



RECRUITMENT PACK IBSTOCK SCHOOL

Deputy Faculty Leader of English

TLR 2a £3390

Teacher salary spine (MPS/UPS)

Full time or Part time

Permanent

Commencing January 2026 (or sooner if possible)



inspiration **i**nnovation **i**ntegrity

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DEPUTY FACULTY LEADER OF ENGLISH/TEACHER OF ENGLISH

**Teacher salary spine (MPS/UPS) – permanent, full-time or part time
considered. TLR 2a £3390**

Commencing January 2026 (or sooner if possible)

We are looking for a creative and ambitious Deputy Faculty Leader of English/Teacher of English to join our friendly Faculty, where your own expertise and enthusiasm will further enhance the successes of this high profile and highly aspirational Faculty. This post is an opportunity to develop other practitioners and to support the Head of Faculty and wider leadership team of the school.

As a **Deputy Faculty Leader of English/Teacher of English**, you will be dedicated to raising standards across English and PSHE to ensure continued improvement in the quality of teaching and learning. You should be passionate about raising student achievement and ensuring every student reaches their full potential by planning, delivering, monitoring, evaluating and developing appropriately inspiring broad and differentiated lessons.

The successful candidate will be a highly motivated, innovative and creative classroom practitioner with in-depth subject knowledge of their specialism, demonstrating the ability and aptitude to teach English to a very high standard. You will be someone who believes they can make a difference to the lives of young people, not only enthusing them about English, but also able to evidence excellent results for their students at GCSE.

Ibstock School has 753 students on roll and is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. Ibstock School believes that every student, no matter what their starting point, should have access to the same opportunities as their peers. Our broad curriculum and enrichment opportunities are the vehicles to achieve this. At Ibstock School our aim is to develop and encourage all students to be well rounded members of the community equipped for the next stage in their education and beyond. All students are well cared for, supported and helped to develop resilience and good mental health. They are open minded, tolerant and well-informed young people who add value to the school, their families and the wider community.

We are at an exciting stage in our journey, having seen our first GCSE cohort through in June 2024 and we look forward to welcoming candidates who are passionate about building upon our successes last academic year.

LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All offers of employment will be subject to a DBS check and an online search.

June 2025

Dear applicant

Deputy Faculty Leader of English/Teacher of English

Thank you for your interest in the post of **Deputy Faculty Leader of English/Teacher of English** at Ibstock School. We are looking to recruit a creative and ambitious person to join our friendly faculty. This post would be suitable for experienced teachers looking to share their leadership and skills to develop a growing team.

Context

This is an exciting time to be joining Ibstock School! With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. We joined LiFE Multi Academy Trust in July 2021 and in the summer term 2024 our first cohort of GCSE students took their exams, completing the process of age range change to become an 11-16 school.

About the role and you

You will ensure that students learn effectively in your lessons, helping them to reach high levels of attainment and achievement, behave well and develop responsibility for their own learning. As a form tutor, you will also be responsible for supporting students in your tutor group with their personal, social and academic development, including developing responsibility for their own learning and behaviour.

The successful candidate will have a real passion and enthusiasm for working with students and for engaging, motivating and inspiring them through highly effective teaching/learning. You will use your leadership skills to develop others and to support the faculty leader in their role. As part of the Middle Leadership Team, you will help shape the development of the school, working in collaboration with the senior and middle leadership teams.

We look forward to welcoming candidates who are passionate about building upon our successes last academic year.

How to apply

We encourage you to visit our website for more detailed information about the school and further information about the vacancy.

Informal enquiries are welcomed by emailing c.allardyce@ibstockschool.co.uk or by calling 01530 260705.

Applications should be made via our Eteach portal by clicking on the link below and should be received no later than **9.00 am on Monday 23rd June 2025**.

<https://www.eteach.com/careers/lifemultiacademytrust/>

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.

The application process:

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to behave in such a way that supports this commitment. Appointment to this post will be subject to satisfactory pre-employment checks, including an online check.

Data Protection

Should you be unsuccessful with your application, the school will confidentially destroy your application form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record.

References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form and note that references will be sought prior to interview for all shortlisted candidates.

Equal Opportunities

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

We look forward to receiving your application. Thank you in advance for your interest in working with us and for the effort that you have made with your application. If you wish to discuss or clarify anything arising from the information attached, please do not hesitate to contact us.

Yours sincerely



Nicola Koncarevic

Executive Headteacher
Ibstock School

JOB DESCRIPTION

Deputy Faculty Leader of English and Teacher of English

MPS/ UPS +TLR2a

Coach: Faculty Leader

Job purpose

To ensure that students in the post holder's lessons learn effectively, reach high levels of attainment and achievement, behave well and develop responsibility for their own learning.

To ensure that students in the post holder's tutor group are supported effectively in their personal, social and academic development, including developing responsibility for their own learning and behaviour.

To assist their line managers in sharing expertise and best practice across their teams.

Main duties and responsibilities

As a deputy faculty leader:

- To deputise for the faculty leader when required
- To support the faculty leader in developing an effective supportive team ethos
- To be responsible to the faculty leader for agreed aspects of the curriculum
- To lead the planning, delivery, monitoring/evaluation and ongoing development of an appropriately inspiring, broad and differentiated curriculum
- To monitor and support the overall progress of students, including vulnerable groups
- To ensure continued improvement in the quality of teaching, learning, attainment, student behaviour and student responsibility throughout the area
- To ensure effective working with parents, schools and other partners
- To support colleagues through effective coaching and mentoring
- To ensure value for money by making best use of staff and other resources available
- To ensure all policies are applied consistently across the area

As a teacher (responsible to the Faculty Leader):

- to ensure continued improvement in the quality of teaching, learning, attainment, student behaviour and student responsibility in her/his classes
- to plan, deliver, monitor, evaluate and develop appropriately inspiring, broad and differentiated lessons and sequences of lessons
- to monitor and support the overall progress of students, including vulnerable groups.

As a form tutor:

- to support all students in her/his tutor group in their personal, social and academic development
- to monitor the progress of all students in the tutor group, including achievement, attainment, attendance and behaviour, making effective use of 'learning conversations'
- to provide information, advice and guidance to support the development and well-being of students.

As a member of her/his team(s) and of the school staff:

- to contribute to the overall priorities of the school, in particular to improve outcomes for students
- to ensure that all young people are safeguarded from harm
- to support the development of an effective team ethos that fosters personal, team and whole school development, including participating in formal and informal coaching and mentoring with colleagues
- to work effectively with other school staff, partner primary, secondary and special schools, and outside agencies
- to monitor, evaluate and review and report on her/his own work and appropriate aspects of the team
- to play a full part in the school consultative process and in the organisation and decision making of his/her teams
- to develop proactive and preventative approaches to issues
- to work at all times in accordance with the school priorities and principles and the relevant statutory and regulatory requirements including the National Professional Standards

In the case of UPS teachers:

- to make a significant and sustained contribution to the overall priorities of the school
- to make a significant and sustained contribution to the professional development of colleagues across the school, including through coaching and mentoring (the extent of these contributions will increase as the post holder moves up the pay spine.)
- to undertake any other responsibility reasonably requested by the headteacher

Considerations

- a. This post is subject to a check being carried out at an enhanced level by the Disclosure and Barring Service (DBS) regarding any previous criminal record.
- b. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Expectations of all school staff

To develop everyone's potential academically, socially, morally, spiritually and emotionally in a stimulating and challenging environment in order to educate students who can think independently, behave responsibly and continue to learn successfully.

To support the development of the school through effective teamwork at all levels and through wholehearted and effective support of the school's key principles: to achieve excellence in learning, to create a sustainable learning community, to ensure integrity and innovation in what we do, to promote respect for all, and to promote opportunities for all.

PERSON SPECIFICATION

Teacher of English/Deputy Faculty Leader of English

QUALIFICATIONS AND EXPERIENCE	
Essential	Desirable
<ul style="list-style-type: none"> – Degree or equivalent qualification in relevant subject area – Qualified teacher status – Successful experience as a teacher of the subject at Key Stage 3 and Key Stage 4. – Experience of teaching GCSE in relevant subject area. 	<ul style="list-style-type: none"> – Experience of working effectively with teachers in other subject areas and/or key stages
KNOWLEDGE AND SKILLS	
Essential	Desirable
<ul style="list-style-type: none"> – Thorough and up to date knowledge of teaching of the subject up to and including GCSE and of wider curriculum developments in other key stages and across the curriculum – Able to plan consistent and effective lessons and sequences of lessons to meet students' individual learning needs, including gifted and talented students and students with special educational needs – Able to ensure that the students in her/his classes and tutor group make good progress – Able consistently and effectively to use a range of appropriate strategies for teaching and classroom management – Able consistently and effectively to use information about prior attainment to set well grounded and challenging expectations for students – Able to monitor progress effectively and give clear and constructive feedback to students – Able to inspire trust and confidence. 	<ul style="list-style-type: none"> – Good knowledge of effective ways of supporting colleagues – Links with wider organisations to offer enrichment opportunities to students e.g. local groups, the Historical Association, NATRE etc.
PERSONAL ATTRIBUTES	
Essential	Desirable
<ul style="list-style-type: none"> – An enthusiasm for working with students, and for engaging, motivating and inspiring them through highly effective teaching / learning. – A team player, effective at building team commitment within his/her own team and across the school as a whole and who has enthusiasm for working with colleagues – Initiative, flexibility, and an innovative "can do" approach combined with analytical thinking 	

<ul style="list-style-type: none"> – Empathy, patience and a good sense of humour – Integrity and tact, with ability to manage sensitive situations – Able to work hard under sustained pressure while remaining cheerful and resilient – Able to react appropriately to problems and unexpected situations, making rapid decisions and taking the initiative – Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995. 	
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Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

Vision:

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

Our Trust consists of

The LiFE Multi Academy Trust currently consists of 10 Schools. Our lead school is Bosworth Academy with the other schools in the Trust being Ashby School, Braunstone Frith Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock Community College, Ivanhoe School and the The Winstanley School.

Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: ***‘we believe in getting the right people, getting them to work together and getting them to stay’***

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> providing employees with a safe, healthy and supportive environment in which to work recognising that the health and wellbeing of our employees is important providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages,

	discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.
Presumed Professionalism	We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.
Development of Professional Capital and Excellence	<p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <p>The National Professional Qualification for Senior Leadership (NPQSL)</p> <p>The National Professional Qualification for Headship (NPQH)</p> <p>The National Professional Qualification for Middle Leadership (NPQML)</p> <p>The Outstanding Teacher Programme (OTP)</p> <p>Initial Teacher Training (ITT)</p> <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
Great Access to Progression and	Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional

Leadership Responsibility	progression pathways within the CPD offered throughout the year at all levels within the Trust.
Collaboration Across all Schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and Flexible Working Policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Support	Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of Staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our school