

Helena Romanes School



HEAD OF ENGLISH



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Welcome from the Head

Dear applicant,

Thank you for your interest in working at Helena Romanes School. This pack is intended to give you essential information about the school, our vision and ethos, alongside specific information about the role. You can find further background information about the school on our website.



Helena Romanes School is an all-through school. We believe that it is our privilege to guide children through the most important years of their lives, from the time they start with us aged 4 years old, to the time they leave our Sixth Form, aged 18. As an all-through school, we believe we are in a unique position to ensure smooth transitions between key stages, both in terms of our curriculum and the pastoral care we offer. Our primary school gives all pupils the opportunity to shine, outcomes in the Secondary phase are strong and we are proud of our growing and vibrant Sixth Form phase. Being a member of staff at Helena Romanes School provides staff with an exciting opportunity to work across phases, thus developing a unique set of skills and knowledge.

Our staff are talented and dedicated. We offer early career teachers a comprehensive package of support which is delivered by Saffron Teaching School Hub and complemented by our own expert colleagues as mentors alongside a full package of statutory entitlements. Our teachers are enriched by working across Saffron Academy Trust, networking with a high calibre of subject and phase specialists who know how to teach to the highest level. Our middle and senior leaders are invested in, and benefit from coaching and access to training led by Saffron Academy Hub. Support staff are valued and receive in-house training and role specific training. We take staff development seriously and believe that we build a great school by developing great people.

We are proud of our students and work hard to provide them with the best pastoral care possible. We are an inclusive school and are lucky to have a dedicated pastoral and SEND team. We look for opportunities to teach our children about our school values: we want them to be ambitious for themselves and for what they can achieve, resilient and independent in their learning, kind and respectful to everyone in our community and broadminded, considering different viewpoints with empathy and understanding. We also have high standards for student behaviour and expect our students to 'dress smart, think smart'. We are also a phone-free school, allowing our young people to focus on learning and friendship.

We are excited to share that we will shortly be moving into a new, state-of-the-art school building, built for us by the Department for Education. This building will offer our young people and staff the very best in facilities and will be an inspiring place to learn. The primary building will be a nurturing and inspiring space with a library at the heart of the school and a dedicated multi-purpose practical room, alongside engaging outdoor learning environments. The secondary and sixth form building, also utilised by our primary phase, will have fully equipped teaching spaces, laboratories and DT workshops; a school hall with retractable seating for performances; multiple music, drama and dance spaces; an eight-court sports hall with activity studios and fitness suite; outside eating spaces and an amphitheatre. The school is being built in phases, with the primary building opening in the autumn of 2026 and the Secondary and Sixth Form phase following after this.

As Headteacher, there is no higher priority than the recruitment and development of staff. We ask a great deal from staff, but in return we provide extensive support and development opportunities and a fantastic wellbeing programme. If you wish to have an informal discussion about the post before applying please feel free to contact Eleanor Ball, HR Officer and Admin Manager via email at eball@hrs.education who will be able to answer your questions or put you in touch with the relevant department. We hope you will consider joining us and we look forward to receiving your application.

With best wishes,

Catherine Davis
Executive Headteacher

School Information

Helena Romanes School is a mixed state all through school catering for students from ages 4 through to 18. Set in leafy Great Dunmow, the school prides itself on being a school for the community whilst providing students with a broad range of enriching experiences to prepare them for their future lives. We value every aspect of our students, not just their academic success, and foremost of our values is kindness. In whatever capacity you join our school, as teacher, parent, student or support staff, you will be joining a friendly and inclusive community where your individuality is valued.

Students can join us at any stage of the journey. The primary phase opened in 2021 and currently consists of years R-5, with plans to expand to a two-form entry. Staff with a child in the primary school benefit from a 50% discount in wraparound care fees and the knowledge that their child is learning happily nearby.

Students in KS3 benefit from a broad range of subjects which include the core subjects of English, Maths and Science (double and triple award is offered), as well as a number of humanities subjects, including Religious Studies, History, Geography and Classical Civilisation. In addition there are numerous practical subjects such as PE, Design and Technology (including Textiles and Timber), Music, Art and Drama. We have impressive facilities: a large sports hall, specialised dance studio, extensive playing fields and astro turf, as well as a large library and well-equipped performing arts facilities. At KS4, students typically opt for between nine and ten GCSE subjects.

Many students choose to remain with us to continue their learning as valued members of the 6th form. Although we have a dedicated 6th form teaching block (complete with Costa cafe), lessons also take place in the main school building. Most Sixth Formers take at least three A-levels and may choose the EPQ and other qualifications in addition.

Students of all ages benefit from the passion and dedication of their teachers who give so generously of their time to help our students. Departments frequently run trips and excursions to extend and enrich students' classroom learning, and many of our Year 13s go on to continue their learning at universities or further education establishments. Helena Romanes School is committed

to educating the whole person, and to this end we run co-curricular activities such as Duke of Edinburgh and adventurous trips with companies like World Challenge.

Helena Romanes School is committed to developing not only its students but also its staff. We welcome Early Careers Teachers and have a number of experienced mentors on our staff. ECTs and their mentors work with our Appropriate Body - Saffron Teaching School Hub - and receive in-house training as well as the statutory entitlements during their induction period. The senior leaders of Helena Romanes prioritise staff wellbeing; staff training and social events are organised with this in mind.

Benefits from working at Helena Romanes School include:

- The school is a popular and successful all through comprehensive situated in the beautiful North Essex countryside with good communication links to London and the South East and is approximately 7 miles from Stansted Airport.
- The school is currently located adjacent to the town's leisure centre, of which we receive a discounted membership, and we have ample on-site parking.
- We are proud to offer our staff a 50% discount on wraparound care for their children in the primary school, helping to support work-life balance. This benefit provides significant savings on before and after school care for children, ensuring that our team can feel confident and supported both at work and at home.

This is an exciting time to join the school:

- It is confirmed that Bowmer & Kirkland will commence our new school building shortly, funded by the Department for Education. This building will be to the highest specification with brand new equipment and a fully resourced technology area. The school is set to open to the primary phase in 2026 and the secondary and sixth form phase shortly after.
- Helena Romanes has also made excellent progress with the support of Saffron Academy Trust towards being judged by Ofsted as a Good school (Oct 2023). Working with the talented senior leadership team that is in place across all phases of the school, and drawing on the commitment from staff to provide the best possible outcomes for the pupils.



Start Date: June or September 2026
Salary: MPS/UPS + TLR
Contract Type: Full Time
Closing Date: 12th January 2026
Interview Date: w/b 19th January 2026

English at Helena Romanes School

The English and Media Faculty at Helena Romanes School is a high-performing department with a proven track record of delivering strong academic outcomes for its students. We maintain a clear ethos of high standards, expecting and fostering hard work, resilience, and ambition in the classroom. This success is underpinned by an expert team possessing a wealth of collective experience, which is actively utilized for robust, in-house Continuing Professional Development (CPD) and continuous departmental improvement. Furthermore, the team is integral to promoting strong literacy skills across the curriculum and fostering a genuine love of English through engaging initiatives, including theatre trips, book swaps, and reading challenges.



The faculty's curriculum is challenging and meticulously planned across all key stages, utilizing AQA specifications for our core courses. At GCSE, both English Language and English Literature are taught in mixed ability groupings. Our Literature texts of choice are established classics including *Macbeth*, *A Christmas Carol*, *An Inspector Calls*, and the 'Power & Conflict' poetry cluster. This focus on rigour yields excellent results, as demonstrated by the 2025 GCSE English Language outcomes where 74% of students achieved Grade 4 or above, and almost 20% achieved the top Grades 7-9.

At Key Stage 5 (A Level), we offer the successful AQA combined English Language and Literature course, featuring stimulating texts such as *The Handmaid's Tale*, *A Streetcar Named Desire*, and *The Kite Runner*. Looking ahead, we are excited to introduce the OCR English Literature course in 2026 to further broaden student choice and academic depth. The faculty also leads a successful and growing Media Studies programme spanning from Year 9 through to successful GCSE and A Level uptake, adding a vibrant and popular dimension to our provision.

Successful candidate profile:

- **Exceptional Curriculum Leader and Subject Expert:** Proven ability to lead the strategic development and delivery of a challenging English curriculum across KS3, KS4 (AQA), and KS5, including an awareness of contemporary educational shifts (e.g., the introduction of OCR at A Level).
- **Inspirational Classroom Practitioner:** A highly effective teacher with a track record of implementing high-quality teaching and learning strategies that significantly raise achievement and maintain an ethos of hard work, resilience, and ambition (evidenced by strong outcomes like the 74% Grade 4+ at GCSE).

- **Collaborative and Developmental Coach:** Skilled in utilizing the team's collective wealth of experience to drive robust, in-house CPD and foster a culture of professional growth and high standards among colleagues.
- **Visionary for Literacy and Enrichment:** Ability to champion the importance of literacy across the curriculum and lead engaging enrichment initiatives (theatre trips, book swaps) that successfully foster a genuine love of English among students.
- **Effective Faculty Manager:** Proven capability to successfully oversee and develop the broader faculty provision, including leading the popular and growing Media Studies programme alongside the core English curriculum.

Job Description

1. INTRODUCTION

1.1 Job Title: Head of English and Media

1.2 Job Purpose:

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Lead, manage, and develop the English department, ensuring the highest standards of teaching, learning, and student achievement.
- Line manage the Media Lead and have overall responsibility for the school's Media provision.
- Raise standards of student attainment and progress across the Department and Trust.
- Ensure a broad, balanced, and inclusive curriculum that aligns with the school's values and policies.
- Monitor, support and be accountable for students' progress and development across the Department and Trust.
- Be accountable for leading, managing and developing the Department.
- Manage effectively and deploy teaching/support staff, and other financial and physical resources within the Department.
- Enhance the teaching practice of colleagues through effective professional development and mentoring.

1.3 Line Management:

- Report to: Assistant Headteacher
- Responsible for: English teaching staff within the department

1.4 Liaising with:

- Headteacher, Senior Leadership Team, Heads of Department/Subject, SAT SLEs, Student Support Services, relevant support staff, external agencies and parents.

1.5 Working Time:

- Full time as specified within the STPCD.

1.6 DBS Disclosure Level:

- Enhanced

2. TEACHING

- 2.1 Deliver outstanding teaching and learning in English in accordance with the national curriculum and school policies.
- 2.2 Promote high expectations for all students, ensuring lessons are engaging, inclusive, and promote lifelong participation in physical activity.
- 2.3 Use data and assessment effectively to monitor student progress, identifying and addressing gaps in learning.
- 2.4 Foster a positive learning environment that promotes student leadership, teamwork, and well-being.

3. STRATEGIC/OPERATIONAL PLANNING

- 3.1 Develop and implement a clear vision for English within the school, ensuring continuous improvement and innovation.
- 3.2 Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Department.
- 3.3 Be responsible for the day-to-day management, control and operation of course provision with the Department, including effective deployment of staff and physical resources.
- 3.4 Monitor student progress and respond appropriately.
- 3.5 Implement school policies and procedures, e.g. equal opportunities, health and safety.
- 3.6 Work with colleagues to formulate aims, objectives and strategic plans for the Department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- 3.7 Lead and manage the planning function of the Department, and to ensure that the planning activities of the Department reflect the needs of students within the subject area, SDP/FIP and the aims and objectives of the school.
- 3.8 Ensure that the work in the curriculum area over all Key Stages fully reflects the school's distinctive ethos and mission.
- 3.9 Foster and oversee the application of IT in the Department.
- 3.10 Ensure that health and safety policies and practices, including risk assessments, throughout the Department are in-line with national requirements and are updated where necessary, liaising with the school's Health and Safety Manager.
- 3.11 Contribute to the school's strategic planning and improvement processes.
- 3.12 Ensure effective deployment of staff and resources to maximise student outcomes.

4. CURRICULUM PROVISION

- 4.1 Liaise with the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements school self-evaluation and the School Development Plan.
- 4.2 Be accountable for the development and delivery of the English curriculum.

5. CURRICULUM DEVELOPMENT

- 5.1 Design and implement an engaging, high-quality English curriculum that supports fluency and problem solving and application that has depth and rigour.
- 5.2 Ensure the curriculum aligns with national developments and best practices in English education.
- 5.3 Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- 5.4 Liaise with the Deputy Head to maintain accreditation with the relevant examination and validating bodies.
- 5.6 Ensure that the development of English is in line with national developments.
- 5.7 Promote inclusive participation in English, catering to students of all abilities.

6. STAFFING

- 6.1 Work with the SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 Continue own professional development as agreed with the SLT.
- 6.3 Be responsible for the efficient and effective deployment of the Department's support staff.
- 6.4 Undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated Department.
- 6.5 Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the Department.
- 6.6 Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.7 Foster a culture of teamwork, collaboration, and continuous improvement within the department.
- 6.8 Participate in the school's ITT programme.
- 6.9 Be responsible for the day-to-day management of staff within the designated Department and act as a positive role model.

7. QUALITY ASSURANCE

- 7.1 Ensure the effective operation of quality control systems.
- 7.2 Establish the process of the setting of targets within the Department and to work towards their achievement.
- 7.3 Establish common standards of practice within the Department and develop the effectiveness of teaching and learning styles in all subject areas within the Department.
- 7.4 Contribute to the school procedures for lesson observation.
- 7.5 Implement school quality procedures and to ensure adherence to those within the Department.
- 7.6 Monitor and evaluate the Department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- 7.7 Seek/implement modification and improvement where required.
- 7.8 Ensure that the Department's quality procedures meet the requirements of self-evaluation and the Strategic Plan.

8. MANAGEMENT INFORMATION

- 8.1 Ensure the maintenance of accurate and up-to-date information concerning the Department on the management information system.
- 8.2 Make use of analysis and evaluate performance data provided.
- 8.3 Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- 8.4 Produce reports within the quality assurance cycle for the Department.
- 8.5 Produce reports on examination performance, including the use of value-added data.
- 8.6 In conjunction with the relevant SLT member, manage the Department's collection of data.
- 8.7 Provide the Governing Body with relevant information relating to the Department's performance and development.

9. EXTRA-CURRICULAR & COMMUNITY ENGAGEMENT

- 9.1 Lead and develop a diverse extracurricular English program.
- 9.2 Promote engagement in local and national competitions, fostering a culture of excellence and participation.
- 9.3 Build positive partnerships with external organisations and governing bodies to enhance student opportunities.

10. HEALTH, SAFETY & WELL-BEING

- 10.1 Ensure all English activities comply with health and safety policies, risk assessments, and safeguarding protocols.
- 10.2 Promote the importance of English literacy across the school community.

10.3 Work closely with pastoral teams to support students' holistic development and well-being.

11. COMMUNICATIONS AND LIAISON

11.1 Ensure that all members of the Department are familiar with its aims and objectives.

11.2 Ensure effective communication/consultation as appropriate with the parents of students.

11.3 Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.

11.4 Represent the Department's views and interests.

11.5 Contribute to the planning and delivery of school liaison activities.

11.6 Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.

11.7 Promote actively the development of effective subject links with external agencies.

12. MANAGEMENT OF RESOURCES

12.1 Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

12.2 Work with the SLT in order to ensure that the Department's teaching commitments are effectively and efficiently timetabled and roomed.

13. PASTORAL SYSTEM

13.1 Monitor and support the overall progress and development of students within the Department.

13.2 Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

13.3 Act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.

13.4 Ensure the behaviour management system is implemented in the Department so that effective learning can take place.

14. SCHOOL ETHOS

14.1 Play a full part in the life of the school community, to support its distinctive mission and ethos and encourage and ensure staff and students follow this example

14.2 Promote the school's corporate policies.

14.3 Comply with the school's health and safety policy and undertake risk assessments as appropriate.

15. SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Helena Romanes School

Person Specification: Head of English

Category	Essential	Desirable	Evidence
Qualifications			
Qualified to teach and work in the UK	✓		Application Interview References
Ability to teach ages 11-16	✓		
Ability to teach Post 16	✓		
Good relevant degree	✓		
Experience, Knowledge & Understanding			
Experience of raising and supporting students' progress	✓		Application Interview References
Evidence of continually improving own teaching and learning	✓		
Up to date knowledge in the subject area	✓		
Good knowledge of pedagogy	✓		
Able to use ICT as a vehicle for effective learning and teaching	✓		
Understanding of the strategies needed to establish consistently high aspirations, outcomes and behaviour	✓		
Experience of leading a curriculum team		✓	
Data analysis and target setting	✓		
Proven record of raising standards at all ability levels	✓		
Experience of working with other schools / organisations / agencies		✓	
Experience of leading INSET		✓	
Mentoring & Coaching Staff		✓	
Involved in the performance management of others		✓	
Personal Qualities			
A willingness to lead development of policies and practices and promote collective responsibility for their implementation	✓		Application Interview References
High expectations for accountability and consistency	✓		
Resilience, motivation and commitment to driving up standards of achievement	✓		

Enthusiastic, confident, positive, self-motivated and determined	✓		
Excellent communication, planning, organisational, listening and time management skills	✓		
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and recognition	✓		
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	✓		
Readiness to reflect and self-evaluate, and the ability to change, develop and improve	✓		
Work effectively alone and as a part of a team	✓		
Develop positive relationships and act as a role model to staff and students	✓		
High levels of honesty and integrity	✓		
The ambition to develop each child to his or her maximum potential	✓		
Understanding of the leadership role in the spiritual development of pupils and staff		✓	
Other			
The post holder will be subject to an Enhanced Disclosure and Barring Service (DBS) check	✓		Application Interview References
The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity	✓		

How to Apply:

To apply for the position, please submit a letter of application, no longer than two sides of A4, outlining why you are a suitable candidate for the role, and an application form, which can be found on our website, to our HR Officer Eleanor Ball via email eball@hrs.education

The Governing Body is committed to promoting equality of opportunity, celebrating diversity, safeguarding and promoting the welfare of children and young people. It expects all staff and volunteers to share in this commitment. This post is subject to an enhanced DBS check and satisfactory references.

The school reserves the right to interview candidates before the published closing date.

Visits to the school to meet with our students and staff are welcomed. Please contact Elle Ball, HR Officer to arrange a convenient appointment or to answer any questions that you may have. eball@hrseducation.co.uk

All applications must be made using our application form. Please visit www.helena-romanes.essex.sch.uk for more information and an application form.

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