

The people behind  
the magic.



JOIN OUR TEAM

# Teacher of English

**Salary:** Teacher Scales

**Contract:** Permanent, full time

**Start Date:** September 2025

**Closing Date:** Friday 10th January 2025 at 9am

**Interview:** to be confirmed, please expect the interview to be at one of the trust's secondary schools.

**Start Date:** as soon as you are able.

Delivery of your teaching timetable will be for one of the secondary schools within our trust (The Brooksbank School, Honley High School or Ryburn Valley High School)



# When schools collaborate, incredible things happen.

**Together Learning Trust** is a thriving local group of six schools, three secondary and three primary, inspiring over 5300 young people in Calderdale and Kirklees. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together.**

What could we do, together?

**DAVID LORD, CHIEF EXECUTIVE OFFICER**



"Working with such creative, professional and dynamic staff from other schools in the trust has helped make my job much more enjoyable and manageable, whilst reducing workload."

- **Damian Ball** - Assistant Headteacher, Brooksbank School

EXPLORE MORE



[www.togetherlearningtrust.co.uk](http://www.togetherlearningtrust.co.uk)

**Together**  
Learning Trust

# Teacher of English

Are you a passionate, hardworking and focused teacher who understands how to build a culture and ethos that promotes excellence, equality and high expectations of all pupils? Do you believe that you can secure outstanding outcomes for all students in a safe, vibrant, and happy school? Are you passionate about English and making this accessible to all students? If this sounds like you, we'd love to hear from you.

## What will you get in return?

This is a fantastic opportunity to work as part of a passionate and friendly team under the direction and with the support of the Department Head and Head of School within one of our 3 Secondary schools (Ryburn Valley High School, The Brooksbank School and Honley High School).

## What the role involves in a nutshell:

- To deliver high quality curriculum provision through effective teaching and learning of English
- To carry out the professional duties of a qualified teacher as identified in the DfE Teachers' Standards
- Plan work in accordance with the curriculum area programmes of study to ensure progress and the personalised learning needs of every student.
- Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.
- Develop and maintain excellent professional relationships with students and parents', including keeping parents informed of pupil progress.
- Set high expectations for student behaviour to create a purposeful working atmosphere and a safe and respectful classroom environment that supports the learning of all pupils.

## What you'll get in return?

You'll be joining a trust which is all about putting staff first – with numerous wellbeing initiatives and social events to enjoy each term!

In addition to this you will benefit from:

- Automatic enrolment to the Teacher Pension Fund West Yorkshire Pension Fund
- Staff development through appraisal and CPD
- Free Parking
- An onsite Gym
- Staff benefits package via vivup including employee assistance program, home and electronics discounts, eyecare vouchers and cycle to work
- Regular well being activities
- Regular social activities and sport
- Collaboration with Trust colleagues in similar roles
- Working as part of a creative and supportive team who want the best for all of our students

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

# The English Department at the Together Learning Trust

At the Together Learning Trust, we are committed to fostering a dynamic and supportive environment where both students and staff can thrive. Joining the English department here means becoming part of a collaborative, forward-thinking team that values continuous improvement. Our team is led by experienced and supportive leaders. Whether you're an NQT or an experienced practitioner, you'll find guidance and mentorship that will help you grow in your role and advance in your career.

Our department has access to a wealth of shared resources, which not only saves time but ensures a consistent, high-quality experience for students. Collaborative planning time is built into our schedule, allowing you to work closely with colleagues to create and refine resources that benefit the whole department. We regularly organise collaboration days where the entire department comes together to share best practices, explore new ideas, and solve problems collectively.

Teachers in the English department are actively involved in shaping curriculum content and assessment strategies. This means that you will have a direct impact on the learning experiences of our students, ensuring that what we deliver is both relevant and effective.

Subject-specific professional development is available to help you deepen your subject knowledge and improve your teaching practice. If you're an ambitious leader with fresh ideas, the Together Learning Trust offers innovation allowances to help you bring those ideas to fruition. We are a department that values research-led teaching.



You'll have the opportunity to engage with cutting-edge educational research, which helps shape our approach to teaching and learning. This commitment to evidence-based practice ensures that our students receive the highest standard of education while providing you with the tools to continually refine your own teaching methods.

Our commitment to high standards is reflected in the excellent results our students achieve. The English departments work hard to ensure that each student's potential is unlocked and nurtured.

**Kath Parker**  
Executive Director of Education

## JOB DESCRIPTION

# Teacher of English

|                                 |   |
|---------------------------------|---|
| <b>Responsible to:</b>          | Head of Department  |
| <b>Responsible for:</b>         | N/A   |
| <b>Scale/Salary</b>             | Teacher Pay Scales  |
| <b>Main Purpose of the role</b> | <ul style="list-style-type: none"><li>• Carry out the professional duties of a teacher as circumstances may require and in accordance with academy policies, under the direction of the Head of School/Headteacher and Executive Headteacher.</li><li>• Promote the achievement of high standards through effecting teaching and learning of English, including preparation, evaluation, and action planning</li><li>• Model the vision and values of the academy</li><li>• Be part of the team driving the development of the academy to become outstanding.</li><li>• Receive and act on feedback to build on the strengths and improve personal performance within the academy systems</li><li>• Contribute, where appropriate, to implementing policies and practice and to promote collective responsibility for their implementation</li><li>• Take into account and constantly reviewing academy contextual factors and prior attainment when planning and teaching lessons</li><li>• Work in a cross-curricular way to support English across the academy in the use of active learning approaches to enrich curriculum and skills delivery</li><li>• Recognise, promote, and celebrate diversity</li></ul>   |
| <b>Teaching</b>                 | <ul style="list-style-type: none"><li>• Plan work in accordance with the curriculum area programmes of study to ensure progress and the personalised learning needs of every student.</li><li>• Liaise with relevant colleagues on the planning of units of work for collaborative delivery.</li><li>• Work in collaboration with associate staff attached to any teaching group.</li><li>• Take account of students' prior levels of learning and achievement and use them to set targets for future improvements.</li><li>• Maintain positive relationships with staff and students to enable effective teaching to take place.</li><li>• Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour Policy.</li><li>• Provide students with the opportunities to develop the skills required in order to learn.</li><li>• Listen to the views of students about their preferred methods and styles of learning.</li><li>• Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.</li><li>• Work at all times within the Health &amp; Safety regulations of our school and ensure a safe working environment.</li><li>• Maintain a high level of display within his/her teaching room.</li><li>• Adhere to all the guidance as set out in the staff handbook.</li></ul> |
|                                 | <b>Assessment &amp; Reporting</b> <ul style="list-style-type: none"><li>• Maintain notes and plans of lessons undertaken and records of students' work in</li></ul>   |

line with the School's Teaching and Learning policy.

- Mark, monitor and return work as directed in the school marking policy.
- Complete formal assessment through the MIS system in line with policy and as specified in the published calendar.
- Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.

#### **Care and Guidance**

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of students as is required by the School, including tutor, student interviews and coaching and mentoring.
- Be the first point of contact for parents.
- Monitor (and set targets for) for students to improve motivation, behaviour or achievement as and when required.
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme through the delivery of SMSC content in tutor time.
- Promote good attendance and monitor in accordance with the School's attendance policy.

#### **Planning and Setting Expectations**

- Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.
- Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment.
- Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.

#### **Assessment and evaluation**

- Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.
- Mark and monitor students' class work and homework providing constructive oral and written feedback, setting targets for students; progress.
- When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses.

#### **Pastoral System**

- To monitor and support the overall progress and development of students within the subject.
- To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure the Behaviour Policy is implemented in the subject area so that effective learning can take place.

#### **Pastoral Development**

- Understand the need to take responsibility for their own professional



|                              |  |
|------------------------------|--|
|                              | <p>development and keep up to date with research and developments in pedagogy and in the subjects that they teach.</p> <ul style="list-style-type: none"> <li>• Understand the professional responsibilities in relation the School policies and practices.</li> <li>• Set a good example to the students in their presentation and in their personal conduct.</li> <li>• Evaluate their own teaching critically and use this to improve their effectiveness.</li> </ul>   |
| <b>Expected Behaviours</b>   | <ul style="list-style-type: none"> <li>• Support the ethos, vision, principles and values of the School</li> <li>• Treat colleagues, students and all members of the community, with respect and consideration.</li> <li>• Treat all students fairly, consistently and without prejudice</li> <li>• Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.</li> <li>• Support the aims of the School through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities).</li> <li>• Support the ethos of the School by upholding the code of conduct, uniform rules, etc.</li> <li>• Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers.</li> <li>• Reflect on own practice as well as the practices of the School with the aim of improving all that we do and achieving excellence.</li> <li>• Read and adhere to the various policies of the School and implement School improvement plans.</li> <li>• Participate in the development and management of the School by attending various team and staff meetings.</li> <li>• Undertake duties as prescribed within the School's policies.</li> <li>• Ensure that all deadlines are met as published in the school calendar or deadlines set by the Head of Department</li> <li>• Undertake professional duties that may be reasonably assigned to them by the Headteacher.</li> <li>• Be proactive and take responsibility for matters relating to health and safety.</li> </ul> |
| <b>Other specific duties</b> | <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Chief Executive Officer and Head of School/Executive Headteacher to undertake work of a similar level that is not specified in this job description. The Job Description is not contractual and may be changed by the Chief Executive Officer or Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>  |



# Teacher of English

To be assessed through application, reference, interview and certificates

| Criteria   | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications</b>  |           |           |
| Qualified teacher status   | ✓         |           |
| Good honours degree  | ✓         |           |
| Recent and relevant CPD  | ✓         |           |
| The ability to teach KS5 students  |           | ✓         |
| <b>Experience, Knowledge and Understanding</b>   |           |           |
| A clear understanding of current educational issues, theory and practice.  | ✓         |           |
| Have a secure and detailed knowledge of the specialised subject up to KS4  | ✓         |           |
| Have an understanding of effective strategies to deliver their specialised subject.  |           | ✓         |
| Experience of assessment at key stage 3 and 4  | ✓         |           |
| Awareness of the strategies available for improving the learning and achievement of all students                           | ✓         |           |
| A good understanding of curriculum developments in your subject area   | ✓         |           |
| Able to use a range of teaching and learning strategies  |           | ✓         |
| An understanding of how assessment for learning can improve student performance  | ✓         |           |
| Confidence in the use of standard computer packages and how these can be used to enhance student learning                  | ✓         |           |
| Able to use student level data to raise standards  | ✓         |           |
| Able to work independently and collaboratively as a member of a team   | ✓         |           |
| Enthusiasm for your subject area   | ✓         |           |
| Creative in problem solving together with willingness to take on and try new approaches and ideas                          | ✓         |           |
| Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues          | ✓         |           |
| Able to communicate both orally and in writing to students and their parents   | ✓         |           |
| Able to communicate high expectations to all students  | ✓         |           |
| Willingness to share good practice across the department and beyond  | ✓         |           |
| <b>Personal Qualities</b>  |           |           |
| A commitment to inclusive education  | ✓         |           |
| Excellent interpersonal skills: the ability to build positive working relationships with students, colleagues, and parents | ✓         |           |
| Self-driven, results-orientated with a positive outlook  | ✓         |           |
| Critically assesses and evaluates their own performance and seeks learning opportunities                                   | ✓         |           |
| Demonstrate a credible and professional image  | ✓         |           |
| Sets a good example; is reliable, punctual, tolerant, pragmatic and solutions focused                                      | ✓         |           |
| Able to get on with others and be a team player  | ✓         |           |
| Demonstrates Integrity and exercises confidentiality   | ✓         |           |



| <b>Personal Attributes</b>  |   |  |
|---|---|--|
| A commitment to inclusive education   | x |  |
| Ability to build positive working relationships with students, colleagues and parents | x |  |
| Self-driven, results-orientated with a positive outlook                               | x |  |
| A natural forward planner who critically assesses their own performance               | x |  |
| Mature, credible with excellent interpersonal skills                                  | x |  |
| Reliable, punctual, tolerant and determined   | x |  |
| Empathetic leader - able to see things from another person's point of view            | x |  |
| Able to motivate and persuade, negotiate and influence others                         | x |  |
| Well-presented and professional   | x |  |
| Keen for new experiences, responsibility and accountability                           | x |  |
| Able to get on with others and be a team player                                       | x |  |
| Ability to evaluate own learning needs and actively seek learning opportunities       | x |  |
| Integrity and exercises confidentiality   | x |  |
| Ability to think pragmatically and be solutions focused                               | x |  |



## HOW TO APPLY

# Say yes to new adventures.

Could we be a good fit for each other? If you'd like a chat about the role, ahead of making a formal application, we'd be delighted to hear from you. Please contact Amanda Butterworth via [a.butterworth@tlt.school](mailto:a.butterworth@tlt.school)

If you're ready to apply, please complete our application form and return it to [recruitment@tlt.school](mailto:recruitment@tlt.school) by the deadline and if you have a preferred school then please indicate this on the top of your application form.

## SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2024.