



UP HOLLAND
HIGH SCHOOL
Dedicated to Excellence

Progress Leader for English Permanent from 1.1.27



PROUD TO BE A MEMBER OF
EVERYONE MATTERS
SCHOOLS TRUST

Headteacher's welcome

Up Holland High School is Dedicated To Excellence and prides itself on the excellent opportunities it offers to all students in order for them to develop and succeed.

This is achieved by offering a broad and balanced curriculum that is delivered by high quality practitioners. The school has an outstanding reputation for academic achievement and educational standards, which has been achieved by placing the individual child's needs at the core of our ethos and our decision making.

We recognise that the development of the 'whole child' is an integral part of our work. We want the students to achieve both fantastic outcomes and to develop their interpersonal skills so that they are confidently prepared for life beyond school. At the heart of this ethos, we promote our core values of leadership, organisation, resilience, initiative and communication. At Up Holland High School, we expect students to be self-motivated, ambitious, determined and hard working. We encourage them to make the most of their abilities and talents. Alongside this, we expect students to be kind, thoughtful and respectful to one another. We want them to participate in all aspects of school life, developing into responsible citizens who make a positive contribution to the wider community.

We strongly believe in the power of the 'student voice' and as such, afford our students the opportunity to positively impact change and improve our school by representing our student councils and junior leadership team. We expect our students to be responsible role models to each other and to the students in our partner primary schools, promoting a sense of community responsibility.

The pastoral care is a real strength of our school. We pride ourselves on knowing the students as individuals, which enables us to successfully work in partnership with parents and carers. This partnership is absolutely critical in ensuring students are happy, healthy and successful. Our extensive system of rewards encourages the pursuit of excellence and core values by celebrating progress, attainment and the overall contribution made to school life. High expectations of attendance, punctuality, uniform and behaviour underpin success in our school and lay the fundamental foundations for life beyond Up Holland.

You can view our welcome and information video using the following link:

https://www.youtube.com/watch?v=kl5yjTJwG_8

School Priorities 2025-2027

- Encourage a strong, **positive attitude to learning culture (ATL)** in every classroom and subject.
- Provide a **challenging and inclusive curriculum** that uses regular assessment to support student progress.
- **Strengthen teaching in all subjects** through targeted training, that enhances staff knowledge and expertise.
- **Increase overall attendance** compared to 2024/25 and keep it above the national average for all student groups.



Headteacher
Paul Scarborough

Role overview:

Progress Leader for English

Hours: Full time

Responsible to: SLT Line Manager

Closing Date: Monday 21st September 2026, 8.00 am

Interview Date: Monday 28th September 2026

Start Date: 1st January 2027

We are seeking to appoint a passionate, enthusiastic and committed Progress Leader (Head of Department) for English who can lead, inspire and drive excellence in teaching and learning across the department.

The successful candidate will be an outstanding classroom practitioner with a proven track record of delivering high-quality teaching and strong student outcomes. You will bring leadership experience, either within the English department or more widely across the school, and have the vision and determination to further develop an ambitious and successful team.

You will possess excellent communication and organisational skills, be highly motivated and collaborative, and demonstrate a strong commitment to ensuring every student achieves their full potential in English.

Above all, you will model and deliver our ethos of being 'Dedicated to Excellence', leading by example and striving to secure the very best outcomes for all students.

Our school: Personal Development

The five key skills and values that we promote through LORIC are those that employers, colleges and universities consider to be most desirable:

- **Leadership**
- **Organisation**
- **Resilience**
- **Initiative**
- **Communication**

Students develop their LORIC skills through our 'Character and Culture and Personal Development' programme. This begins in Y7 and continues through to Y11, with students participating in a range of activities and experiences. These activities are promoted and undertaken in personal development time, curriculum lessons, character and culture days and enrichment opportunities. We believe that the programme enhances the development of the whole child, preparing them for life beyond Up Holland High School. Our drive to offer a holistic educational experience is at the core of the school's philosophy, recognising the importance of both academic rigour and challenge, alongside opportunities for personal development and cultural capital.

If appointed, you can expect full-support and continuing professional development, as we promote a model of leadership at all levels and a bespoke and tailored professional development programme. We offer a professionally stimulating working environment where teachers have the opportunity to progress and most critically, to positively impact the lives of our students.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake a DBS enhanced clearance, including checks with past employers. *Please note that in line with Keeping Children Safe in Education an online search will be carried out as part of our due diligence on shortlisted candidates.*



The Trust



EVERYONE MATTERS SCHOOLS TRUST

We are a trust that is passionate about making a difference to every child and person in the community we serve. We work tirelessly to ensure we have great schools made up of great people supported by the trust to provide a great educational offer for every child who attends one of our schools.

Our vision is to improve every person's life and their opportunities. As a member of staff you will be key to our success so we work hard to be a great place to work. Our trust culture is based on our humanity and the principles of compassion, generosity and kindness. We are proud of the trust's ethos:

Everyone Matters: we strive for all our partners to be happy and successful schools within our trust community based on our culture of compassion, generosity and kindness.

Everyone Helps: we work together to make great choices for our schools and our children to create an interconnected community of team members who do the best for children, staff and our community.

Everyone Succeeds: we work tirelessly together to overcome the challenges we face to invest in our schools, so all our schools, children and team members are successful.



Job description

Job Title: Progress Leader for English
Responsible to: SLT Line Manager
Salary Range: Main Teachers Scale/Upper Pay Scale & TLR 1.2 (currently £12518 pa)
Duration: Permanent 1.1.27 – Full Time

JOB PURPOSE

- To provide professional leadership of students' progress in order to secure high quality educational experiences and high and improving standards of learning and attainment.

In addition to the professional duties outlined in the Teachers' Pay and Conditions Document the holder will have responsibility for the following areas.

It is expected that the post holder will meet the appropriate Professional Standards as found at <https://www.gov.uk/government/publications/teachers-standards>.

i.	The strategic direction and development of the subject The Progress Leader will: 1. Implement and promote the aims, policies and procedures of the school. 2. Create, implement and monitor curriculum area policies and procedures, which reflect the school's commitment to high achievement. 3. Plan, implement and evaluate the Faculty Improvement Plan. 4. Model whole school standards and expectations to the rest of the Faculty team particularly the commitment to an enriched and extra-curricular provision programme. 5. Be responsible for ensuring that Schemes of Work and assessment procedures are produced and reviewed by the department on an annual basis. 6. Seek to ensure that the curriculum areas meet statutory and examination board requirements, and that the curriculum develops students' literacy, numeracy and ICT skills alongside the development of SMSC. 7. Contribute to the development of overall improvement policies and school self evaluation, including the production of a curriculum area SEF's. 8. Monitor and Quality Assure student progress and evaluate the standards of teaching and learning across all subject areas. 9. Contribute to the whole school behaviour policy ensuring that all department members follow the levelled intervention matrix consistently and fairly. 10. Co-ordinate all administration associated with the curriculum area, liaising with the appropriate support staff. 11. Seek to ensure that effective liaison is maintained with feeder schools, post 16 institutions, and the staff member responsible for careers education, most able, SMSC and citizenship. 12. Have a firm commitment to CPD and professional development, ensuring that the Faculty has the breadth of skills and experience to raise standards still further as a group. 13. Show ambition, enthusiasm, drive, and clarity of vision that will permeate the culture of the Faculty thus positively impacting on the work and attitude of both staff and students.
ii.	Learning and teaching The Progress Leader will: 1. Seek to ensure, sustain and promote effective learning and teaching within the curriculum areas appropriate to the needs of all students – sharing good practice where appropriate, intervening where not. 2. Collaborate closely with colleagues to promote and encourage the highest standards of teaching. 3. Evaluate the quality of teaching and its impact on student progress and use the findings to inform planning and classroom practice. 4. Employ and evaluate effective strategies to ensure school and curriculum area attainment targets are met, analysing student progress and ensuring any intervention required is rapid and effective.



	5. Have a relentless focus on closing the progress gap with identified groups that are underachieving, particularly those that are classified as Pupil Premium and/or SEN. 6. Evaluate the standards of student achievement using evidence (performance data, lesson planning, observation and students' work scrutiny for staff within the Curriculum Area) and set clear targets for improvement. 7. Work collaboratively with colleagues to promote highest standards of learning and behaviour and communicate effectively with Personal Development Managers. 8. Seek to ensure that the School Rewards and Sanctions Policy is embedded into the curriculum area practice. 9. Have an extensive, well informed and critical understanding of current initiatives in teaching and learning and where possible implement or delegate their implementation when appropriate. 10. Incorporate whole school PIXL strategies to compliment other teaching and learning and strategies, particularly those that enable effective identification of gaps in student knowledge and understanding, leading to the most appropriate and specific individual intervention. 11. Ensure that all learners are fully prepared for both internal and external assessments and examinations with clear strategies, hints and tips outlined to support exam success.
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iii.	Leading and managing staff The Progress Leader will: 1. Have a vision for the development of the curriculum area. 2. Lead staff within the curriculum area through example, model the highest standards of teaching and provide clear feedback, and give good support and sound advice to others with the aim of raising standards of teaching. 3. Lead and promote the ongoing professional development of staff through training and through setting consultative performance management targets. 4. Lead colleagues in evaluating the impact of their teaching on raising students' achievement. 5. Involve staff in the creation and implementation of curriculum area plans and policies. 6. Take the lead in motivating, supporting and mentoring colleagues in the adoption of good practice and encourage collaboration and mutual support between colleagues. 7. To work collaboratively with the SLT to ensure the successful delivery of policies, plans, priorities and targets. 8. Seek to ensure that all members of the curriculum area fulfil all aspects of their job description.
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iv.	Efficient and effective deployment of staff and resources The Progress Leader will: 1. Manage the efficient deployment of teaching and (where appropriate) technical staff and support staff. 2. Identify and employ appropriate resources for the subject(s) and seek to ensure their effective use. 3. Seek to ensure a safe, secure and stimulating environment for the learning and teaching of the subject. 4. Be responsible for efficient management of curriculum finance. 5. Be responsible for ensuring that appropriate work is available whenever a member of the curriculum area is absent. 6. Seek to ensure all relevant Health and Safety regulations are observed. 7. To take overall responsibility for the appearance of curriculum area rooms, and to direct appropriate support staff to produce high quality displays.
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It is assumed that the Progress Leader works closely with the Headteacher, via the Line Manager, in each of the key areas.

	1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. 2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed as necessary as part of the appraisal process and it may be subject to modification or amendment at any time after consultation with the holder of the post. 3. Every member of staff has a responsibility to safeguard and promote the welfare of children.
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Person specification

To be assessed through application, reference and interview

		Essential	Desirable
1.	Qualifications and experience		
1.1	First degree or equivalent	✓	
1.2	Qualified teacher status	✓	
1.3	Experience of further leadership CPD		✓
1.4	Some leadership experience, either within English or across school	✓	
1.5	A proven track record in school improvement	✓	
1.6	Recent and relevant professional and leadership development	✓	
1.7	Successful experience of leading and managing change	✓	
1.8	Leadership experience in a range of settings		✓
1.9	Experience of working or transitioning into an Academy setting		✓
2.	Personal qualities		
2.1	First class communication skills	✓	
2.2	Excellent interpersonal skills	✓	
2.3	The ability to inspire, enthuse and motivate	✓	
2.4	Presence and the ability to provide strong and visible leadership	✓	
2.5	Excellent organisational and time management skills	✓	
2.6	The ability to prioritise and multi task	✓	
2.7	Determination and the ability to cope well under pressure	✓	
2.8	Ambition for oneself, students and the school community	✓	
2.9	Empathy with young people from all backgrounds	✓	
2.10	A sense of humour and a sense of proportion	✓	
2.11	Evidence of interests outside the work place	✓	
2.12	To have an outstanding attendance and punctuality record	✓	
2.13	To model a work ethic that demonstrates clearly a commitment to raising standards and outcomes for students at Up Holland	✓	
3.	Personal circumstances		
3.1	Willingness to attend a broad range of out of hours events	✓	
3.2	Commitment to working flexibly but with an established work life balance	✓	
3.3	Commitment and capacity to give freely of one's own time out of school hours	✓	

4.	Professional skills and knowledge		
4.1	Sound understanding of educational thinking, recent developments, key research and teaching methodology	✓	
4.2	Ability to use a range of leadership and management styles	✓	
4.3	Commitment to collaboration and team work	✓	
4.4	Ability to develop and take forward a shared vision for the school	✓	
4.5	Ability to challenge and support all members of the school community to drive up standards	✓	
4.6	Experience of curriculum planning and the development of cross curricular working	✓	
4.7	Clear understanding of what an outstanding school looks and feels like	✓	
4.8	Ability to develop, implement and evaluate strategic plans and priorities	✓	
4.9	Ability to create and maintain effective partnerships with parents and other stakeholders	✓	
4.10	A fundamental concern for the safety, security and wellbeing of students and staff	✓	
4.11	Ability to work effectively and creatively with the Headteacher and governing body	✓	
4.12	Ability to deal effectively with young people of all backgrounds	✓	
4.13	Ability to be both a team leader and a team player	✓	
4.14	Strength in all aspects of LORIC: Leadership, Organisation, Resilience, Initiative, Communication	✓	
4.15	An unrelenting dedication to excellence in all aspects of your professional life	✓	

How to apply

Teaching staff application forms and further details of the post are available to download from the school website: <https://www.uhhs.uk/about-our-school/vacancies>

Completed application forms together with a letter of application no more than 2 sides of A4 in 12 pitch should be emailed to j.harrison@uphollandhigh.org.uk marked for the attention of Mr P Scarborough, Headteacher.

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Start Date: 1st January 2027

Guidance

Applicant Privacy Notices can be found on our website using the following link.

<https://www.uhhs.uk/ckfinder/userfiles/files/Policies/2026/Privacy%20Notice%20Job%20Applicants%20June%202026.pdf>