

Head of Faculty - English

Bullers Wood School for Boys

Why join us

A rare and exciting opportunity to join a dynamic, hardworking team and lead in an excellent boys' school.

This opportunity has arisen following the current Head of Faculty's decision to begin a phased retirement. They will step down from this post but remain a teacher at the school. Having been in post since the school's inception, they have built the department into the fantastic success it is today and are now keen to hand over the leadership for the Faculty's next phase of development.

This is a close-knit department with low staff turnover. The team has worked collaboratively to develop a curriculum that meets the needs of our community and fully prepares students for later life. Our curriculum incorporates key classic texts, while also giving students opportunities to experience less well-known texts with complex themes and challenging narratives.

All staff are provided with a laptop. Each classroom has a visualiser and a state-of-the-art Promethean interactive board. As a Microsoft school, we make use of Teams for collaboration within the school and across the wider Trust.

As a forward-thinking organisation, we are in our second year of trialling staff taking their PPA from home, meaning a late start (09:15) or an early finish (12:45) once a week. This project has been extremely well received by staff.

We operate an open-door policy, where colleagues are welcome to drop into one another's lessons and provide developmental feedback, as well as "shout-outs" shared with the wider staff.

We would welcome and highly recommend a visit and tour in advance of an application.

Application deadline: 9am, Monday, 23rd February 2026

Suitable candidates may be interviewed before the closing date and Inicio Educational Trust reserves the right to withdraw the position if an early appointment is made.

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Letter from the Headteacher

Dear Candidate,

Thank you for expressing an interest in our school. As Headteacher, I am delighted to welcome you to Bullers Wood School for Boys, a boys' comprehensive school in Bromley.

We opened in September 2018 and have grown rapidly. We have around 900 boys on roll from Years 7 to 11. Our ambition is for our pupils to progress on to Bullers Wood Sixth Form, located on our partner school site - Bullers Wood School for Girls. Our aim is to provide an outstanding education for boys within a culture of high aspiration, courtesy and respect. It is our core belief that all of our pupils can enjoy and achieve success whatever their starting points.

In February 2023, the School had its first successful OFSTED Inspection and our first set of GCSE results in August 2023. The successful candidate will be joining a school where "pupils feel happy and safe", "relationships throughout the school are welcoming and respectful" and "pupils listen politely to the views of others and discuss sensitive issues with maturity". You will be supported by leaders who "have high expectations of behaviour" and we know that "pupils respond well to these".

Although our site is compact, we enjoy spacious classrooms including specialist Science, Art, DT, Music and Drama facilities. IT facilities for staff are excellent. All teaching staff have 'plug and play' laptops where resources and lessons can be uploaded, shared and presented from any classroom whiteboard in the building. Every classroom has a visualiser to facilitate interactive learning and we actively encourage the use of technology such as teaching tablets. Students also have good access to IT facilities where we have a designated computer suite, as well as a MAC suite, plus a number of laptop trolleys on each floor. These are maintained by our dedicated Creative & Media Technician.

Although we have come a long way in the last six years, we continue to move forward on our journey to becoming an outstanding school. This post provides an excellent opportunity to make a significant impact with our flexible and responsive staff team, therefore, attracting the very best candidate is key. We are seeking staff who are passionate, engaging, driven and flexible. Most of all, staff who are resilient, who can build positive relationships with boys and young men and who are unafraid of rolling their sleeves up and getting stuck-in when necessary. In return, we offer you the chance to be part of a team, continuing to develop a fantastic school serving this local community. We also offer you the support network of our established partner schools, Bullers Wood School for Girls, Chislehurst School for Girls, Charles Darwin School and Biggin Hill Primary School, as well as opportunities for enhanced professional and career development within the school and across a growing Inicio Educational Trust Academy.

We have created a great school in Bromley that will serve many generations of boys to come. After reading about us, I hope you will want to be part of our story and our continuing journey.

I look forward to welcoming your application.

Yours sincerely,



Gary Streatfield
Headteacher

The Role

Position: Head of Faculty - English
With effect from: September 2026
Reports to: Assistant Headteacher – Teaching & Learning
Salary: MPS 3/UPS 3 – TLR 2C

This job description is in addition to the professional responsibilities of a classroom teacher. For reference, a fuller set of classroom teacher responsibilities is included in Appendix A.

Line Management responsibility for: All teachers of English & Media

About the English Department

- GCSE specifications / exam board:
 - English Language Eduqas,
 - English Literature AQA
- KS3 curriculum overview (texts, sequencing, disciplinary literacy):
 - Year 7 - Power & conflict poetry; The Tempest; Lord of the Flies
 - Year 8 – Protest poetry; Rhetoric/Speech; The Woman in black
 - Year 9 – Love and Relationships Poetry; Romeo and Juliet; Animal Farm
- Current strengths: Our GCSE results have consistently been significantly above Boys' national averages and have shown year on year improvement.
- Key development priorities: In line with the Bullers vision for 2030 the department is working towards achieving grades in the top 5% of schools in the country whilst looking to foster a lifelong passion and love of reading.
- Extra-curricular / enrichment: The department run a wide range of enrichment activities ranging from debate club to English Masterclasses.

Key priorities for the first 12 months

The priorities below are purely indicative:

- Quality of curriculum and assessment: ensure KS3 to KS4 coherence, clear end points and high-quality resources.
- Teaching and learning: embed consistent, evidence-informed approaches to reading, vocabulary and writing in English and the wider school.
- Outcomes and equity: sharpen intervention and further remove barriers for disadvantaged pupils, SEND and high prior attainers.
- Reading culture: strengthen reading routines and wider reading, working with whole-school literacy where appropriate.
- Team and wellbeing: build collective efficacy through coaching, shared planning and manageable systems.

Head of Faculty – English — Key Responsibilities

Purpose

To provide strategic and operational leadership for English, securing high standards of achievement, progress and behaviour through effective curriculum design, quality assurance of teaching and learning, robust assessment practice and strong staff development. (The responsibilities below are in addition to those of Classroom teacher)

Line management

Line manage and support English & Media staff, including (as required) ECTs and trainee teachers.

1) Standards, achievement and progress

- Evaluate standards of student achievement, progress and personal development in English.
- Analyse and interpret performance data; ensure it is used effectively to drive improvement and meet departmental targets.
- Review, challenge and support teachers' assessments of progress and outcomes.
- Oversee student groupings to ensure appropriate provision.
- Lead work scrutiny and sampling of students' work to monitor standards.
- Moderate and quality assure assessment judgements, including coursework, ensuring consistency within the department.
- Gather and act upon student voice (e.g., discussions with sample groups) regarding learning, progress and attitudes.
- Ensure internal and external examination procedures are implemented in line with school procedures and awarding body regulations.

2) Quality of teaching and learning

- Be accountable for the quality of teaching and learning in English.
- Implement a systematic programme of lesson visits/observations and other QA activities; provide timely developmental feedback.
- Monitor and review planning to ensure coherent, ambitious and inclusive provision for all learners.
- Review schemes of work annually and update as required to reflect effective practice and statutory/government guidance, including cross-curricular themes where appropriate (e.g., PSHE, citizenship, work-related learning).
- Ensure departmental Assessment, Recording and Reporting practices align with whole-school policy and are consistently applied.
- Support staff in managing behaviour and maintaining high expectations for learning.
- Maintain oversight of departmental resources to ensure they meet curriculum requirements and represent value for money.

3) Leadership, improvement and development

- Lead departmental meetings (agenda, chairing and accurate record-keeping) to drive priorities and best practice.
- Lead the review, development and resourcing of the English curriculum.
- Set and monitor departmental improvement targets aligned to whole-school priorities.
- Identify underperformance and coordinate timely, evidence-informed intervention.
- Develop, implement and communicate a clear strategy for subject improvement.
- Plan and deliver departmental INSET; identify and address CPD needs across the team.
- Build capacity for sustained improvement through positive role-modelling, coaching and support.
- Represent the department and report key priorities, impact and needs to relevant stakeholders (e.g., Faculty leadership, Headteacher, Governors as appropriate).
- Contribute to faculty documentation (e.g., Faculty Handbook) and promote a positive image of the department.

4) Whole-school responsibilities

- Contribute to the development, implementation, monitoring and evaluation of the School Improvement Plan as it relates to English.
- Participate in whole-school working parties and cross-school initiatives as required.
- Ensure whole-school policies (including Assessment, Equality, Health & Safety, More Able/Vulnerable learners and SEND) are implemented and upheld within the department.

5) Staff management and professional duties

- Act as an appraiser where directed and contribute to performance development processes.
- Support ECTs and liaise with mentors/Senior Mentors regarding trainee teachers (SDS/SCITT) as appropriate.

6) Safeguarding and compliance

- Promote the safeguarding and welfare of children and young people, in line with school policy and statutory guidance.
- Adhere to policies relating to equality, data protection, health & safety and professional conduct.

7) Other

- Undertake any other duties as reasonably directed by the Headteacher, commensurate with the post.

Person Specification

We are seeking an outstanding Head of Faculty - English who combines strong subject expertise with the ability to lead a team, improve outcomes and build an ambitious reading and writing culture.

Essential criteria (shortlistable)

- Qualifications: Qualified Teacher Status (QTS) and a strong degree (or equivalent) in a relevant subject.
- Experience & impact: A track record of securing strong progress and outcomes in English, with evidence of impact over time.
- Curriculum & assessment: Experience of leading or significantly contributing to curriculum design and assessment in English (KS3 and/or KS4).
- Leadership & people: Ability to lead, coach and develop colleagues; experience of line management, mentoring or supporting ECTs/trainees is advantageous.
- Data & improvement: Confidence using data to diagnose need, plan intervention and evaluate impact.
- Inclusion: A commitment to inclusive practice for disadvantaged pupils and students with SEND, with evidence of removing barriers to learning.
- Personal qualities: High expectations, strong organisation and the ability to build positive relationships with pupils, staff and families.
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Desirable criteria

- Experience as an examiner/moderator or evidence of strong assessment literacy.
- Experience leading whole-school literacy, reading programmes or cross-curricular writing.
- Evidence of successfully engaging boys in reading and writing through evidence-informed approaches.
- Experience of developing enrichment (e.g., debating, creative writing, theatre/author visits).

How we will assess applications

We will assess applications against the essential and desirable criteria above. At interview, candidates can expect tasks designed to assess curriculum leadership, teaching, and the ability to lead a team. Details will be confirmed with shortlisted candidates.

An Introduction to Bullers Wood School for Boys

Bullers Wood School for Boys is a thriving, oversubscribed, 11 – 16 boys' comprehensive school situated in the London Borough of Bromley. We opened in September 2018 and have 900 boys on roll. The school is an 'early start' school which means that the school day for students starts at 07:45 and ends at 14:20 hrs. Teaching staff are expected to be on site from 07:25 hrs to 14:30 hrs except on days where meetings are scheduled as part of directed time. Staff are expected to stay until 16:00 hrs on these days.

When we opened, we became the partner school to Bullers Wood School for Girls, (a successful comprehensive girls' school with a large, co-educational sixth form), responding to significant demand for more secondary school places, particularly for boys, in the local area. From September 2023, the boys' and girls' schools joined with Chislehurst School for Girls to become part of the Inicio Educational Trust. The Trust expanded again in April 2024 as we welcomed Charles Darwin School and Biggin Hill Primary School into our family.

We continue to develop a staff team that is focused, relentlessly, on improving the achievement and opportunities for our boys. All staff working at the school subscribe to our ethos and values, and seek to improve and develop their own practice and performance for the benefit of our boys.

You will need to demonstrate a commitment to and evidence of success in sustaining academic excellence, help every boy to succeed, be an excellent classroom practitioner, demonstrate that you can work as part of a team, and inspire others to excel.

We provide an academic curriculum with an emphasis on students picking the broadest range of qualifications to fully prepare them and give them the greatest opportunity when applying for their next steps. Our curriculum is also responsive to the needs of individuals providing a more personalised approach when and where necessary.

Our Ethos

Bullers Wood School for Boys is a school where all children and young people are able to enjoy and achieve success. The school exists to provide all children and young people with high quality learning experiences delivered by teachers who are passionate and able to convey their knowledge effectively and enthusiastically within a stimulating, safe and supportive environment.

Our ultimate aim is to produce well-rounded, confident and successful individuals who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications. We want them to become emotionally resilient and responsible citizens who make a positive contribution to society, including both their local community and the wider world in which they live.

Our Principles

Bullers Wood School for Boys has an unrelenting focus on learning, and a genuine conviction that each boy has the potential to achieve and enjoy success. We aim to create a culture of caring masculinity where boys develop into and leave us as happy, healthy, resilient and successful young men.

Features of Bullers Wood School for Boys

- High quality teaching and learning that raises boys' achievement, removes barriers to learning, develops a growth mind-set and is tailored to our pupils' learning needs.
- Seamless progression from KS2 to KS3 so that there is no loss in learning, progress and attainment between key stages.
- An academic curriculum that is also responsive to the needs of each individual student, providing support and stretch where necessary. This enables our boys to achieve the qualifications they need to progress successfully when they leave the school.
- A fundamental belief that being literate and numerate is key to accessing the curriculum - and as a non-selective mainstream boys' school with a comprehensive intake, we will create a curriculum to address these needs quickly and from the outset.
- Innovative technology to support successful learning and extensive IT systems to manage data and communication efficiently and effectively.
- Extra-curricular opportunities beyond the academic curriculum so that boys can find their niche, experience success and develop self-confidence. This will also include competitive sport.
- A strong and caring pastoral system where every boy is known and feels listened to and supported - achieved through a team of pastoral leaders and tutors who will provide high quality care, guidance and support to boys on a daily basis and throughout their time at the School.
- Powerful partnerships between the schools within the Inicio Educational Trust, parents and the local community. Parents are integral to their sons' long-term success through their engagement and support of the School.
- A personal development programme that enables boys to develop into confident, independent, courteous and respectful young men. This programme will address not just QCA requirements, but also develop self-confidence, leadership, organisation, resilience, and independence and communication skills in boys.
- The development of student leadership so that boys can share in the decision-making processes of the School, act as role models and support others academically and interpersonally.
- Firm discipline and clear boundaries with high expectations of attendance, punctuality, uniform and attendance balanced by a reward system that celebrates endeavour and success.

Our Outcomes

Please update the outcomes below for the most recent validated results. Where possible, include a three-year trend (e.g., 2023-2025) to give candidates context. [UPDATE]

Outcomes at a glance (3-year trend)

Progress 8: 2023 [0.18] | 2024 [0] | 2025 [-]

English Language 9-5: 2023 [59.54] | 2024 [53.33] | 2025 [51.14]

English Literature 9-5: 2023 [62.21] | 2024 [63.13] | 2025 [63.43]

English & Maths 5+: 2023 [57.39] | 2024 [58.56] | 2025 [57.3]

- Percentage of students achieving grades 5 and above in English & Maths 57% (Bromley 53%, National 45%)
- English Literature - Grades 9-5 - 63% (Boys national - 51%)
- English Language - Grades 9-5 - 51% (Boys national - 48%)
- Maths - Grades 9-5 - 69% (Boys national - 54%) & Grades 9-7 23% (Boys national - 23%)

Expectations

At Bullers Wood School for Boys, we expect our staff to:

- Have an excellent record of attendance
- Be driven, self-directed and proactive
- Have a passion for education and be open to innovative approaches in everyday aspects of school life
- Be passionate about our values and vision
- Secure the best outcomes for all boys in the school
- Contribute to the overall improvement and development of the school
- Be flexible in their approach, adapting to new challenges
- Be willing to grow and develop in your role and embrace the support that we offer to do this

In return, we will offer you:

- The opportunity to be part of a forward-thinking school
- The opportunity to work with pastoral and subject leaders to deliver an exciting, ever evolving and engaging curriculum
- Access to the latest technology to assist in delivering and developing outstanding teaching and learning
- The opportunity and responsibility to strategically shape the future of your Faculty and the wider School
- Enhanced professional development
- The opportunity to work in a modern, technologically rich environment
- The opportunity to work with other teams and schools across all schools in our Trust

How to Apply

- i. Read carefully all the information about this post
- ii. If you have any questions, please do not hesitate to telephone or email **Caroline Sharp, Human Resources Manager**, on HR@iniciotrust.org. Please also contact her if you wish to have a conversation with the Headteacher, Gary Streatfield before applying.
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. *It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained please.*
- iv. In section 8 Letter of Application, please tell us
 - o Why you are applying for this post
 - o How your experience, skills, training and/or qualifications equip you for the role.
 - o Include details of an initiative you have recently led, explaining the contribution/impact it had on your organisation.

Send your completed application form by email (if downloaded from our website) or through the post to:

Mrs Caroline Sharp
Human Resources
Inicio Educational Trust
St Nicolas Lane, Logs Hill, Chislehurst, Kent BR7 5LJ
HR HR@iniciotrust.org

Please send your completed application asap as suitable candidates will be interviewed before the closing date and Inicio Educational Trust reserves the right to withdraw the position if an early appointment is made.

Appointment Process

- i. Suitable applications will be shortlisted for interview as quickly as possible.
- ii. If you are successful, you will receive either a phone call and/or email inviting you to attend for interview.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

Pre-employment Checks

Inicio Educational Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Headteacher.
- It is our usual policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.
- Shortlisted candidates may be subject to an online search as part of our safer recruitment due diligence, in line with ‘Keeping Children Safe in Education (2025)’.

The successful candidate will be asked to complete a self-declaration as part of safer recruitment and may be subject to further checks as required.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

Appendix A: Classroom Teacher Responsibilities

The responsibilities below apply to all teaching staff and are included here for reference.

Core purposes of post

- To provide positive support and guidance with regard to the personal, academic, social and moral development of all students.
- To provide a high-quality educational experience for all students.
- To help the school achieve its purpose, aims and values

General Duties and Responsibilities

- To carry out the duties of a School Teacher as set out in the School Teachers Pay and Conditions Document.
- To continue to meet the Professional Standards for Teachers in England
- To follow school, faculty and departmental procedures.
- To support the school ethos and adhere to school policies
- To be committed to safeguarding and promoting the welfare of children and young people

Knowledge & understanding

- Be aware of and actively promote the school's aims, values, priorities, targets and action plans.
- Have a secure knowledge and understanding of specialist subject(s)
- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements.
- Understand progression in specialist subject(s)
- Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).

Planning & setting expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified in the school's Teaching & Learning policy
- Set appropriate and demanding expectations for students' learning and motivation.
- Set and monitor clear targets for students' learning, building on prior attainment.

Teaching & managing student learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Participate in preparing and presenting students for public examinations
- Identify students who have special educational needs, and implement and keep records
- Identify students who are gifted and talented and provide appropriate stimuli

Assessment & evaluation

- Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting.
- Keep regular records of student progress
- Set homework in accordance with the School's homework policy
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- Understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses.

- Record and report on student progress, following school and departmental policy.

Behaviour Management

- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, following the school systems.
- Consistently apply the school's Behaviour Management policy, encouraging positive behaviour, using the classroom code and taking appropriate action in cases of indiscipline

Relationships with parents & the wider community

- Prepare and present informative reports to parents.
- Attend parents' evenings and Open Evenings as required
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.
- Be prepared to liaise with agencies responsible for students' welfare.

Management of performance & development

- Take responsibility for own professional development and to keep up-to-date with research and developments in pedagogy and in the subjects taught, within the context of the School Development Plan.
- Understand professional responsibilities in relation to school policies and practices.
- Set a good example to the students in presentation and personal and professional conduct.
- Evaluate own teaching critically and use this to improve effectiveness.
- Participate in school system of performance management
- Participate in arrangements for further training and professional development, including INSET
- Attend and participate in faculty/departmental and other meetings as required.

Relationships with colleagues

- Establish and maintain effective working relationships with colleagues including support staff.
- Advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Resources

- Select and make good use of textbooks, ICT, DVD/video, internet and other learning resources which enable teaching objectives to be met.

Health & Safety

- Be familiar with and comply with the School's Health and Safety policies
- Be responsible for the health & safety of students when they are authorised to be on school premises and when engaged in authorised activities elsewhere
- Prepare risk assessments as appropriate
- Take class register on SIMS and inform the office of any concerns

Other

- Undertake any other professional requirements specific to this post.

This job description may not necessarily be a comprehensive definition of the post. It will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the holder of the post.