



North Oxfordshire Academy

The best in everyone™

Part of United Learning

Welcome to North Oxfordshire Academy

HEAD OF ENGLISH & DRAMA

Salary: Competitive United Learning pay scale £36,400 - £53,040 per annum

TLR: TLR1

Hours: 37.5 hours a week (Part time options available)

Start date: September 2026

RECRUITMENT PACK



CONFIDENCE • AMBITION • RESPECT • DETERMINATION

North Oxfordshire Academy is seeking to appoint a Head of English & Drama

North Oxfordshire Academy is seeking an accomplished and inspiring Head of English & Drama to provide strategic leadership and drive excellence across our English faculty. We are looking for an experienced professional with a strong track record of raising standards, shaping curriculum, and leading high-performing teams.

North Oxfordshire Academy is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people can make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop, and reward the key ingredient – high quality staff such as **you**.

North Oxfordshire Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Confidence, Ambition, Respect and Determination, and will have a working knowledge of how these will apply within a Secondary Academy context and within the role itself.



North Oxfordshire Academy is a caring and inclusive school. Staff know the pupils well and, as one parent described, “They always put the needs of the children at the heart of everything they do.”

(Ofsted, November 2022)

A Letter From The Principal

Thank you for interest in joining North Oxfordshire Academy. I am lucky enough to have worked at NOA since 2011 and have seen first-hand how our community has transformed lives. I am very proud of our school and, most importantly, of the students and staff with whom we have the pleasure of spending each day. At the North Oxfordshire academy, we talk a lot about us being a family; a place where we all belong; all feel respected and an academy that supports children to be the very best version of themselves.

North Oxfordshire Academy is a place where students work hard to achieve their dreams. We believe that high quality academic outcomes are important, but our young people are so much more than grades. We develop character so our students become respectful, ambitious, and determined members of our community. We expect every member of the NOA community to work hard to pursue their dreams; relentless hard work builds character. We have an ambitious vision of providing our students with a world class education in character and academics. The reason North Oxfordshire Academy exists is to provide the very best life chances for our students. Our vision and mission keep us moving forward; we never settle and always want better for our NOA families.

I am often asked what I am looking for when I appoint great colleagues. I think the starting point is that you must love children and that you have the highest of standards. NOA students and families deserve the very best and I look to employ people who work with integrity and truly believe in giving service to our community. In short, I appoint people who I would want to teach and inspire my own children.

Working in a school is deeply rewarding but also requires resilience. At NOA we look after staff with sensible and well thought out wellbeing and workload policies. We know that to flourish at work we all must be fulfilled in our home lives; we strive to listen and act on feedback. Staff are well supported by United Learning in providing a rich professional development offer for both teachers and support staff. Alongside this the United Learning curriculum is well developed so that teachers and leaders have a wealth of planning support. United Learning provide all staff with more time, more pay, and more support so we can deliver the very best learning experience for our students and families.

I hope you have read this short introduction, and you feel aligned with our vision. I encourage you to come and see the academy `in action`; our wonderful students and staff are the real selling point, and I think when you meet them you will want to be part of the North Oxfordshire Academy family.



Mrs Ellie Jacobs, Principal

Why Work For Us?

The leadership of the academy is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Teachers at the Academy speak of this as one of the major benefits of working here.

In addition to this, teachers can expect:

- No formal lesson observations.
- No lesson grading.
- A whole class marking policy.
- 8 INSET days (3 dedicated to planning)
- Collaborative team planning.
- No emails after 5:30pm or weekends (except safeguarding)
- Westfield Health cash plan and rewards
- Blue Light Card access
- Frequent opportunities to give your feedback.



***“The school’s curriculum is ambitious. Leaders have considered it in the context of their pupils’ aspirations. Consequently, leaders have introduced carefully chosen vocational pathways in key stages 4 and 5, which complement the broad range of academic courses.”
(Ofsted, November 2022)***

Our Vision

To be an academy where students receive a world class education in character and academics leading to happiness and fulfilment in life.

Our Mission

We exist to provide our students with the best life chances in Oxfordshire.

Our Ethos

We engender a positive emotional climate where everyone is welcomed and valued. We believe that there are no excuses and no limits to what our students can achieve, and we work hard to maintain a relentless focus on high standards.

We believe that the five core values that best define North Oxfordshire Academy are:

CONFIDENCE

Definition: A positive belief in one's own abilities, qualities, and worth.

- The ability to interact with others positively and effectively.
- The ability to express oneself expressively and with fluency.
- The belief in your ability to succeed in a particular task or goal

AMBITION

Definition: a strong desire to achieve something.

- Aiming to achieve the highest possible outcome.
- Aspiring to achieve the best possible jobs, college, and university place.
- Offering leadership opportunities for all.

RESPECT

Definition: a quality shown through thinking and acting in a positive way.

- Respect for ourselves.
- Respect for others.
- Respect for the environment.

DETERMINATION

Definition: the ability to continue to do something, although it may be difficult.

- Embracing the challenges of learning at a high level.
- Not giving up during adversity.
- Supporting each other to achieve.

"I have been working at North Oxfordshire Academy for over 10 years and I love working here; I feel greatly valued as a member of the team. There has been investment in me personally, I am praised for my achievements and motivated in my role and other roles by way of growth, the opportunities are vast!"

Staff Member

Part of United Learning

North Oxfordshire Academy is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our group-wide intranet, our own curriculum, and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.



“The school’s culture is highly inclusive. All pupils are considered part of the ‘NOA family’. Staff care that all pupils are happy and successful in all aspects of school life. Pupils understand that bullying, discrimination, and harassment are not acceptable.

(Ofsted, November 2022)

About Banbury

About Oxfordshire

Banbury's location offers the best of both worlds, with proximity to London and Oxford while still providing a peaceful country lifestyle. This balance of convenience and tranquillity makes it an appealing choice for those seeking a charming and well-connected community to call home.

Banbury Cross

The history of Banbury Cross is fascinating, with both the original High Cross and the current monument playing important roles in the town's heritage. The unique story behind the current Banbury Cross being commissioned for a royal wedding adds an extra layer of significance to this iconic landmark. It serves as a reminder of Banbury's rich history and the changes it has gone through over the years.



Castle Quay Waterfront

The Castle Quay Waterfront is an exciting new addition to the town's landscape, with its focus on creating a vibrant canal-side leisure destination. The development includes a cinema, supermarket, hotel, restaurants, and parking facilities. As Castle Quay Waterfront promises to bring a fresh dynamic to Banbury's entertainment and dining scene, attracting more people to enjoy this modern amenity.



Spiceball Country Park & reservoir

Spiceball Country Park offers a range of recreational activities and amenities for visitors of all ages, making it an ideal spot for families and nature enthusiasts alike. From leisurely strolls by the canal and river to engaging in outdoor play or enjoying a picnic in the serene surroundings, the park caters to various interests, ensuring a delightful experience for all who visit.

The Banbury Museum & Gallery

The Banbury Museum & Gallery offers visitors a comprehensive exploration of the town's history through its diverse exhibits and collections, spanning from the origins of the town to the present day. Situated conveniently next to the Oxford Canal and Tooley's historic boatyard, it provides an immersive experience for families

and history enthusiasts alike. With a variety of special exhibitions, events, and activities, there's always something engaging happening at the museum for all visitors to enjoy.

Broughton Castle

Broughton Castle located about 2 miles from Banbury, is a truly historic and picturesque estate with its moated fortified manor house, strong ties to the English Civil War, and its continued occupation by the Fiennes family. The combination of history and natural beauty, as seen in the formal gardens and park, likely makes it a fascinating place to visit and learn about.

Job Description and Person Specification

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| Post Title: | HEAD OF ENGLISH & DRAMA |
| Purpose: | The Head of English & Drama provides strategic and operational leadership for the faculty, ensuring exceptional teaching and learning, a high-quality curriculum, and outstanding academic outcomes. The post holder leads staff, manages resources, and promotes the highest standards of achievement, behaviour, and professional practice. |
| Reporting to: | Senior Leadership Team |
| Responsible for: | The full learning experience, progress, and support of all students within the English & Drama faculty. |
| Liaising with: | Principal, Vice Principals, English Team & Subject Lead Drama |
| Disclosure level | Enhanced |
| MAIN (CORE) DUTIES | |
| Leadership of teaching & Learning | <ul style="list-style-type: none"> • Set and communicate a clear vision for excellence in English & Drama, ensuring that teaching across the faculty is consistently good or outstanding. • Lead the development and implementation of evidence informed teaching strategies that raise attainment and close gaps for disadvantaged and SEND learners. • Model exemplary classroom practice and coach staff to refine pedagogy, behaviour management, and subject expertise. • Ensure high quality lesson planning, sequencing, and delivery aligned with whole school expectations and curriculum intent. • Oversee the effective use of assessment for learning to inform teaching, personalise support, and drive progress. • Promote a positive, inclusive, and aspirational culture that celebrates achievement in English and Drama. • Champion enrichment opportunities such as theatre trips, competitions, reading initiatives, and performances. • Model and reinforce high expectations for behaviour, presentation, and engagement across the academy. • Support staff in implementing consistent behaviour routines and restorative approaches. • Working closely and effectively with the Head of Year 11 and Head of Maths on raising GCSE attainment in English and Maths, with a particular emphasis on Crossover students. • Working closely with the UL English Subject Advisor to ensure that the curriculum and pedagogy of the department is constantly evolving and improving. • Planning, running, and delivering long term cover |
| Curriculum Leadership | <ul style="list-style-type: none"> • Design, review, and quality assure a coherent, ambitious curriculum for English and Drama across all key stages. • Ensure curriculum coverage meets national requirements and prepares students for public examinations and future study. • Lead the creation and regular updating of schemes of work, ensuring they are well sequenced, knowledge rich, and engaging. • Embed literacy, oracy, and cultural capital development across the curriculum. • Collaborate with the Subject Lead for Drama to ensure alignment, consistency, and high standards across both disciplines. • Lead on the creation and implementation of the Year 'wraparound curriculum' (tutor time sessions, after school intervention and Walking Talking Mocks etc) |

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| Assessment, Data & Standards | <ul style="list-style-type: none"> • Lead the design and implementation of robust assessment systems, including common assessments, moderation, and standardisation. • Analyse attainment and progress data to identify trends, strengths, and areas for improvement. • Develop and implement intervention strategies to support underperforming students and groups. • Ensure accurate and timely reporting of student progress to staff, students, and parents. • Oversee all examination processes including coursework, orals, controlled assessments, and compliance with awarding body requirements. |
| Staff Leadership & Development | <ul style="list-style-type: none"> • Lead, inspire, and performance-manage all departmental staff, ensuring accountability and professional growth. • Identify training needs and plan and deliver weekly targeted CPD to strengthen subject knowledge and pedagogy. • Support and mentor Early Career Teachers and new staff, ensuring a successful induction and ongoing development. • Deploy staff effectively to maximise strengths and meet the needs of the curriculum and students. • Foster a collaborative, reflective, and high-expectations culture within the faculty. • Effective line management of English Classroom teachers and support staff. |
| Quality Assurance | <ul style="list-style-type: none"> • Lead regular monitoring activities including lesson observations, learning walks, book scrutiny, and student voice. • Ensure consistent application of marking and feedback policies across the faculty. • Produce action plans and improvement strategies aligned with whole-school priorities and the Faculty Improvement Plan. • Evaluate the impact of teaching, curriculum, and interventions and adjust practice accordingly. • Manage departmental budgets and resources effectively, ensuring value for money and high-quality provision. • Oversee the procurement and organisation of teaching materials, textbooks, digital resources, and equipment. |
| Whole School responsibilities | <ul style="list-style-type: none"> • Engage fully in the academy's CPD programme and take responsibility for personal professional development. • Participate in the Performance Management Review process. • Attend team, departmental, and whole academy meetings as required. • Maintain accurate and up to date records, tracking, and reporting for students within your area of responsibility. • Communicate effectively with parents, carers, and external agencies where appropriate. • Serve as a Tutor to an assigned group, supporting their progress, welfare, and participation in assemblies. • Promote the well-being and academic development of all students in your care. • Running the weekly newsletter. |

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| Teaching Responsibilities | <ul style="list-style-type: none"> • Deliver high quality teaching that meets the educational needs of all students. • Plan, structure, and resource lessons effectively to ensure excellent learning experiences. • Use a range of teaching strategies to engage and challenge students of all abilities. • Maintain high standards of behaviour, punctuality, homework, and presentation in line with academy policies. • Assess, record, and report on student progress, providing clear and constructive feedback. • Contribute to oral and written assessments, reports, references, and target setting. • Ensure that ICT, literacy, numeracy, and academy specialisms are embedded in teaching practice. • Undertake assessment duties required by examination bodies and academy policies. • Lead on key departmental priorities including: <ul style="list-style-type: none"> ○ KS3, 4 & 5 timelines, syllabi, and assessment for English ○ KS3 timelines, syllabi, and assessment for Drama (in collaboration with the Subject Lead for Drama) ○ Marking and book scrutiny ○ Assessment for Learning (AfL), differentiation, and teaching & learning development |
| Other Specific Duties: | |
| <ul style="list-style-type: none"> • Contribute fully to the life of the academy, supporting its mission, ethos, and values. • Promote and uphold all academy policies and procedures. • Comply with the academy's Health & Safety requirements, including risk assessments. • Undertake any additional duties reasonably requested by the Principal. • Ensure full compliance with safeguarding procedures and engage in all required training. • Maintain professional standards of conduct, courtesy, and dress. | |
| <p>This job description reflects the main duties and responsibilities of the post at the time of writing. Following consultation, it may be amended by the Principal to reflect changes in the role that are commensurate with the post's grade and title.</p> | |



"I have found the staff here to be supportive of all these endeavours, and there is no project or idea too wild for our community!"

Student



"It should feel daunting starting a new job but my time at NOA has been positive from the start. Apart from the welcoming atmosphere from your colleagues, it is apparent that support is in place for you to do well. I have been thoroughly lucky to receive such support and mentoring within my job role."

Staff Member



Person Specification – Head of English & Drama

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

| QUALIFICATIONS | Criteria | Selection |
|---|----------|-----------|
| Qualified to at least degree level 2:1 | E | A |
| Qualified to teach in the UK (QTS) | E | A |
| Evidence of further in-service training | D | A |
| Further professional education qualifications and or NPQ | D | A |
| EXPERIENCE | | |
| Experience of managing staff | E | A/I |
| Excellent classroom Practitioner | E | A/I |
| Class teaching across the ability range at KS3, KS4 and KS5 | E | A/I |
| Proven track record of exam success | E | A/I |
| Knowledge and understanding of behaviour management skills and strategies | E | A/I |
| Good understanding of Safeguarding practice in schools. | E | A/I |
| Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity | E | A/I |
| Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications | E | A/I |
| Significant and recent experience of middle leadership responsibility | D | A/I |
| Involvement in an area of whole school development | D | A/I |

| SKILLS, BEHAVIOUR AND PERSONAL QUALITIES | | |
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| Able to plan for progression, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge | E | A/I |
| Ability to manage and organise work effectively. This will include an ability to prioritise and manage time, work under pressure, and meet deadlines. | E | A/I |
| Good interpersonal skills including the ability to manage a team. | E | A/I |
| Ability to use ICT both as a tool for children's learning and as a support to teachers' preparation and recording. | E | A/I |
| Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment | E | A/I |

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| Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress | E | A/I |
| Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement, and become successful independent learners | E | A/I |
| Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning. | E | A/I |
| Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally | E | A/I |
| An ability to have and effectively manage difficult conversations | E | A/I |
| PERSONAL QUALITIES | | |
| Flexibility & Resilience | E | A/I |
| Calm under pressure | E | A/I |
| Accuracy and attention to detail | E | A/I |
| Ability to manage workload effectively | E | A/I |
| Willingness to share expertise and knowledge with others | E | A/I |
| Have a sense of humour, warmth, energy, stamina, and resilience | E | A/I |



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