



**Manchester Academy**

The best in everyone™

Part of United Learning



# Candidate Pack

## Curriculum Area Leader

### English



**United Learning**

The best in everyone™





## An Overview of the Role

We are looking for a great colleague to join our Curriculum Leadership team, leading the next phase of development in English. If you enjoy being part of a team of ambitious leaders, leading an Academy that is full of joy, learning and humanity then please apply or come and meet us to discuss.

## Manchester Academy

Manchester Academy is a special place. The whole world comes to our school and as soon as students walk through our doors, they are part of our family and this sense of harmony and ambition is tangible in the school. The Academy has been recognised for its transformation both locally and nationally:

[Headteacher in one of UK's toughest areas details strict measures to turn around school - Mirror Online](#)

['The talent and energy here in Moss Side is really exciting' - Manchester Evening News](#)

We have won 3 major awards in the past 18 months – for leadership, pastoral care and how we communicate with our families. ‘So what?’ you may ask. These awards underline our commitment to serving the families in our community. We are a key partner in ‘rewriting the story of Moss Side’ and the strong progress our students make underlines that they’re both successful and happy at our school. We secured ‘Good’ from Ofsted and have seen a significant rise in exam performance over the past 4 years (P8 is +0.3), our quest now is to become a world-class school for our global community.



**“Teachers are proud to work at the school”  
- Ofsted 2022**



## The Role

Our students and families are passionate about Science and we want a leader that can match this ambition. You will lead an established and dedicated team in our Science Department and build on the subject's success – we currently have 60 students choosing separate Science. The role will be an excellent stepping stone for ambitious colleagues looking to become a senior leader and get hands on experience in whole school leadership. We want to further accelerate student progress in Science – progress is good but we want more as the competition to access the subject post-16 is now intense – whether it's the A' Level or the apprenticeships in this popular career pathway.

The Academy team is diverse, human and hard working but committed to also having a life outside of school. We would welcome applications from colleagues from all communities – our diverse staff team is one of our strengths. We want a colleague who can lead our students to excellence in Science and our colleagues to flourish in teaching and learning.

## The Trust

Manchester Academy is proud to be part of one of the most successful multi-academy trusts in the country – United Learning. United Learning pay more, offer more planning days, a healthcare plan for all employees, access to high quality professional development programmes and a network of ambitious schools and leaders across the country. This is an exciting chance to become part of both the Manchester Academy and United Learning team. We host the outstanding United Teaching SCITT and so there's amazing access to early career teacher development if this is a passion of yours too.

## The Future

Manchester Academy will get into your soul, it is a special place full of humanity. We serve a community who face some challenges; poverty, acquiring English quickly enough to excel, racism; but who are absolutely committed to education and its power to transform lives. Many of our alumni are now accessing the top universities and we receive superb support from our community. Our students want to work with energetic, passionate professionals and excel under their guidance. Our staff change life opportunities and this is our moral mission. What we call Manchester magic!!

## What We Offer

### More Pay.....

- We pay on average 5% above national scales - the best rates of pay in the sector
- Cash towards medical treatment
- Generous staff discount scheme

### More Time.....

- Three extra INSET days for planning
- At least one personal day a year

### More Support.....

- Great training for your career
- Exceptional curriculum resources
- Expert subject advice
- Support for your wellbeing



## Our Framework for Excellence

United Learning school's prioritise five key principals which represent our approach to education which lead to excellence when exemplified in the right way.

### The Best from Everyone

Our aim is to bring out the best in everyone. So we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably - we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same, that they are at their best, expect unreasonably of themselves, are determined and resilient, and pass those expectations on to the children in all they do. We act with the utmost love, care, and good faith. The highest standards come with the greatest attention to the wellbeing of all.

### Powerful Knowledge

Our most important purpose is to teach young people things they would not learn outside school, which allows them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard, inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge, think, and learn.

### Education with Character

Academic success is very important. Exam passes are an important aspect of that but there is more to a good education. Our schools also aim to develop character, compassion, and service. Young people are expected to contribute to their school and society, to try things which they think they cannot do, to persist in the face of difficulty, to become resilient in overcoming obstacles, to manage themselves, to work independently on things which challenge them, to work with others and in teams, to be courageous and caring, and to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, provided opportunities, and prepared them for the ups and downs of life.

### Leadership in Every Role

Our children are leaders of the future. We expect them to start today, taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone, and gesture sets direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

### Continuous Improvement

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out, we observe one another, we steal good ideas with pride and look to make them better, we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working, we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



## Our Mission

Manchester Academy aims to secure the highest possible standards of achievement, never satisfied with past levels. The aim of the academy is to be a place for learning with a clear spiritual and moral dimension. Whilst the Christian faith is the starting point and the central focus for the ethos of the academy, the beliefs and the practices of other faiths are valued and respected. The academy welcomes those of all faiths and none.

### The ethos of the academy is to support each student to:

- Become a balanced, articulate person with the intellectual freedom to be creative.
- Have the confidence to initiate.
- Have the resilience to cope with adversity.
- Have the compassion to serve others.
- Be motivated to have a lifelong love of learning.
- Have a fantastic Attitude to Learning (ATL1).

## Make Manchester Magic *The MA Way*

<b>MA1</b>	Students follow staff instructions first time, every time.
<b>MA2</b>	ATL1 always; everywhere.
<b>MA3</b>	Act and speak with respect and kindness.
<b>MA4</b>	Hands off!
<b>MA5</b>	Move quietly and calmly around the Academy.



## Learning Standards

Disruption free learning in all lessons and aspire at all times to be an ATL 1 Learner

Students follow staff instructions

We speak respectfully to each other, avoiding name calling or language which causes upset

Students follow our 'hands off' culture to ensure safety and well being

### Our Promise

1. To be a great place for students to be and for parents to have their child educated.
2. To have a personalised curriculum to match a deeply complex learner profile.
3. Every student of consequence and no student left behind.

**“Pupils behave well in lessons and around school”  
- Ofsted 2022**



## Job Description

### JOB PURPOSE

- The post holder will have full responsibility for outcomes within the department in terms of examination grades and as such should be an outstanding practitioner leading by example.
- To make significant contributions to teaching and learning and to contribute to relevant professional development, in addition to principal responsibilities within the faculty.
- To teach your subject across the age and ability range including Key Stage 3, Key Stage 4.
- To lead the English teaching team and mentor ECTs or trainees within the department.

### RESPONSIBILITIES

This list is not comprehensive and gives an indication of the responsibilities entailed. In particular, the Curriculum Area Leader will be required to:

- To lead the English department and be responsible for their performance management.
- To lead by example and provide motivation and direction for the whole team.
- To ensure that all English teachers have the highest possible expectation of their pupils and that the school's standards are well embedded within the team.
- To plan and lead department meetings.
- To monitor and evaluate the teaching of English and use this analysis to identify effective practice and areas for development, and take action to further improve the quality of teaching and learning.
- To write, implement and evaluate the strategic improvement plan for English with support of the VP for Quality of Education.
- To ensure the curriculum for English is well mapped, sequenced and resourced at KS3 and KS4.
- On a regular basis liaise with SLT regarding pupil progress and curriculum development.
- To plan schemes of work which match the full range of learners' needs and contribute to curriculum design within your area of expertise.
- To use regular, thorough and accurate assessment that informs learners how to improve, using the Manchester Academy Assessment for Learning Policy, to contribute to student progress.
- To plan and deliver well informed and engaging lessons according to the Manchester Academy Excellent Teaching Model and best practice pedagogy – which is based on the Rosenshine Principles of Instruction.
- To provide and use data to monitor and evidence student progress.
- To ensure all students make at least the expected level of progress due to good teaching across the department.
- To motivate, support and challenge students to ensure that they have good attitudes to learning in all English lessons.
- To support student opportunities by working with the CEIAG team and ensuring students have a range of opportunities linked to the English curriculum and potential careers.
- To contribute to extra-curricular provision.
- To contribute to engendering a love of reading across the curriculum.
- To actively support the United Learning ethos of 'The Best in Everyone'
- To demonstrate professional characteristics at all times with all stakeholders, colleagues, students and parents.



## Person Specification

No.	Description	Essential / Desirable	Evidence
1.	<ul style="list-style-type: none"> <li>A degree or equivalent in at least one of the subjects to be taught</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application Form
2.	<ul style="list-style-type: none"> <li>To be of qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application Form
3.	<ul style="list-style-type: none"> <li>A confident and competent user of ICT</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application Form
4.	<ul style="list-style-type: none"> <li>Experience of teaching English</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
5.	<ul style="list-style-type: none"> <li>Understanding of Rosenshine's Principles of instruction</li> </ul>	<ul style="list-style-type: none"> <li>Desirable</li> </ul>	Interview
6.	<ul style="list-style-type: none"> <li>Experience of teaching a diverse student body</li> </ul>	<ul style="list-style-type: none"> <li>Desirable</li> </ul>	Interview
7.	<ul style="list-style-type: none"> <li>Knowledge of current pedagogical thinking regarding cognitive science</li> </ul>	<ul style="list-style-type: none"> <li>Desirable</li> </ul>	Application / Interview
8.	<ul style="list-style-type: none"> <li>Experience of GCSE qualifications in all disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Desirable</li> </ul>	Application / Interview
9.	<ul style="list-style-type: none"> <li>An understanding of relevant legislation concerning safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
10.	<ul style="list-style-type: none"> <li>An understanding of assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>Desirable</li> </ul>	Application / Interview
11.	<ul style="list-style-type: none"> <li>Ability to assess student work accurately and precisely using criteria</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
12.	<ul style="list-style-type: none"> <li>Ability to motivate, engage and enthuse learn</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
13.	<ul style="list-style-type: none"> <li>Ability to plan and assess work which results in learners making sound and steady progress across schemes of learning</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
14.	<ul style="list-style-type: none"> <li>An understanding of the importance of data in relation to student progress</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
15.	<ul style="list-style-type: none"> <li>To monitor student progress and plan necessary interventions to address underachievement</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
16.	<ul style="list-style-type: none"> <li>To comply with Academy routines and protocols</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
17.	<ul style="list-style-type: none"> <li>To communicate effectively &amp; willingly with all Academy stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
18.	<ul style="list-style-type: none"> <li>To demonstrate awareness of the need to promote and protect the Academy's profile and reputation</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview



## Person Specification Continued

No.	Description	Essential / Desirable	Evidence
19.	<ul style="list-style-type: none"> <li>To demonstrate commitment to the professional development of self and that of the Academy</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview
20.	<ul style="list-style-type: none"> <li>A commitment to undertake all relevant in-service training and continual professional development</li> </ul>	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Application / Interview

## How to Apply

**COPY THIS LINK INTO YOUR BROWSER**

[https://ce0374li.webitrent.com/ce0374li\\_webrecruitment/wrd/run/ETREC179GF.open?WVID=9242709C2D&VACANCY\\_ID=296780Mkzp](https://ce0374li.webitrent.com/ce0374li_webrecruitment/wrd/run/ETREC179GF.open?WVID=9242709C2D&VACANCY_ID=296780Mkzp)

We are working hard to become a more diverse organisation – which is key to our commitment to bringing out the best in everyone. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole. We always appoint on merit. We are open to discussing flexible working options.

The school is fully committed to the safeguarding of children and all staff will be subject to an enhanced DBS disclosure and full child protection/safeguarding training. United Learning is an equal opportunities employer.

**Closing date:**

**26th February 2026**



**Tes Schools Awards 2024**

**Shortlisted**

Best Use of Technology

#TesAwards



**Tes Schools Awards 2024**

**Shortlisted**

Subject Lead of the Year  
(Secondary)

#TesAwards