



TRC
THOMAS ROTHERHAM COLLEGE



Inspire Learning Trust

Subject Lead: English

Closing Date: Monday 11th May 2026, midday

Interview Date: Friday 15th May 2026

| | |
|-------------------------|--|
| Responsible to: | Head of Faculty: Languages & Society |
| Responsible for: | Delivering effective teaching, learning and assessment |
| Salary: | Main Pay Scale (MPS) / Upper Pay Scale (UPS), dependent upon experience Plus TLR2A - £3,527 per annum |
| Working hours: | Full-time, 32.5 hours per week or part-time* |

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

We are looking to recruit a full- or part-time* Subject Lead for English from September 2026. The successful candidate will deliver effective teaching, learning and assessment to students in the department which delivers A level English Language, A level English Literature and GCSE English Language. Candidates should ideally be able to teach at least two of these qualifications. This post is based at Thomas Rotherham College.

***Applicants wishing to apply for the post on a part-time basis should state this in their letter of application, stating their preferred FTE.**

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



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Why work for us?

Accredited Living Wage
 We are committed to ensuring staff rates of pay exceed the national minimum wage.

Gym and Exercise Classes
 Gym membership and exercise classes at only £20 per academic year.

Free Parking
 Free car parking at all sites.

Specsavers Eye Care Voucher Scheme
 Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility
 Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions
 All staff employed under Inspire Learning Trust have access to Teachers or Local Government pension schemes.

Cycle to Work Scheme
 Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement
 Generous annual entitlement for all our professional support staff.

Urban Yoga
 Access free yoga classes at Oakwood High School.

Employee Referral Scheme
 You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School
 Priority placing for children of staff, subject to length of service.

Westfield Health Scheme
 Discounted rates on quality health cover, deductible through staff wages.

Onboarding for New Starters
 Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jabs
 Flu jab vouchers available on an annual basis.

Employee Assistance Programme
 24/7 confidential help covering counselling and practical and emotional help.

Ele Wellbeing Platform
 An on-demand content library with 6,500 lived experience videos, interviews, podcasts and expert-led discussions. Accessible 24/7 on all devices with the Trust wide log in details.

White House Clinic Physiotherapy
 All staff can access physiotherapy treatments (including sports massage) at Sheffield's leading physiotherapy provider, White House Clinic at a dicounted rate.

We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



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Job Description and Person Specification

Main Purpose of Job

Under the support and guidance of the Head of Faculty: Languages and Society, your primary focus will be to increase student progress and ensure consistency of standards across A Level English Literature, A Level English Language and GCSE English Language. This will involve taking responsibility for curriculum development and raising standards of teaching and learning. To be successful in this we believe you should have a proven track record of high-quality course organisation and planning, excellent classroom results and experience of motivating and leading others to achieve excellence.

Key Accountabilities

With the support and guidance of the Head of Faculty: Language and Society the post holder will:

- Be responsible for the effective oversight of A Level English Literature, A Level English Language and GCSE English Language, ensuring that the quality of teaching and learning is of a consistently high standard and that all members of staff work towards delivering excellence.
- Improve outcomes for students by coordinating effective intervention strategies in A Level English Literature, A Level English Language and GCSE English Language.
- Contribute to the development, implementation and quality assurance of subject improvement plans.
- Ensure the planning and delivery of a flexible and innovative curriculum that is responsive to feedback from current students, anticipates changes for future students and caters for different levels of students.
- Provide clear course leadership to all staff who teach A Level English Literature, A Level English Language and GCSE English Language, ensuring efficient day to day management, consistency of policy application and quality assurance.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

| 1. Curriculum Management and Development | A | L | O |
|--|---|---|---|
| In conjunction with the Head of Faculty: Languages and Society and SLT, agree targets for the students in A Level English Literature, A Level English Language and GCSE English Language. | | ✓ | ✓ |
| To ensure that the curriculum intents in A Level English Literature, A Level English Language and GCSE English Language are clear and understood by all staff and that subject skills are foregrounded, in line with the college's broader skills strategy. | ✓ | ✓ | ✓ |
| To ensure that the A Level English Literature, A Level English Language and GCSE English Language courses are appropriately planned and organised for effective and efficient delivery, to ensure the success of students. | ✓ | ✓ | ✓ |
| To ensure that A Level English Literature, A Level English Language and GCSE English Language staff maintain comprehensive and up-to-date course records so that documentation such as schemes of work, assessment schedules, in-year reviews of progress are available in a timely fashion. | | ✓ | ✓ |
| To ensure that A Level English Literature, A Level English Language and GCSE English Language staff maintain comprehensive and up-to-date pupil records so that data such as registers, mark books, behaviour and achievement logs are available in a timely fashion. | | ✓ | ✓ |
| To lead the effective internal quality assurance and moderation procedures are implemented throughout the A Level English Literature, A Level English Language and GCSE English Language area. | | ✓ | ✓ |
| To encourage pupil voice and to ensure that the A Level English Literature, A Level English Language and GCSE English Language area contributes to the Language and Society Faculty and wider pupil experience. | | ✓ | ✓ |



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| To promote and lead new curriculum developments to meet the needs of all potential students. | ✓ | ✓ | ✓ |
| In collaboration with the Head of Faculty: Language and Society, to engage with employers and stakeholders to develop their involvement within the curriculum. | | ✓ | ✓ |

| 2. Teaching, Learning, Assessment and Student Outcome | A | L | O |
|---|---|---|---|
| To ensure that A Level English Literature, A Level English Language and GCSE English Language staff are clearly focused upon excellence in classroom practice and deliver outstanding pupil outcomes in terms of progress and attainment. | ✓ | ✓ | ✓ |
| To ensure that in-year assessment data is used to target interventions at individual, cohort and class level. | | ✓ | ✓ |
| To ensure that target-setting and prior attainment data is used effectively in order to bring about improvements in pupil performance. | | ✓ | ✓ |
| To support the Head of Faculty: Languages and Society to ensure that all teachers of A Level English Literature, A Level English Language and GCSE English Language stay open to innovation in pedagogy - including the use of technology - in order to enhance the pupil experience and help foster and encourage pupil ownership of their own learning. | ✓ | ✓ | ✓ |

| 3. Leadership and Management | A | L | O |
|---|---|---|---|
| To ensure that A Level English Literature, A Level English Language and GCSE English Language are always 'inspection ready'. | | ✓ | ✓ |
| In collaboration with the Head of Faculty: Languages and Society, carry out appraisal, supporting staff to meet their targets, reflect on and evaluate their performance. | | ✓ | ✓ |
| To support the Head of Faculty: Languages and Society, to write, implement, quality assure and evaluate the Faculty Improvement Plan. | | ✓ | ✓ |



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| In collaboration with the Head of Faculty: Languages and Society, supervise the production of staff and room timetables for the A Level English Literature, A Level English Language and GCSE English Language area. | | ✓ | ✓ |
| In collaboration with the Head of Faculty: Languages and Society, ensure that appropriate steps are taken to cover classes where a teacher is absent. | | ✓ | ✓ |
| In collaboration with the Head of Faculty: Languages and Society, implement College/ Trust policy, particularly in relation to equality and diversity, Prevent, health and safety and safeguarding. | | ✓ | ✓ |
| In collaboration with the Head of Faculty: Language and Society, coordinate budgets, ensuring the efficient and effective purchase and use of all allocated resources. | | ✓ | ✓ |
| To undertake teaching duties in line with the teacher job description. | | | ✓ |
| To undertake any other duties which are commensurate with the post. | | | ✓ |

| 4. Finance (Resources) | A | L | O |
|--|---|---|---|
| Ensure the efficient and effective use of all allocated resources to support the curriculum and outcome needs of all students. Ensure that staff and resources are deployed efficiently, adhering to the Trusts' Financial Regulations and the principles of Best Value. | | ✓ | ✓ |

5. Generic Duties and Responsibilities

Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).



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Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

Participate and contribute to Talent Development and Service Frameworks and other plans.

All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

Establish constructive relationships and communicate with others (inside and external to the Trust).

Organise and support school/college and Trust events as requested.

Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

| 1. Qualifications and Training | Essential | MoA |
|--|-----------|---------|
| Qualified Teacher Status. | ✓ | AF/CQ |
| Degree in relevant subject. | ✓ | AF/CQ/I |
| Evidence of continuing professional development. | ✓ | AF/I |
| Understanding of current developments within the courses you will lead. | ✓ | AF/I |
| Strong IT and systems skills. An ability to manage and interpret progress and attainment data, timetabling information and pupil data. | ✓ | AF/I/CQ |

| 2. Personal Attributes | Essential | MoA |
|--|-----------|--------|
| Clear educational vision relevant to role. | ✓ | AF / I |
| Positive attitude to working with students, staff and parents. | ✓ | AF/I |
| An understanding of and commitment to equal opportunities issues both within the Trust and the community in general. | ✓ | I |
| Approachable, enthusiastic and well organised. | ✓ | AF/I/R |
| A good listener, excellent interpersonal skills. | ✓ | AF/I/R |
| Conscientious, honest and reliable. | ✓ | AF/I/R |



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| Adaptability to changing circumstances and new ideas. | ✓ | AF/I/R |
| Capacity to see implications beyond the role and make decisions based upon this. | Desirable | AF/I/R |
| A commitment to college improvement. | ✓ | AF/I/R |
| A commitment to the Trust and Trust improvement. | ✓ | AF/I/R |
| The ability to establish and maintain excellent relationships with a range of stakeholders. | ✓ | AF/I/R |

| 3. Knowledge and Understanding | Essential | MoA |
|---|------------------|------------|
| Understand what constitutes excellence in educational provision. | ✓ | AF/I |
| Knowledge and experience of the wider improvement agenda and the wider political and educational landscape. | Desirable | AF/I |
| Strategies for raising pupil attainment and achievement. | ✓ | AF/I/R |
| Strategies for promoting students' spiritual, moral, social and cultural development. | ✓ | AF/I |
| Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population. | ✓ | AF/I |
| Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people. | ✓ | AF/I |
| Evaluation and use of comparative data to establish benchmarks and set targets for improvement. | ✓ | AF/I |
| Ability to work with the Head of Faculty in personnel issues and budget management. | Desirable | AF/I |

| 4. Relevant Experience | Essential | MoA |
|--|------------------|------------|
| Evidence of success as a teacher within the 11-16 age range. | ✓ | AF/I |



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| Relevant and comprehensive experience in teaching A Level English Language and/ or Literature A level and GCSE English Language. | ✓ | AF/I |
| Evidence of success in leading improvement in pupil outcomes. | ✓ | AF/I |
| Understanding of what makes an outstanding course and how to use data, performance management and professional development to improve pupil outcomes. | ✓ | AF/I |
| Evidence of the capacity to innovate and sustain new initiatives. | ✓ | AF/I |
| Record of successful dealings with staff, parents and students. | ✓ | AF/I |
| Flexibility and confidence to experiment with and expand strategies and resources. | ✓ | AF/I |
| Experience of leading and managing change. | Desirable | AF/I |
| The ability to collaborate with the Head of Faculty: Language and Society in developing and sustaining strategic planning. | Desirable | AF/I |

| 5. Skills and Attributes | Essential | MoA |
|--|-----------|--------|
| Leadership skills – the ability to lead and manage people to work towards common goals based on raising pupil attainment and achievement. | ✓ | AF/I/R |
| Decision making skills – the ability to collaborate with the Head of Faculty: Language and Society in determining strategic actions based on the evaluation of appropriate evidence. | ✓ | AF/I/R |
| Communication skills – the ability to make points clearly both verbally and in writing and to engage with the views of others. | ✓ | AF/I/R |
| Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond college. | ✓ | AF/I/R |
| Self-management – the ability to plan time effectively and to organise oneself well. | ✓ | AF/I/R |



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| 6. Mandatory Requirements | Essential | MoA |
|--|-----------|------------|
| A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust. | ✓ | AF / I / R |
| Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared. | ✓ | AF / R |
| References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend. | ✓ | AF / R |

| 7. Physical Requirements | Essential | MoA |
|--|-----------|------------|
| Health and physical capacity for the role. | ✓ | AF / I / R |
| A good attendance record in current employment (not including absences resulting from disability). | ✓ | R |

8. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.



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Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.



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Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

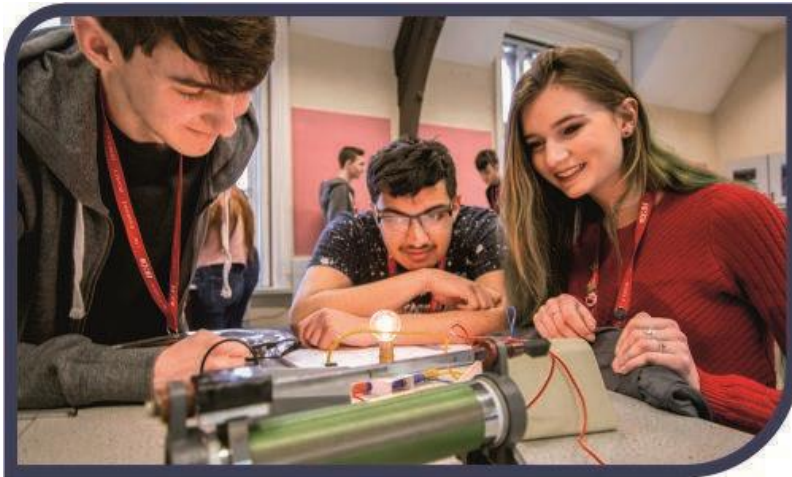
Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with CiC Wellbeing, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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**Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***