



# Bexhill Academy

**Position:** Teacher of English +  
responsibility for KS3 English

**Salary/Hours:** Teacher Main Scale/UPS plus  
TLR 2b currently £5727  
Full or part time with flexible  
working hours considered

**Closing Date:** 9am 10th July 2025  
Early applications are encouraged

**Interview Date:** WB 14 July 2025  
The Academy reserves the right to close  
the process early for a successful early  
candidate



Dear Candidate,

Thank you for your interest in joining us at Bexhill Academy. We are a school that is proud to be part of our local community and we work hard to serve our local families. We are a happy and supportive team and we ensure that the well-being of all staff members is a priority.

Bexhill Academy is part of the Attwood Academies Trust. We are a larger than average secondary school with approximately 1500 students currently on roll. Bexhill is a beautiful seaside town and is best known for the De La Warr Pavilion and being the home to the first British motor race.

We have recently been judged as 'Good' in all areas by Ofsted (June 2025). The school has undergone significant improvement in the last few years and is now in an excellent position to take this improvement to the next level. We have a team of hardworking, dedicated, caring, passionate and talented staff that are committed to Bexhill Academy being the best school it can possibly be. As a staff body we are aligned into providing the very best education and school experience for each and every one of our students. We have high standards throughout and ensure that there is clarity and purpose in everything that we do.

We offer a number of excellent staff benefits for our employees including a comprehensive Employee Assistance Programme (EAP) and a healthcare scheme. The partnership with the Mulberry schools trust, which is a high performing Multi Academy Trust of schools that are based in London. This offers our staff excellent CPD opportunities and offers our students numerous exciting opportunities.

If you are an individual that will be committed to ensuring the best education and school experience for all students then we would love to hear from you.

We look forward to meeting you.



Dr Craig Neal  
Headteacher

## Job Advert

Bexhill Academy is looking for a highly passionate and motivated English Teacher to join our school to lead Key Stage 3 English. Bexhill Academy is rapidly improving with a clear direction, and superb support from Governors makes this an exciting time to be part of the Bexhill Academy team.

The successful candidate will require exceptional interpersonal skills, alongside the capacity to confidently nurture, develop and lead staff teaching at KS3. Excellent subject knowledge and evidence of successful outcomes for students of all abilities at KS3 and 4 is vital. This post would suit an experienced teacher seeking a new challenge.

In return, we can offer an environment where you will gain whole school experience and learn much on your journey to enhancing your own leadership skills

Our school is unique, exciting and innovative – our philosophy is inclusive and founded on respect. If you feel this fits with your own value set and you have a track record of leading change, raising standards and you strive for excellence, then this is the role for you.

### We aim to recruit staff who:

- Be excited by their role and by the prospect of challenging young people to achieve their very best
- Love the processes of teaching and learning and are keen to continually develop their own skills;
- Able to plan and sequence the curriculum for Key stage 3 English ensuring all students are successful in their learning;
- Recognise that teaching can be a demanding job and react positively to those demands;
- Will subscribe to the ethos of the Academy and be committed to get the very best from our students;
- Take every opportunity, in and out of the classroom, to talk to students, model expected behaviours and build positive relationships;
- Remain at the forefront of pedagogy, educational research and debate.

- See themselves as having the potential to become senior school leaders of the future.

Pre-Application enquiries are encouraged. Please contact [recruitment@bexhillacademy.org](mailto:recruitment@bexhillacademy.org)

Please see our website [www.bexhillacademy.org](http://www.bexhillacademy.org) under 'about us' and then 'vacancies' for more details. Please note that we do not accept CVs or approaches from agencies. Completed Bexhill Academy teacher application forms should be sent to [recruitment@bexhillacademy.org](mailto:recruitment@bexhillacademy.org)

Bexhill Academy is committed to safeguarding and promoting the welfare of children and young children, therefore all positions are subject to an Enhanced Disclosure and Barring Service check (DBS).

## Job Description

### Teaching and Supporting at Bexhill Academy

Teachers and support staff at Bexhill Academy make the education of their pupils their first concern. They seek to achieve the highest possible standards in work and conduct, act with integrity and have strong subject knowledge. Through endeavour, they keep their knowledge and skills as current as possible, remaining at the forefront of pedagogy and educational research.

### **Principal Accountabilities:**

- To raise standards of attainment and achievement for students at Key Stage 3
- To build a KS3 curriculum tailored to the needs of Bexhill Academy students which cohesively blends with KS4
- Lead the implementation of the KS3 Curriculum
- Monitor the effective delivery and implementation of the KS3 curriculum
- Leading and developing KS3 English assessment and monitoring the progress that all students make in KS3
- Monitor, evaluate and continually improve the quality of teaching and assessment of KS3 English for all members of the English Team.
- Motivate staff to secure outstanding student engagement at KS3 which ensures the

highest quality of learning.

- Secure strong progress for students in KS3 English to give them a secure platform from which to achieve well during KS3
- Create strong working partnerships with parents and carers of students in KS3 where concerns or issues need to be addressed.
- Support the whole school culture of best practice in Literacy.
- Work with the other post holders in the English Faculty to provide vision, direction and development of a team ethos.
- Support the Director of English with tasks as required.

### **Set high expectations, which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils of all abilities, needs and ages, rooted in and encouraging mutual respect that significantly develops learning
- Set goals and targets based on an in depth knowledge of individual and groups of pupils that enthuse, motivate and challenge all pupils
- Effectively promote and demonstrate the positive attitudes, values and behaviour which are expected of pupils.

### **Promote strong progress and outcomes by students**

- Be accountable for continuously high levels of pupils' attainment, progress and outcomes
- Demonstrate a clear knowledge of pupils' individual capabilities and their prior knowledge, and plan teaching to build on these. Create opportunities for pupils to reflect on the progress they have made and enable them to set individual targets to significantly develop their performance
- Demonstrate excellent knowledge and understanding of how pupils learn and how this impacts on teaching, implementing this in classroom teaching and sharing this with other staff
- Inspire pupils to take a responsible and conscientious attitude to their own work and study, enabling them to help develop as independent learners and support the learning of others

### **Demonstrate good subject and curriculum knowledge or a hunger to develop**

- Have an up to date and excellent/extensive knowledge of the curriculum, including the

different types of qualifications and specifications and their suitability for meeting learners' needs in order to foster, and maintain pupils interest in English and address misunderstanding.

- Demonstrate a critical understanding of developments in the subject and curriculum area and promote the value of learning.
- Promote collaboration and develop high standards of literacy, articulacy and the correct use of standard English, in your subject area and cross curricular activities

### **Plan and teach well-structured lessons**

- Embed knowledge and develop high levels of understanding through clear and effective objectives and effective pace of learning in lesson time
- Promote and encourage a love of learning and stimulate and develop children's intellectual curiosity.
- Set challenging and differentiated Independent learning (Homework) using the Knowledge Organiser and other resources and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching, collaboratively developing own and other's teaching practice to improve the learning of pupils

### **Make accurate and productive use of assessment**

- Use effective assessment processes within the relevant subject and curriculum areas, including statutory assessment requirements to develop learning
- Make effective use of formative and summative assessment to ensure high levels of pupils' progress in line with the Academy assessment and marking structures.
- Effectively use relevant data to monitor progress, set targets, and plan subsequent lessons for the promotion of high levels of learning
- Give individual pupils regular, effective feedback, both orally and through a range of marking and feedback strategies, enabling pupils to respond to the feedback

### **Manage behaviour effectively to ensure a good and safe learning environment**

- Leaders ensure a safe support culture, behaviour is consistently good
- Model effective routines for behaviour in classrooms that promote learning, and take responsibility for promoting good and courteous behaviour both in classrooms and

around the Academy, in accordance with the Academy's engagement for Learning (behaviour policy)

- Model and have high expectations of behaviour, and implement a framework for discipline with a range of strategies, using praise, sanctions and the rewards system consistently and fairly
- Manage all classes effectively, using a range of approaches which are appropriate to pupils' needs in order to involve, motivate and engage them. Improving standards of achievement
- Maintain excellent relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **Fulfil wider professional responsibilities – get involved in our wider school family**

- Make a positive and effective contribution to the wider life and ethos of the Academy, encouraging others to do the same
- Develop effective professional relationships with colleagues, knowing how and when to draw on and give advice and specialist support
- Deploy support staff effectively within your lessons to maximize student achievement
- Take responsibility for improving teaching and learning through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents to develop pupils' achievements and well-being.

#### **Staff Development: Recruitment / Deployment of Staff:**

- To take part in the academy's staff development programme
- To work as a member of a designated team and to contribute positively to the team ethos.

#### **Quality Assurance:**

To contribute to the quality assurance procedures and policies of the academy.

#### **Management Information:**

- To maintain appropriate records and to provide relevant accurate and up-to- date information as appropriate for teaching colleagues/parents and carers and external agencies.

- To be responsible for developing and maintaining personal development records

### **Communications:**

- To communicate effectively with colleagues, the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside of the school
- To follow agreed policies for communications in the academy

### **Management of Resources:**

- To contribute to the process of the ordering department supplies through the appropriate channel.

### **Other Specific Duties:**

- To play a full part in the life of the academy, to support its distinctive aim and to encourage staff and students to follow this example
- To continue personal development as agreed
- To comply with the academy's health and safety policy and undertake risk assessment as appropriate

**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**

**Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.**

**Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.**

**The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.**

**The job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.**

**The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

The successful applicant will be subject to an Enhanced DBS check.

| Person Specification          |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                   |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Criteria                      | Essential                                                                                                                                                                                                                                                                                                                                                     | Desirable                                                                                         |
| <b>Education</b>              | A broad and balanced educational background at level equivalence of level 4 or 5 as a minimum requirement<br>A good Degree                                                                                                                                                                                                                                    | Higher Level educations                                                                           |
| <b>Qualifications</b>         | Qualified Teacher Status<br>A good Degree.                                                                                                                                                                                                                                                                                                                    | Appropriate additional qualifications<br>Qualifications related to English<br>Language/Literature |
| <b>Experience</b>             | Experience of teaching English to Key Stage 3 and 4 students                                                                                                                                                                                                                                                                                                  | Experience of teaching KS5                                                                        |
| <b>Knowledge</b>              | Excellent subject knowledge in both language and literature.<br>A forensic understanding of the skills students require to succeed in KS3 English                                                                                                                                                                                                             |                                                                                                   |
| <b>Skills &amp; Abilities</b> | Good ICT skills and application of supporting teaching.<br>To be organised and able to maintain accurate records.<br>Capacity to lead and develop teams<br>To be able to think and plan strategically and manage the classroom.<br>To be aware of educational developments in and around the subject.<br>To have the ability to reflect on your own practice. | Previous experience of leading a team or area                                                     |
| <b>Personal Qualities</b>     | To be hardworking and committed to the vision of the Academy.<br>To have a willingness to learn and develop new skills.<br>To have the ability to work with initiative.<br>To have the ability to work as an individual and as part of a team.<br>To be focused, aspirational, independent and resilient.                                                     |                                                                                                   |

## **Commitment and other requirements**

Commitment to the excellent education of students and the good standing of the Academy in the local community

## **Our School**

### **Creating the Best Opportunities for All**

At Bexhill Academy, we strive to create equal opportunities for all our students, ensuring that they have access to the best resources and support to thrive academically and personally. Our inclusive approach celebrates diversity, fostering an environment where students from all backgrounds can learn from one another and develop essential life skills such as empathy, tolerance, and respect. We provide a variety of academic pathways and personalized support systems, tailoring our educational approach to meet the unique needs and aspirations of each student. By nurturing their individual strengths and talents, we equip our students with the skills and knowledge needed to succeed in an ever-changing world.

It's important for us to recognise that the little things matter. Smart uniform, manners, kindness, and punctuality are something we promote within our academy as we feel this embeds a deep sense of pride and self-respect within our students.

In conclusion, Bexhill Academy is dedicated to providing an exceptional educational experience that combines academic excellence, personal growth, and a supportive community. We foster a culture of aspiration, challenge our students to reach their full potential, and create equal opportunities for all. Join us at Bexhill Academy, where we believe in the power of education to transform lives and shape a brighter future.

### **Wellbeing**

We understand that well-being is paramount to academic success. Our school offers a comprehensive well-being program for staff and students that focuses on building resilience, promoting a healthy lifestyle, and equipping us all with the tools to manage stress and navigate challenges. Through a range of extra-curricular activities, student leadership opportunities, and community service initiatives, we actively encourage personal growth, self-discovery, and the development of essential life skills. Our dedicated well-being team provides guidance and support, ensuring that staff and



**Bexhill**  
Academy

students have access to the resources they need to flourish both inside and outside of the academy.