



Part of the
Ted Wragg TRUST

Exmouth Community College **Faculty Leader of Health & Social Sciences (Maternity Cover)**

Our Vision is to enable
our students to **flourish**
through our core values
of **Belonging, Ambition**
and **Responsibility**.



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Key Details

Salary	MPS/UPR + TLR 1a	Required from	1 st January 2027
Location	Exmouth, Devon	Hours	1.0 F.T.E
Closing date	7 th October 2026	Contract type	12 months Fixed Term – Maternity cover
Interviews	W/C 12th October 2026	Admin allowance	8 Periods per fortnight

How to apply

For an informal conversation about the position please contact the ECC Recruitment Team at Recruitment@exmouthcollege.devon.sch.uk

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy>

We encourage early applications, as we reserve the right to close this vacancy once a suitable candidate has been identified

ECC is part of the The Ted Wragg Trust. We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.



About Exmouth Community College



BELONGING • AMBITION • RESPONSIBILITY



Exmouth Community College is in an exciting stage of its journey. As the sole Secondary school in the beautiful coastal town of Exmouth, we are rooted in our community and dedicated to giving our students a life of opportunity and fulfilment. Our Vision is to enable our students to flourish through our core values of Belonging, Ambition and Responsibility.

We have recently joined the Ted Wragg Trust. The Trust has a very strong reputation for growing great people and place professional development of staff at the heart of all that they do.

Why join Exmouth Community College?

- A culture of high expectations based on strong relationships – we are committed to ensuring that every student receives the highest quality education. We believe that nurturing relationships are key to helping young people thrive and have, therefore, worked hard to embed our ‘relational approach’ over the last three years. This is enabling us to ‘raise the bar’ for our young people.
- A place where growth is valued – teaching is complex, challenging, and ever-evolving. We know that even the best teachers can get better, which is why we prioritise professional learning. Every member of staff receives personalised coaching and regular dedicated time out of the classroom for professional development. Our staff wholeheartedly buy into the mantra that “Every teacher needs to improve ... not because they aren’t good enough, but because they can be even better.” – Dylan William
- Honest, collaborative, and open – We don’t believe in a ‘top-down’ culture. Instead, we work together, modelling vulnerability and regularly sharing feedback to improve. We welcome challenge and seek out ways to refine our practice.
- Flexibility in role – We aim to support our staff in achieving a healthy work/life balance. Depending on the role, we may be able to offer a flexible full-time equivalent (FTE) arrangement by agreement.
- Part of the Ted Wragg Trust – Benefitting from stability, support, and extensive opportunities for professional development and collaboration within a network of dedicated educators.

Letter from the Headteacher

Thank you for your interest in coming to work as part of our team at Exmouth Community College. You will be joining a really friendly community of committed staff, supportive parents and brilliant young people. Still being relatively new to ECC myself, I recall very well being blown away by the warmth of the welcome that I had when I arrived and I can assure you of the same.



You will be joining the College at a really exciting time:

- We've completed a major upgrade to our site, including the £13 million Elizabeth Lee building, a new Maths and Sixth Form block, a fully refurbished Dining Facility and outdoor space, providing inspiring facilities for students.
- We've reset our School Vision and made clear strides in improving our school culture. (OFSTED 2024 – "Work has begun in earnest to put in practices to build a more sustained positive culture across the whole school. There is now positivity from staff, parents and pupils about the early impact of this work").
- We've joined the Ted Wragg Multi-Academy Trust, gaining additional support and professional opportunities for our staff.
- We have seen a significant improvement in results profiles for Year 11 and 13 in the last two years, with record results in some measures. We are now above national averages in key measures and seeking to consolidate these improvements to become one of the highest performing schools in the local area.

Our focus is on delivering a high-quality curriculum and preparing students for life beyond the classroom. Staff development is a priority, and we aim to create an environment where you can thrive.

ECC has a strong sense of community, and we're committed to providing excellent education while preparing students for their future. If you're passionate about teaching and looking for a supportive environment, we'd love to hear from you.

I hope you find this information helpful, and please explore our website to learn more. Thank you for considering your application.

Warm wishes,

Tom Inman

A handwritten signature in blue ink, appearing to read 'Tom Inman', written over a light blue horizontal line.

Headteacher

Faculty Leader of Health & Social Sciences

Job Description

Introduction to the Post

Exmouth Community College is seeking an outstanding, inspirational and dynamic qualified teacher to take on the Head of Health and Social Sciences role on a fixed term basis to cover a maternity leave. This offers a unique opportunity for an ambitious, creative and enthusiastic individual to undertake leadership and management of the Faculty within the context of the whole College vision.

Head of Faculty Role

As defined in the School Teachers Conditions of Service Document and College policy documents, the post holder will undertake a sustained additional responsibility, lead a team of Social Sciences and Health and Care staff and will be supported by a designated member of the Senior Leadership Team.

Area of Responsibility

Area of Responsibility	TLR 1	TLR 2
Curriculum Planning		
Develop an ambitious, broad and balanced curriculum that aligns with the school's wider curriculum aims, supports the school's vision and values and prepares students for future employment and life.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Ensure the planned curriculum is consistently implemented and particularly supports the most disadvantaged and those with special educational needs and/or disabilities (SEND)	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Ensure the curriculum is delivered in a way engages students in their learning.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Teaching and Learning		
Support department colleagues in their professional practice in and out of the classroom, including delivering and monitoring Instructional Coaching to improve teaching and learning.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Lead the department to secure and sustain improvements to teaching, learning and assessment through whole department training, role modelling, quality assurance, support and challenge.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Maintain a strong understanding of pedagogy (general and subject-specific) and the skills of evaluating the quality of learning in classrooms. Support staff to reflect systematically on the effectiveness of their lessons and teaching.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>

Faculty Leader of Health & Social Sciences

Area of Responsibility

Maintain strong subject knowledge to support others in their teaching and to address misunderstandings.	<i>For subjects / areas of specific responsibility</i>	<i>For subjects / areas of specific responsibility</i>
Promote high standards of literacy (and the use of standard English) and numeracy, and support colleagues to consistently do the same.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Maintain a strong understanding of SEND and of the role of subject teams and teachers in supporting students with SEND as part of 'universal provision/ adaptive teaching'.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Ensure a particular focus on improving the achievement of all students, but especially for Disadvantaged learners and those with SEND.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Lead department approaches to setting, tracking and follow up for homework in line with whole school policy, ensuring that homework is effective and of high quality.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Oversee and ensure the setting of effective cover work within the department.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Relationships and Behaviour		
Ensure the development and maintenance of positive relationships with students, including supporting colleagues as necessary.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Ensure a strong visual presence within the department and uphold implementation of whole school behaviour processes within the department	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Role model the behaviours expected of staff in department and around the school	<i>At all times</i>	<i>At all times</i>
Assessment and Feedback		
Ensure the use of an assessment approach that enables students to embed knowledge and understanding and informs teaching, but does not create unnecessary burden on staff or students	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Make sure all teachers provide students with effective feedback from assessments, which is used by the students to support them to improve.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Regularly track and monitor and effectively analyse assessment data to ensure effective actions are taken (at department or teacher level) to prevent students from underachieving.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Use 'target' data to ensure expectations of performance are suitably high, at department level, at individual teacher level and at student level.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Ensure accuracy of reported data, including both validity and reliability for use in data reporting (for whole school analysis / reporting to parents) as per whole school procedures.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>

Faculty Leader of Health & Social Sciences

Area of Responsibility

Attainment and Outcomes		
Work to make sure that for students generally, and specifically for disadvantaged students and students with SEND or high needs, outcomes for students are strong (and, where relevant/ appropriate, above the national average or, if below this, is improving significantly)	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Make sure that the curriculum experience has a positive impact on students' personal development, behaviour and welfare, and preparation for life.	<i>Lead / oversee for whole faculty</i>	<i>Lead for individual subject / course / key stage</i>
Educational Experiences		
Ensure that the team makes a very positive contribution to the wider life and ethos of the school through delivering appropriate enrichment / extra-curricular opportunities for students to develop their interest / experience, extend their knowledge and understanding, and to improve their skills.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Leading team members		
Conduct the performance management process, including annual appraisal meetings and reviews, identifying any training needs	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Ensures all colleagues have an understanding of, and always act within / meet: - the statutory frameworks that set out their professional duties and responsibilities - the Teachers' Standards - School policies and guidance	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Where this is not secure, support and challenge colleagues, including through appraisal and informal / formal support processes where necessary.	<i>Lead for faculty, including leading any informal / supporting formal support processes</i>	<i>Contribute as appropriate (not including informal / formal support processes)</i>
Hold regular department / subject meetings and briefings	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Team and School Culture		
Creates a culture of high expectations and aspiration amongst staff and students.	<i>At all times</i>	<i>At all times</i>
Model the teaching and professional behaviours expected of team members.	<i>At all times</i>	<i>At all times</i>
Take responsibility for improving teaching of self and others through engagement in appropriate professional development (internal and external)	<i>At all times</i>	<i>At all times</i>
Carefully consider the workload of team members and support them in managing their time and workload well.	<i>At all times</i>	<i>At all times</i>
Maintain positive relationships with students, exercising appropriate authority and acting decisively.	<i>At all times</i>	<i>At all times</i>
Communicate effectively with parents/carers.	<i>At all times</i>	<i>At all times</i>
Maintain a culture of self-evaluation with rigour and accuracy to secure continual improvement	<i>At all times</i>	<i>At all times</i>
Engage with external support, for example from the local authority / other Trusts, to improve quality of provision for students.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Oversee and evaluate subject budget allocations, to ensure spending is in line with learning priorities and best value principles	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>
Where relevant, lead and deploy support staff effectively.	<i>Lead for faculty</i>	<i>Contribute as appropriate</i>

Faculty Leader of Health & Social Sciences

Classroom Teacher Role

Key Responsibilities

- Provide a nurturing classroom and school environment that helps students to develop as learners.
- Help to establish / maintain discipline and good order in the classroom and across the Social Science Faculty.
- Contribute to the effective working of the Social Science Faculty.
- Participate in departmental CPD and undertake professional development as identified

Teaching & Learning

- Plan and teach engaging and effective lessons that motivate, inspire and improve pupil attainment.
- Use regular assessments to monitor progress and set targets.
- Respond accordingly to the results of such monitoring.
- Ensure that all students make significant and continuing progress.
- Maintain accurate pupil data that can be used to make teaching more effective.
- Identify situations where the relevant TLR holders or SLT need to be involved.
- Communicate enthusiasm of the subject, and the areas of learning related to it, to students

Department Ethos

- Have an infectious enthusiasm for the teaching of Social Science
- Ability to initiate curriculum innovation and develop resources.
- Willing to participate fully in the College's extracurricular programme.
- Engage with the College's CPD programme.
- Interested and involved in the College's aim to service the needs of the whole community

Additional Criteria

- We have an expectation that all staff employed at Exmouth Community College will:
- Commit to the safeguarding and welfare of all students
- Understand and recognise the principles of equality and diversity
- Commit to regular and on-going professional development and high standards
- Demonstrate and promote good practice in line with the ethos of the College



Person Specification

Attributes will be assessed via the application, certificates, interview, assessment, observation and references.

Attributes	Attributes	Attributes
Classroom Teacher:		
Qualifications		
Qualified to degree level in Social Sciences or Health and Care, or related subject specialism	X	
Qualified teacher status	X	
Ability to teach GCSE / L2 and A Level / L3	X	
Teaching Experience		
Successful experience of teaching Social Sciences or Health and Care in a placement or a previous school	X	
Proven track record of raising attainment in a positive classroom environment	X	
Teaching Standards		
Set high expectations which inspire, motivate and challenge students	X	
Promote good progress and outcomes by students	X	
Demonstrate good subject and curriculum knowledge	X	
Plan and teach well structured lessons	X	
Adapt teaching to respond to the strengths and needs of all students	X	
Make accurate and productive use of assessment	X	
Manage behaviour effectively to ensure a good and safe environment	X	
Fulfil wider professional responsibilities	X	
Personal Qualities		
Adaptable, flexible and creative	X	
Excellent written and oral communication skills	X	
Confident user of ICT	X	
Awareness and understanding of data protection and confidentiality	X	
Able to take responsibility and show initiative	X	
Enthusiastic and inspiring	X	
Ability to command respect	X	
Ability to work actively, productively and flexibly as part of a team	X	

Person Specification

Attributes will be assessed via the application, certificates, interview, assessment, observation and references.

TLR Role:		
Experience		
Ability to provide professional leadership and management	X	
Experience of providing professional leadership and management	X (TLR 1)	X (TLR 2)
Personal Qualities		
Passion for Social Sciences and Health and Care	X	
Capacity to adopt a variety of leadership and management styles	X	
Capacity to analyse student progress data and identify areas for development	X	
Facility to work with groups of students to raise expectations and achievement	X	
Creative and dynamic approach to problem solving and turning ideas and opportunities into successful practice	X	

Developed alongside [Ofsted inspection framework](#), the [DfE teachers' standards](#), the [School teachers' pay and conditions document](#)



Thank you for your interest in working at ECC



Introduction to the Ted Wragg Trust

Trust Values

- **Ambitious:** works hard, has the highest standards and it positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive.
- **Collaborative:** builds strong relationships and networks

A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow our Headteachers**.

This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values



How we will succeed



#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at www.tedwraggtrust.co.uk/workwithus



The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute** (TWI) delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained

Frequency is critical,
not time span



Practice-Based

Create new habits



Domain-Specific

Create new habits



External Expertise

Challenge the familiar
& refresh ideas



Professional Buy-In

Purpose & benefits
eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely educates



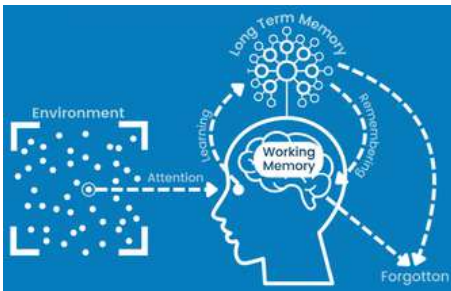
Thrives in a complex system



Is locally enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.

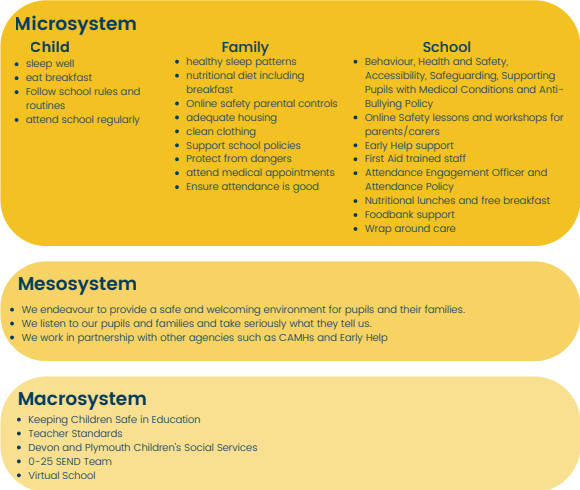


Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.



Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:

 Exceptional development and networking opportunities	 Cost of blue light cards can be claimed through expenses
 Free annual flu jab, eye test and allowance for glasses	 Exclusive discounts, cashback and vouchers
 Free, confidential employee helpline. Available 24-7 through Health Assured	 Access to Wisdom app to support your mental health
 Up to 10% off all Pure Gyms	 up to the value of £2,000.
 Up to 2 days paid emergency time off for dependants	 Generous public sector pension schemes for all staff
 Timetabled instructional coaching for all teachers	 Family friendly policies and flexible working opportunities



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.

