CRESTWOOD
COMMUNITY SCHOOL

Assistant Faculty Leader for English
Recruitment Pack







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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed data for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.



Section 1: Post Advertisement

Post: Assistant Faculty Leader for English

Start Date: April 2027

Location: Shakespeare or Cherbourg Campus (to be determined based on the needs of the school)

Salary Scale: MPR/UPR (depending on experience) plus TLR 2a (£3,527)

Contract: Permanent

Working Pattern: Full Time

Closing Date: 24th November 2026

Crestwood Community School is one school, with two campuses serving central Eastleigh. We are looking to appoint an enthusiastic and ambitious teacher to take the role of Assistant Faculty Lead for our Science Department. This is a role within the leadership structure and will be essential to the further development of the department. We are looking for someone who can play a leading role in contributing to the already high standards within the faculty.

This role will include supporting the English team in terms of behaviour, curriculum and assessment, setting and adhering to data deadlines, considering trends in the data and using this to inform and review interventions within the faculty.

The English faculty is a key faculty across both campuses. We have an inspirational Head of Faculty with a wealth of experience. She is enthusiastic, approachable, highly supportive and works with the faculty to promote collaborative planning; enhance teaching and learning and to drive up standards of achievement and attainment. The faculty teaches both Language and Literature and follows the AQA syllabus at KS4. The faculty comprises an Faculty Leader, working with an Assistant Faculty Leader, two Lead practitioners, seven main scale teachers and three Assistant Headteachers. 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 English, students will have eight 60 minute lessons per fortnight. At Key Stage 3, they explore a wide range of topics focusing on a variety of themes. Within each theme, students study a breadth of texts ranging from Lightning Strike, The Island at the End of Everything and The Hunger Games. All Key Stage 3 students also regularly visit the library and undertake reading lessons to unpick the morphology and etymology of key vocabulary. At Key Stage 4, students study Language and Literature through an interweaving curriculum, focusing on An Inspector Calls, Macbeth, Power & Conflict 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.

Our Head Teacher has a clear vision and an absolute determination to improve the provision of education across Eastleigh.

Crestwood Community School had an Ofsted inspection in February 2024, which confirmed that we continue to be a 'good' school. The report stated that at Crestwood "there is a welcoming, friendly atmosphere". They also said that "teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education." In addition Ofsted report that "many pupils, staff and parents describe the school as a 'big family'. This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

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 school wide team. As this was our fifth 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.

As a school we take staff well being seriously. We offer staff the following:

- wellbeing weeks, with no commitments scheduled after school
- free lunch every day
- half termly cooked breakfasts
- accrued inset days, taken as twilights, giving staff an additional 4 days off a year
- One well being day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- weekly thank you bulletin
- birthday cards
- heads discretionary leaves of absence for family events
- acts of random kindness
- access to mental health first aiders

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'. Crestwood prides itself on developing its staff through bespoke coaching and training. Many members of the faculty have been successful in gaining promotion within the school.

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

Your application should comprise the Hampshire Teacher Application form (which can be found on our website). Applications, with the names and addresses of two referees, should be returned to hr@crestwood.hants.sch.uk. **Please include a paragraph on what specialisms you could bring to Crestwood Community School.**

Please note we cannot accept a CV as a means of application. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

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.

Section 2: About Crestwood Community School

We are one school over two campuses, serving the children of central Eastleigh, which is a vibrant town, with large amounts of 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. We have two specialised Resource Provisions, dyslexia and SEMH.

As the long serving Executive Headteacher of this wonderful school, I have a clear vision and an absolute determination, alongside my team, to continue to improve even further the provision of education across Eastleigh. The school has a very mixed intake and as a result areas such as pupil progress, behaviour and attendance remain a challenge.

The composition of the school as of March 2026 was:

Students	Current	National	Hampshire
School number on roll	1474	Well above average	Well above average
School %FMS(6)	36%	Above average	Well above average
School %SEND support	19%	Close to average	Close to average
School %EHC plan	8.2%	Well above average	Well above average
School %EAL	14.5%	Close to average	Well above average
School number LAC	18	Well above average	Well above average

We agree with the recent Ofsted areas for Improvement and have established school wide staff working parties to address these.

The Ofsted report states that “Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils’ futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed”.

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Staff are predominantly one campus based but may be expected to teach across both sites, whilst playing an active part in their innovative and high-performing teams. Across both campuses we have been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

Our Ofsted report from February 2024 stated that at Crestwood “there is a welcoming, friendly atmosphere”. They also said that “teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils’ education.” In addition Ofsted report that “many pupils, staff and parents describe the school as a ‘big family’.

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.



Section 3: Person Specification

Job title:	Assistant Faculty Leader (English)
Salary Scale:	MPR/UPR (depending on experience) plus TLR 2a (£3,527)
Responsible to:	Faculty Lead
Special Conditions:	An enhanced Disclosure and Barring Service (DBS) check is required for this post

Qualifications

Essential

- Graduate with QTS
- Subject specialist qualifications within English

Desirable

- NPQ

Professional Development

Essential

- Up-to-date INSET
- Knowledge of recent curriculum changes

Desirable

Experience

Essential

- Proven classroom management skills
- Ability to teach English

Desirable

- Experience of teaching English at GCSE

Knowledge and skills

Essential

- 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

Desirable

- Clear understanding of strategies to develop the OAP across the faculty
- Good understanding of how to use data to promote progress

Personal attributes

Essential

- 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, exudes positivity
- Good organisational skills
- High expectations of high standards of academic attainment, achievement and ethos
- Good health, stamina, resilience, tenacity

