ISCA ACADEMY
EXCELLENCE THROUGH HABIT

Part of the Ted Wragg TRUST

# Isca Academy
## Teacher of English

At Isca we place our students at the heart of everything that we do, and are relentless in the pursuit of excellence for every individual. We INSPIRE our students, celebrate their SUCCESS, care about our COMMUNITY and have AMBITION for every single child.

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# Key Details

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| **Salary** | MPS/UPS | **Location** | Isca Academy,<br>Earl Richards Road South, Exeter EX2 6AP |
| **Hours** | Monday - Friday<br>Term-time only | **Interviews** | 16th November 2026 |
| **Closing date** | 9th November 2026 | **Required from** | January 2027 |

Isca Academy is an aged 11-16 secondary school based in the heart of Exeter. We firmly believe in the value of a rounded education which promotes creativity, resilience, self-belief and confidence; and we pride ourselves on our exceptional extra-curricular, creative and outdoor education programmes.

# How to apply

For an informal conversation about the position please contact Sophia Abraham at recruitment@iscaexeter.co.uk

An application pack can be found at https://www.tedwraggtrust.co.uk/vacancy or click on the apply now button

APPLY NOW

# About Isca Academy

Vicki Joyce
*Headteacher*

**Isca** has an experienced and skilled staff who have a track record of going above and beyond to provide exceptional opportunities for our students. We recognise that delivering great qualifications is important however, in parallel, building students' character and self-esteem, nurturing their ambition and inspiring a new generation to achieve beyond their wildest imagination is the **Isca** difference.

- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

# A Warm Welcome from our CEO

An **ambitious** and **inclusive** Trust of schools **strengthening** our **communities** through **excellent education.**

**Moira Marder, OBE**

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our ambitious and inclusive Trust of schools we know that every individual is critical to help us to achieve our collective mission to transform lives, strengthen communities and make the world a better place.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we support, develop and grow great people. This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to improve the life chances of all children in the South West.

## We demonstrate our love through our values

## How we will succeed

# Job Description

| | |
|---|---|
| Key Purpose | • To effectively plan, teach and evaluate the impact of lessons and schemes of learning thus enabling students to make at least expected progress, whilst considering exam specifications, curriculum and Academy requirements.<br>• To provide effective supervision, challenge and support for students at the Academy. |
| Key Duties & Accountabilities | • To work as reasonably directed by the Headteacher in fulfilling all the requirements of Academy policy and in compliance with the Teachers Pay and Conditions Document and Teachers Standards.<br>• To plan and teach lessons and Schemes of Learning that facilitate effective learning for all students in their care.<br>• To mark, record and report student achievement (progress and attainment) in line with Academy and national policies.<br>• To create and maintain a classroom environment / ethos conducive to effective and engaging learning for all students.<br>• To take responsibility for one's own personal professional development within the context of Academy aims and priorities as well as National Teacher Standards.<br>• To plan and teach lessons that are based upon clear learning objectives in accordance with schemes of learning and Academy policies.<br>• To plan and teach lessons that stimulate, challenge and sustain student interest, and that develop self- esteem and confidence; ensuring that each and every student is able to reach their full potential.<br>• To maintain good order in the classroom, in a way that enables students to work in a secure, safe environment where positive relationships and purposeful activity can be sustained.<br>• To effectively prepare students for national assessments at KS3 and KS4.<br>• To enable students to take increasing responsibility for their learning through constructive and timely assessment, marking and feedback.<br>• Identify appropriate targets for individual students, and through effective and engaging curriculum delivery, work to ensure at least good progress is achieved by each and every student in your class.<br>• To systematically monitor and evaluate the effectiveness of your teaching on students learning and progress to identify personal development targets.<br>• To make effective use of Academy resources and maintain a stimulating learning environment.<br>• To contribute positively to the development of the subject area and to the preparation of schemes of learning and resources.<br>• To make a full commitment to maintain a high level of subject knowledge and subject application, including the effective use of ICT to engage students in the learning experience.<br>• To contribute to the development of departmental policy through attendance and active participation at team meetings. |

| | |
|---|---|
| Other Duties | • Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.<br>• Attend parents, staff and team meetings as required, making a valued and professional contribution.<br>• Undertake break, lunch and after school supervision as agreed, according to Academy policy.<br>• Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.<br>• To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.<br>• Maintain respectful and effective communication with students and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.<br>• Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.<br>• Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.<br>• Act as an advocate of the Academy and its students in all circumstances, ensuring every opportunity is taken to celebrate our success.<br>• To carry out other duties as reasonably requested by the Headteacher. |
| Other Duties | • The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.<br>• The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.<br>• The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, member of other agencies and community members.<br>• The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.<br>• The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.<br>• The post holder may be required to move their base to any location within the Trust upon request.<br>• As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.<br>• This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English. |

# Person Specification

| | | Essential / Desirable |
|---|---|---|
| Experience | • Teaching Experience in a state comprehensive school | • Essential |
| | • Experience in planning and teaching English 11-16 | • Essential |
| | • Experience of analysing pupil data to inform panning, leading to excellent student progress | • Essential |
| | • Experience of contributing to and delivering strategies to raise achievement across English, including assessment for learning | • Desirable |
| Qualifications & Training | • QTS | • Essential |
| | • Educated to degree level – English specialism | • Essential |
| | • Further qualifications relevant to the role | • Desirable |
| Skills | • Highly effective classroom practitioner (Teacher) | • Essential |
| | • A desire to teach English in an exciting and engaging manner | • Essential |
| | • Ability to sustain positive relationships with staff, students and parents | • Essential |
| | • Good planning skills | • Essential |
| | • Good ICT skills to support teaching | • Essential |
| | • Good organisation skills and time management skills | • Essential |
| | • Meets all relevant national teaching standards | • Essential |
| | • Good understanding of the National Curriculum and assessment requirements in English at GCSE Level | • Essential |
| | • A gifted manager of student behaviour and learning | • Desirable |
| | • Able to analyse data effectively to inform panning | • Desirable |
| Qualities | • Very good communicator and team player | • Essential |
| | • Energetic and committed | • Essential |
| | • Ability to work under pressure | • Essential |
| | • High level of integrity | • Essential |
| | • Positive role model | • Essential |
| | • Able to demonstrate commitment to safe school culture | • Essential |
| | • Reflective | • Essential |
| | • Keen to develop further through active participation in CPD | • Desirable |
| Other | • Must pass all relevant safeguarding of children checks | • Essential |

# #lifeattedwragg

We know that our people are our greatest asset and research tells us that happiness at work is directly linked to student happiness and consequently student outcomes.
We are working hard to make sure that all our employees love coming to work.

Our Trust is dedicated to fostering an environment where employees can reach their full potential, with dignity, respect, and equal opportunities for all.
We value the unique contributions of each individual, recognising that diversity strengthens our community and makes our Trust a positive place to work and grow.
We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the greatest place to work in the South West.
We know that to realise our ambitious aim we must welcome, retain and develop our great people who work day in day out to transform the lives of the children in our Trust.

#lifeattedwragg is focussed on ensuring all our employees:

- Love coming to work and have a strong sense of belonging
- Experience high quality development through our dedicated development curriculums delivered by the Ted Wragg Institute
- Inspire others with their open and collaborative approach

# The Ted Wragg Institute

We want to ensure that our people feel invested and fulfilled in their role by providing personalised, relevant and engaging professional development. Our brand-new Ted Wragg Institute (TWI) delivers our high-quality development offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

## Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

## Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.
At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:

**Sustained**
Frequency is critical, not time span

**Practice-Based**
Create new habits

**Domain-Specific**
Create new habits

**External Expertise**
Challenge the familiar & refresh ideas

**Professional Buy-In**
Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.

# Our Ted Wragg Standard

Our Ted Wragg Standard provides a minimum set of high standards across all our schools to establish clear structures, implement effective processes and hold each other to account to enable excellence. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

## Key Concept: Leadership

We believe that great leadership:

Fiercely educates

Thrives in a complex system

Is locally enabled

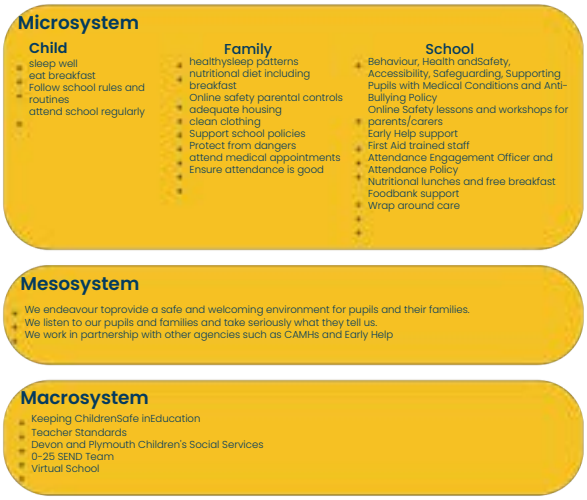
## Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.

## Key Concept: Every Child Succeeds

We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.



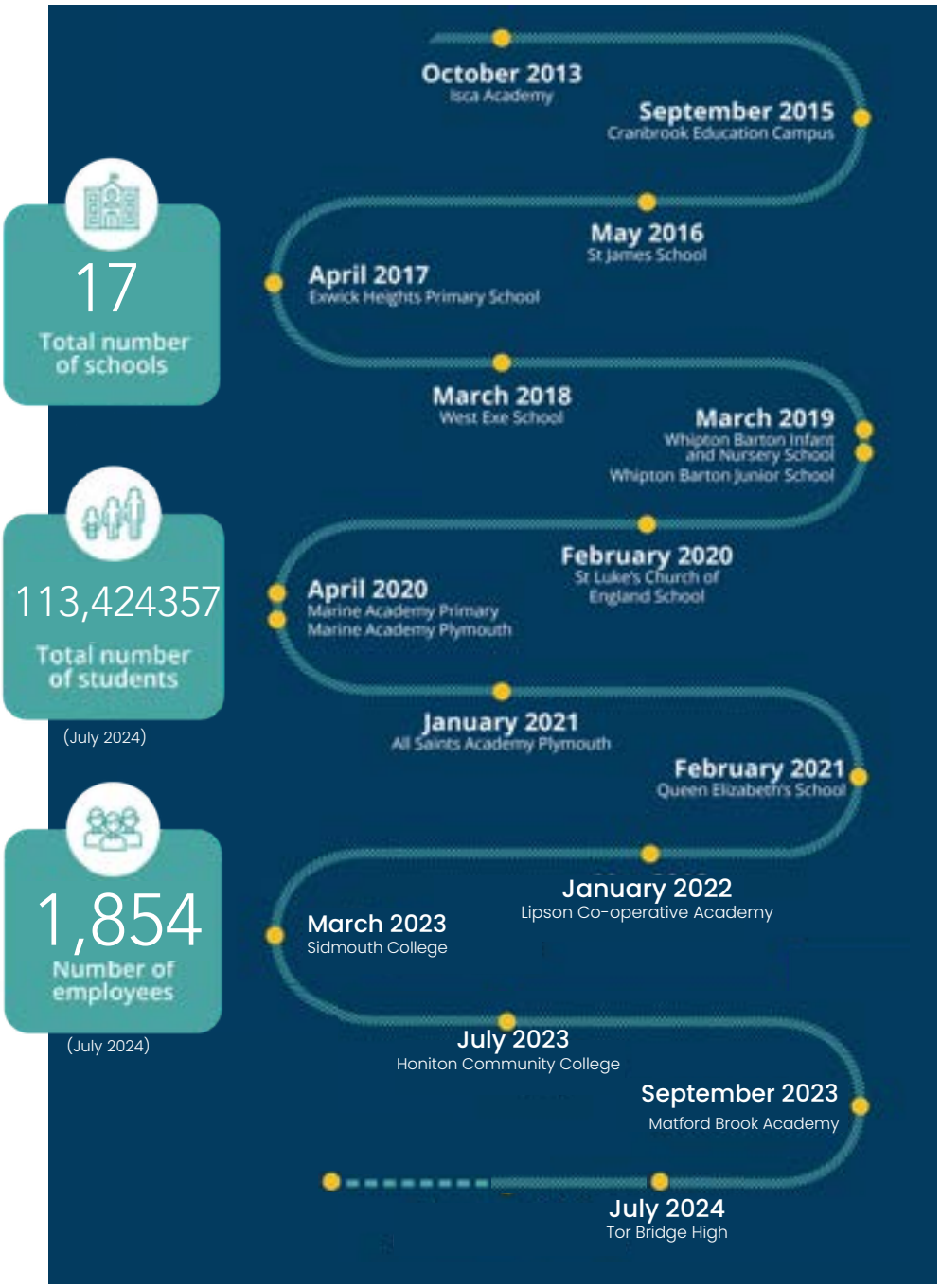
# Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.
When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:

- Exceptional development and networking opportunities
- Cost of blue light cards can be claimed through expenses
- Free annual flu jab, eye test and allowance for glasses
- Exclusive discounts, cashback and vouchers
- Free, confidential employee helpline. Available 24-7 through Health Assured
- Access to Wisdom app to support your mental health
- PUREGYM Up to 10% off all Pure Gyms
- cyclescheme.co.uk up to the value of £2,000.
- Up to 2 days paid emergency time off for dependants
- Generous public sector pension schemes for all staff
- Timetabled instructional coaching for all teachers
- Family friendly policies and flexible working opportunities

# Our Trust Journey

Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



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# Thank you for your interest in working with us!