and what specialisms you could bring to Crestwood Community School.**

Applications, with the names and addresses of two referees, should be returned to me, Krista Dawkins, Head Teacher

We look forward to hearing from you.

Krista Dawkins

**Crestwood Community School**  
**Person Specification for Teacher of English**

<b>Area</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Graduate with QTS	Subject specialist qualifications in English
<b>Professional Development</b>	Teaching practice in secondary school	Up-to-date INSET in English  Knowledge of recent curriculum review in English
<b>Experience</b>	Proven classroom management skills  Ability to teach English.	Experience of working with children in another role  Experience of teaching GCSE English  Experience of identifying and organising interventions at KS3 and KS4.  Experience of curriculum design and development with appropriate assessments
<b>Knowledge and skills</b>	Proven ability to build positive relationships with students and staff  Ability to be an effective team member  A working knowledge of the English curriculum at both KS3 and GCSE	Clear understanding of strategies to develop the learning process for all students  Good understanding of how to use data to promote progress across the faculty  Good understanding of vocabulary instruction
<b>Personal attributes</b>	Reflective and analytical practitioner  Capacity for hard work with enthusiasm, humour and energy for achieving the best for all students  Ability to inspire children  Tenacity and ability to stay calm under pressure	

	<p>Ability to provide rigorous and energetic learning experiences</p> <p>Good organisational skills</p> <p>High expectations of high standards of academic attainment, achievement and ethos</p> <p>Good health, stamina, resilience</p>	
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