



**TAME RIVER
EDUCATIONAL
TRUST**

**Head of Faculty (English)
Mossley Hollins High School
Candidate Information Pack**

**Great schools in which to learn, teach and belong.
Welcome to Tame River Educational Trust**

Dear Candidate

Thank you for your interest in the post of Head of Faculty (English) with Tame River Educational Trust.

Tame River Educational Trust was established in 2022, with Tameside and Clarendon Sixth Form College as our sponsor. We grew from our desire to make a significant difference to the school days and life-chances of all our young people, including and especially young people who have fewer socio-economic or prior educational advantages.

Our mission is to establish great schools in which to learn, teach and belong. Schools which promote learning, develop character, value diversity and build cultural capital. By the age of 16 we aim for every student to progress to suitably challenging post-16 studies and apprenticeships.

Each of our schools is committed to academic rigour, a spirit of enquiry, talent and character development and providing our students with a significant educational dividend.

The Trust is currently comprised of three academies: Droylsden Academy, Hyde High School and Mossley Hollins High School.

As a Trust we do so much more, and we are growing! We are an ambitious Trust in which to study and work. All our members of staff, both teaching and support staff, are dedicated, committed professionals.

We recognise that our staff are our greatest asset and our Talent and HR strategy places people at the heart of our work.

If, after reading everything about us, this sounds like a Trust you would like to work for, we would very much welcome an application from you.



Phil Wilson
Chief Executive Officer

An Introduction to our Trust Schools



Mossley Hollins High School

Headteacher

Mrs A Din

Mossley Hollins High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. We are a happy, academically ambitious and inclusive school and we are passionate about learning. At the heart of everything we do are our deeply held values of manners, hard work and honesty.

We believe that success should be measured both by academic progress and achievement, and also by one's personal and social development and one's contribution to our community and to society.

Droylsden Academy

Headteacher

Mr E Mayell

Droylsden Academy is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The Academy is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. Our staff are driven by the belief that every child should go to a great school and we believe that every child can become a great learner through politeness, hard work and honesty.

We believe that success should be measured by both academic progress and by one's contribution to our community and wider society.

Hyde High School

Headteacher

Ms G Arnold

Hyde High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school serves over 1200 students, is heavily over-subscribed and has an impressive modern building. We provide an engaging and inspiring educational experience that instils in our students a lifelong love of learning and respect for themselves, our community and our environment. A place where warmth, high expectations and strong values are prevalent in everything we do. A learning environment where every student can thrive and belong. Our work is under-pinned by a clear set of values **Ready, Respectful and Safe**.

We are rooted in our community, and we celebrate the diversity and uniqueness of everyone. We know that a successful school depends on a strong partnership between school and home and this shared approach is key to the individual success and happiness of every student.

Application Procedure

For a confidential discussion on current vacancies please contact the HR Team at hr@mossleyhollins.com

To apply for the role please complete the application form – available to download from our website and return it to hr@mossleyhollins.com

In compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Advertised: 17 April 2026

Closing date for Applications: 5 May 2026 (8:00 am)

Interview Date: 7 May 2026

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within 5 days of the closing date, please assume your application has been unsuccessful, on this occasion.

Safer Recruitment

The Tame River Educational Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure, with Children's Barred List Check.

Equal Opportunities

The Tame River Educational Trust believes that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in our schools have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation, religion or belief.

Tame River Educational Trust and all its schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Job Description

The Tame River Educational Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title:	Head of Faculty (English)
Reporting to:	Headteacher/relevant SLT link
Hours & Salary	This is a full-time, permanent position, paid according to the National teacher pay scales - MPR/UPR + TLR 1b (currently £45,437 - £63,569)
Role Overview	<p>This post carries Leadership and Management responsibility for the English Faculty, as a whole, with primary responsibility for its Pupil Outcomes and Quality of Teaching & Learning.</p> <p>This job description is written at a specific time and is subject to change as the demands of the Trust and school and the role develops. The role requires flexibility and adaptability, and all employees need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.</p>
Child Protection and Safeguarding:	The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Child Protection and Safeguarding Policies, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children.
Main duties and responsibilities:	<p>This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document and the Teacher Standards, in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below.</p> <p><u>Summary of Responsibilities as a Classroom Teacher</u></p> <p>A. Teaching, Curriculum, Literacy and Behaviour (The Teacher Gold Standard, Strands 1, 2, 4 and 5)</p> <ol style="list-style-type: none"> 1. Teach in line with policy and towards the Teacher Gold Standard (TGS) 2. Plan work in accordance with the school and faculty curriculum intent. 3. Plan in accordance with the subject's schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (<i>Plan Well in the Curriculum</i>) of the TGS. 4. Liaise with relevant 'expert' colleagues on the planning of units of work for effective collaborative delivery. 5. Teach literacy (and numeracy) as part of your subject, within the requirements of our <i>Power of Language Strategy [POLLS]</i>, (Strand 5 of the TGS) 6. Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group.

7. Work in collaboration with teachers in English, other faculty leaders in school and trust colleagues.
8. Take account of pupils' prior levels of attainment and build on prior learning to meet agreed academic targets.
9. Set work for students absent from school for health or disciplinary reasons or who are in our On-Board Centre/Head of Year Hub.
10. Set work during planned periods of your own absence from school.
11. Set extremely high standards for pupils' behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school's Behaviour and Teaching & Learning Policies and to the TGS Strand 1 '*Being in Charge of your Class and Form*'.
12. Stretch all pupils, with a focus on the least advantaged (FSM or in care), those with additional needs and the most able.
13. Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
14. Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS).
15. Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.

B. Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)

16. Maintain notes and plans of lessons undertaken and of students' work and progress.
17. Mark, monitor and return work in line with school policy, the TGS Strand 3 '*Assessing Well*' and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which pupils respond.
18. Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar.
19. Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups.
20. Complete reports in line with policy and as specified in the published calendar.
21. Attend parents' evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren).
22. Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND pupils and for those in care and reasonably adjust teaching as required by any individual education plan.

C. Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)

23. Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard.
24. Support the values of the school: manners, hard work, honesty and success
25. Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development.

26. Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers' Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master's in Expert Teaching).
27. Treat all members of the community, colleagues and students, with respect and consideration.
28. Treat all students fairly, consistently and without prejudice using warmth and strictness.
29. Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school's high standards.
30. Attend school events as required, contributing to the wider life of the school.
31. Take pride in all you do and allow pupils to do the same.
32. Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement.
33. Reflect on your own practice as well as the practices of the school with the aim of improving all that we do.
34. Read and adhere to the various policies & priorities of the school as expressed in the School Improvement Plan, the staff handbook and Faculty Action Plans.
35. Read and adhere to the mission and core educational purposes of the Tame River Educational Trust.
36. Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions.
37. Undertake duties as required.
38. Ensure that all deadlines are met, as published in the school calendar.
39. Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Head of Year or SLT link.
40. Be proactive and take responsibility for matters which secure health and safety.
41. Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.

D. Pupil Development

42. Ensure the safety and well-being of all pupils in your charge, including in relation to all matters concerning Child Protection and Safeguarding.
43. Undertake the responsibility for a Form group as part of one year group as required
44. Be the first point of contact for pupils and parents of pupils in your Form group.
45. Teach Life Skills, as required, teaching it to the Teacher Gold Standard.
46. Monitor (and set targets for) the personal, social and academic progress of individuals in your Form.
47. Ensure excellent attendance, punctuality and behaviour from all in your Form.
48. Promote and develop Student Character as part of our Character Pillar Programme.
49. Make a positive contribution to the wider life and ethos of the school

Summary of Responsibilities as Head of Faculty (English)

E. Shaping the Future

50. Contribute to Middle Leadership of the school.
51. Ensure the development of a successful Faculty which improves the quality of education provided and which secures strong outcomes for pupils in the Faculty at Key Stages 3 and 4.
52. Work with SLT to create a shared vision and strategic plan which inspires and motivates students, staff and other members of the school community in English.
53. Analyse and interpret national, local and Faculty data and other evidence, to further improve policy and practice.

F. Leading Learning & Teaching

54. Take leadership and management responsibility to develop and assure high quality teaching and learning within the Faculty.
55. With your relevant SLT link, develop a successful learning culture in your area where pupils become effective, resilient and independent learners who take pride in all they do.
56. Ensure the Curriculum, Schemes of Work and all Assessments are current and fit for purpose, working backwards (from Year 11 to Year 7 and below) from the potential of each group and forwards from the rigour and challenges of the Key Stage 2 Curriculum (ensuring the successful delivery of the latter as part of the MSP (Mossley School's Partnership).
57. Ensure the strong moderation and standardisation of such examinations and assessments to improve teaching, underpin intervention and to judge quality.
58. Quality Assure and be responsible for the effectiveness of provision, and intervene quickly to remedy teacher or pupil under-performance, in your area, working with your SLT link.

G. Developing Yourself and Working with Others

59. Equip self with the capacity to deal with the complexity of the role.
60. Be committed to one's own professional development.
61. Be aware of statutory educational frameworks related to your role
62. Challenge, influence and motivate colleagues to attain challenging targets at both key stages in English, including those of the most able, Pupil Premium students and SEND.
63. Lead teachers and support staff for English.
64. Work with colleagues and the librarian to create a culture of reading for enjoyment, research, purpose and study.
65. Ensure the staff you lead achieve excellent and productive professional relationships with students, parents and each other.
66. Work with the Senior Leader link and Head of Year [Progress] to co-lead your year group.

H. Managing the Organisation

67. Provide effective management and organisation by improving organisational structures and functions in your subject and year group.
68. Provide Middle Leadership to Behaviour Management to ensure high standards of conduct.
69. Support in the management of the school on a day-to-day basis.
70. Undertake duties commensurate with your leadership role.

	<p>71. Ensure that value for money in books, stock and resources is achieved and that systems for each are efficient and well-ordered at the beginning of and throughout each year.</p> <p>72. Establish staff and resource needs within the English Faculty.</p> <p>73. Chair Curriculum area meetings.</p> <p>I. Securing Accountability</p> <p>74. For the success in achieving challenging targets in English for all our students, including those who are most able, in receipt of Pupil Premium or SEND.</p> <p>75. Lead on quality assurance in English.</p> <p>76. Lead on accurate, moderated and standardised assessments for all year groups.</p> <p>77. Lead on accurate report writing which challenges and supports students and which provides the information parents require to (a) know the current progress and attainment of their child in your subject (b) what they can do to support at home.</p> <p>78. Be aware of statutory educational frameworks, including aspects of governance related to role.</p> <p><u>J. Summary of Responsibilities as a member of staff:</u></p> <p>79. To safeguard all students, promoting their safety, health, and welfare in accordance with school policy, both on the school premises and on school activities elsewhere.</p> <p>80. To follow and uphold all school policies and be an excellent ambassador for the Trust and Mossley Hollins High School.</p> <p>81. To have a responsible and diplomatic approach to matters of a confidential nature.</p> <p>82. To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails regularly and at least once every school day.</p> <p>83. To develop yourself through engaging with CPD, including ICT training, in order to maximise effective use of all school systems.</p> <p>84. To undertake any other duties that might be reasonably requested, by the Headteacher, Line Manager, or any other member of the Senior Leadership Team. Any request will correspond with the general character of the post and be commensurate with the level of responsibility.</p>
<p>Health and Safety:</p>	<p>The post holder must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures. The postholder is responsible for their own Health and Safety, as well as that of their colleagues.</p> <p>All Trust schools are non-smoking sites.</p>
<p>General:</p>	<p>This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's</p>

	appraisal programme and to participate in appropriate staff training and development activities.
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Person Specification

	Essential	Desirable	Method of assessment
Qualifications	<ul style="list-style-type: none"> • A good honours degree in a relevant subject • PGCE (Secondary) in a relevant subject, or equivalent • QTS Status 	<ul style="list-style-type: none"> • Evidence of continuous professional development and training • Leadership or Middle Leadership training 	<ul style="list-style-type: none"> • Production of the Applicant's original certificates
Experience	<ul style="list-style-type: none"> • Experience of teaching students in the relevant age range • Evidence of securing strong progress and attainment, including GCSE outcomes • Experience of contributing to curriculum development or departmental improvement • Evidence of working collaboratively within a faculty or department 	<ul style="list-style-type: none"> • Evidence of contributing to co-curricular of a faculty or enthusiasm for a chosen co-curricular opportunity • Experience of leading or supporting colleagues through coaching, mentoring, or line management 	<ul style="list-style-type: none"> • Contents of the application form. • Interview • Professional references
Skills and Knowledge	<ul style="list-style-type: none"> • Excellent subject knowledge • An ability to deliver creative and engaging lessons • Up to date knowledge of child welfare issues • Excellent classroom management • Excellent organisational skills • Excellent command of English both spoken and written • Excellent interpersonal skills 	<ul style="list-style-type: none"> • Clean Driving Licence 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references



	<ul style="list-style-type: none">• Ability to use ICT as a teaching tool and for administrative purposes		
Personal competencies and qualities	<ul style="list-style-type: none">• Passion for helping children and young people learn• Trustworthiness and integrity• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Ability to engender confidence in young people• A warm, friendly, and patient manner• Ability to build positive relationships with all pupils that allow them to achieve to their highest potential• Discipline and time management skills• A belief in the value of others• A willingness to learn new skills and approaches and to share experiences with others• Willingness to contribute to the extra-curricular work of the faculty		<ul style="list-style-type: none">• Contents of the application form• Interview• Professional references



Employee Acknowledgement

I have received a copy of my job description.

I have read and understand the duties of my job.

I confirm that I can fulfil the requirements of the role of Head of Faculty (English)

Signed:

Date: