



Higham Lane School

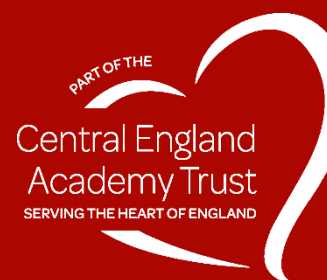
Work Hard | Be Kind | Take Responsibility

Teacher of English (Maternity Cover)

Salary scale: MPR/UPR

Role type: Fixed Term until colleague returns

Start date: September 2025



Welcome from the Headteacher



Dear Applicant,

Thank you for taking the time to consider Higham Lane School as your next school. Higham Lane is a heavily over-subscribed, 11-18, comprehensive academy with just under 1500 students, set on an attractive site on the Warwickshire-Leicestershire border, easily accessible due to excellent road, train and bus connections.

We are very proud to have been rated as Outstanding by Ofsted in our last Ofsted inspection in May 2019, one of only a small number of schools in England to have achieved the highest rating that year. Achievement in all its forms: artistic, academic, social, cultural and sporting is equally valued in our diverse, knowledge-rich curriculum. We are strongly committed to ensuring that all of the young people in our care make progress and we take great pride in securing both impressive progress and high attainment for our students, whatever their starting points. Higham Lane is one of the highest-achieving non-selective comprehensive schools in Warwickshire with an Achievement 8 score of 53.98 in 2024, which is well-above national average. Our Progress 8 figure of +0.6 demonstrates that our teaching and learning and student behaviour and engagement are excellent, and students excel at Higham Lane School. In July 2021, we were granted World Class Schools status, one of a very small number of schools to achieve this.

We are also delighted to have achieved equally as impressive A level results in our Sixth Form with 28.3% A*-A and 58.5% A*-B, an average grade of B- and a Value-Added score of +0.26, making Higham Lane one of the top performing Sixth Forms in Warwickshire. We are excited by the opportunities which our recent merger with the Central England Academy Trust will bring us and are also delighted that the Department for Education has given the Trust permission to open a new secondary Free School, Higham Lane North Academy, in 2025 and this is already providing exciting opportunities for staff development, recruitment and retention.

Our school has a strong ethos based on mutual respect between students and staff and very clear expectations regarding students' effort and behaviour. We enjoy an excellent reputation with parents/carers and are always over-subscribed. You will find a happy, caring and purposeful environment at Higham Lane. Students get on exceptionally well, both with each other and with our staff, who take pride in working here. Our students are encouraged to do their very best in every aspect of their lives and to reach the highest standards, irrespective of their ability. We encourage them to "Be the best you can be", by working hard, being kind and taking responsibility.

At Higham Lane, our staff are our most precious resource. We are committed to offering you:

- excellent continuous professional development
- reduced workload
- behaviour for learning that empowers teachers to teach and students to learn
- a range of imaginative approaches to ensure staff wellbeing
- Opportunities to work across the MAT in a successful and growing trust

The closing date for applications is: **9:00am, Wednesday 14th May**. (If you encounter a problem in meeting this deadline, please contact the School). If you are interested in applying for this post, please click on this link <https://centralenglandacademytrust.face-ed.co.uk/vacancies> and select the Assistant Subject Leader for English position. Alternatively, please visit our school website (www.highamlaneschool.co.uk) and click on 'Job Vacancies'. If you would like to have an informal discussion about this post of Teacher of English, or to arrange a visit to the school, please contact Kally Somel, Subject Leader for English on 024 7638 8123.

We really look forward to reading your application!

Yours faithfully,



Michael Gannon
Headteacher



“ **Be the best you can be!** ”

Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust. Our growing Trust currently consists of a diverse family of four schools in the Nuneaton area: a primary special school, a secondary special school and two mainstream secondary schools. We have a fifth school – a primary special school in Birmingham - joining us in September 2025.

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Our Trust's core values summarise what is important to us and what we actively promote:



working together and with others to achieve the very best for the staff, pupils and families that we serve.



recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.



ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes

Andrew Dickinson
Chief Executive Officer

Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.



We have a number of core benefits which include:

Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning
- We listen to what your career aspirations are and how we can support you within your role
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs)

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more



How to apply



Please apply by clicking <https://centralenglandacademytrust.face-ed.co.uk/vacancies>
Alternatively, please visit our school website (www.highamlaneschool.co.uk) and click on 'Job Vacancies'. The deadline is **Wednesday 4th June at 9am.**

Dates: Interviews are likely to take place on Monday 9th June. **Please note that the school reserves the right to close the application process early if we identify suitable candidates. To avoid disappointment, please submit your application as soon as possible.**

Higham Lane School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure.

Why work for Higham Lane School?



Excellent Continuous Professional Development (CPD)

- we are passionate about curriculum, teaching and learning, always developing our practice and learning from each other!
- our approach to performance management is on developing staff. Conversations are based around celebrating teacher strengths and focusing on how to be even more effective. This is also reflected in the way we do lesson visits and learning walks.
- our CPD is second to none and highly-regarded by our staff, many of whom often lead sessions themselves. Our staff have led presentations for Pixl and Osiris and delivered NPQ courses.
- all staff receive regular training in the most effective teaching and learning techniques based on pedagogical research by leading practitioners such as Lemov and Rosenshine.
- we provide bespoke career stage training such as the new, reformed NPQ programmes.
- we have expertise in teacher training and work closely with a number of ITT providers including the University of Warwick, the University of Derby, Birmingham City University and the University of Leicester. We are a Designated Lead School for School Direct.
- we are local delivery partners for the Early Career Teacher and Mentor Induction programmes.
- we are actively leading school-to-school support within our local area, sharing our strong practice and expertise and learning from other schools about their effective approaches. Our Director of Corporate Services and Chief Financial Officer is a mentor on the ESFA CFO Mentoring Programme.

Reducing Workload

- we are committed to reducing staff workload by always looking to streamline our ways of working, for example in our Feedback Policy, which makes greater use of whole-class feedback, rather than pointlessly marking excessively. Non-judgmental quality assurance conversations with staff celebrate strengths and consider how to make our curriculum and teaching and learning even more effective.
- we minimise admin and data entry so we can truly focus on what is important to allow meeting time to be dedicated to teaching and learning.
- we value our staff as experts in their field. Subject teams have dedicated weekly time and space to work together to develop their practice.
- staff work very effectively in their subject teams to collaboratively produce schemes of learning and resources, so that teachers are not wasting time creating their own materials.
- students use knowledge organisers for revision during homework and assess themselves in our Rapid Recalls and Do Now knowledge tests, enhancing their subject knowledge and reducing teacher workload.

Behaviour for learning that empowers staff

- we empower teachers to teach and students to learn!
- Behaviour and attitudes to learning are excellent and our teachers can do what they do best, which is teach outstanding lessons!
- our SLT and Progress Leaders move around our site during lessons to supportively visit lessons, support teachers and uphold our ethos.
- where students do not behave according to our expectations, we address this promptly.
- parents/carers fully support our very strong Praise and Behaviour Policy.
- All staff have been trained in Trauma Informed Attachment Awareness Schools (TIAAS) training by Educational Psychologists from Warwickshire Local Authority.
- Behaviour data each year shows that just under 1000 of our students have never received a single negative behaviour point! Suspensions and Permanent Exclusion are both well below national average due to the excellent behaviour from our wonderful students.
- As part of our Praise and Behaviour Policy, students are incentivised to excel by trading their hard-earned House Points for real rewards at our Praise and Rewards shop.

Staff Wellbeing

- staff wellbeing is very important to us. We care about each other. Staff know that they can always approach SLT members and staff governors with any wellbeing or workload concerns.
- we believe that successful schools are rooted in strong teamwork where everyone plays their part and is valued.
- we ensure a work-life balance in the way we organise our meetings and INSET days and release our calendar before the start of the academic year.
- we ensure emails are used sparingly and only at agreed times (7am-7pm, Mondays-Fridays).
- we support staff to look after themselves, for example by signposting health awareness events.
- we discuss what is working effectively and what needs to be done differently in our half-termly Staff Governors and Unions meetings.
- we get on well together and celebrate our many achievements in a range of social events.

Serving our community

- students play an active part in the running of our school (such as through the Junior Leadership Team, Year Ambassadors, Student Voice groups and so on). Students' views are important to us and influence the school's strategic planning.
- we have excellent relationships with parents/carers and value their feedback.

The English Department



STAFFING AND ACCOMMODATION

- The English Department has 7 full-time and 8 part-time members of staff. Four teachers act as Assistant Subject Leaders.
- We teach in ten classrooms in the main school and two classrooms in the Sixth Form Centre.
- Each member of the Department is provided with a laptop and visualiser.

KEY STAGE 3

- All students in Year 7 and 8 study English for seven hours per fortnight including a specific reading lesson using Accelerated Reader.
- Most classes in Years 7 and 8 are taught by 2 members of staff for all the English schemes of learning.
- The Year 7 Programme of Study revolves around exploring characterisation through plays, poems and novels. Writing skills are taught alongside each unit.
- The Year 8 Programme of Study focuses on exploring rhetoric through plays, poems and novels. Writing skills are taught alongside each unit.
- In Year 9, students explore a variety of genres to understand and apply the key concepts and contexts in English. Reading for Pleasure continues to be valued with regular library visits and book presentations.
- Students are supported with comprehensive teaching and revision booklets to accompany each unit.
- Students are loosely grouped by ability and the average group size is 27 with a smaller support set.

KEY STAGE 4

- Students in Years 10-11 follow the Eduqas GCSE specifications for English Language and English Literature.
- Students receive nine hours of English teaching per fortnight.
- Students are supported with comprehensive teaching and revision booklets to accompany each unit.
- Students are grouped by ability and the average group size is 27.
- Additional Intervention and revision lessons are well-established in the school to help students achieve their full potential.

2024 EXAMINATION RESULTS

GCSE English Language

86% of students achieved grades 9 - 4

24% of students achieved grades 9 -7

GCSE English Literature

88% of students achieved grades 9 - 4

36% of students achieved grades 9 -7

The English Department



KEY STAGE 5

- A-level English Language and A-level English Literature are popular subjects in our Sixth Form. .
- We follow the OCR specification for English Language and the AQA A-Level specification for English Literature.

EXTRA-CURRICULAR

- The Department prides itself on its excellent range of extra-curricular provision for students. This includes trips to the theatre, Universities, and book –related events. We also offer a creative writing club and Shakespeare film club.. During our enrichment week this year we are hosting a chilling Gothic-themed programme!

A-level English Language

88% of students achieved grades A*-C

A-level English Literature

71% of students achieved grades A*-C

Job Description



Teacher of English (Maternity Cover- Part Time)

Date of Commencement:
September 2025

Applications are invited from suitably-qualified, experienced and enthusiastic teachers to teach English at Key Stage 3 and Key Stage 4. Experience of teaching A-level English Language and/or English Literature would also be desirable, but this is not essential and would not prevent suitable candidates from being shortlisted, if they meet the person specification.

General Duties and Responsibilities

The expectations and duties of a Standard Scale Teacher at Higham Lane School are set out in the national Teachers' Standards, which can be found at:

<https://www.gov.uk/government/publications/teachers-standards>

Pastoral responsibilities will include form tutor duties such as registration, monitoring progress and behaviour, checking uniform and student organisers and reporting and liaison with other staff as necessary.

Please note our clear expectations regarding personal and professional conduct of staff and the safeguarding of students:

To have total regard for the need to safeguard students' well-being, in accordance with statutory provisions.

To have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.

To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification



Qualifications and training



- Qualified teacher status
- Degree
- Further professional qualifications/training
- Post-degree qualifications (desirable)

Experience



- Experience of teaching English at Key Stage 3 and GCSE Level.
- Experience of teaching English to Key Stage 5 Level (desirable).

Skills and knowledge



- The ability to consistently deliver 'good' or 'outstanding' lessons.
- Knowledge of the National Curriculum for English and of one or more GCSE specifications.
- Knowledge and understanding of a range of effective, teaching and learning, assessment for learning and marking and feedback techniques.
- The ability to use ICT to enhance teaching and learning and raise standards.
- The ability to ensure the excellent behaviour for learning of students.
- The ability to be well-organised, keep efficient records and meet deadlines.
- The ability to motivate, influence and challenge all students and colleagues to achieve their best performance.
- Knowledge of how to effectively safeguard students including the requirements of 'Keeping Children Safe in Education'.

Safeguarding

Please note our clear expectations regarding personal and professional conduct of staff and the safeguarding of our students:

- To have total regard for the need to safeguard students' wellbeing, in accordance with statutory provisions.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

We are committed to safeguarding and promoting the welfare of the children and young people and expect all staff to share this commitment.

All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure.

Higham Lane School is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the School website, describes why and how we collect and use personal data and provides information about individuals' rights.

How to find us



Higham Lane School, Shanklin Drive, Nuneaton, Warwickshire, CV10 0BJ

Telephone: 02476 388123

Email: contactus@highamlaneschool.co.uk

Web: www.highamlaneschool.co.uk



Contact Us

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