



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



Appointment of:

Director of English

Closing date: **9:30AM on Tuesday 12 May 2026**

Application Pack

Scholarship-Character-Community

www.hwga.org.uk

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Welcome from the Head Teacher

I am delighted to lead King Edward VI Handsworth Wood Girls' Academy and to be part of such a vibrant and diverse school community, where every student is valued, supported, and encouraged to achieve their full potential.

Located in the heart of Birmingham, our academy is proud to reflect the unique diversity and richness of our city. We are committed to fostering an inclusive environment where equality, diversity, and inclusion are at the heart of everything we do. We believe that every student's voice deserves to be heard and celebrated, and we are dedicated to creating opportunities for our students to express themselves, contribute meaningfully, and grow in confidence.

We are thrilled to share that our academy has been awarded the prestigious Wellbeing Award. This recognition further enhances and demonstrates our unwavering commitment to the well-being of our staff, families, students, and the wider community. It is a testament to the collective effort of everyone involved in making HWGA a place where well-being is prioritized and where every individual feels supported.

Our students consistently achieve high academic outcomes, a testament to the dedication and expertise of our exceptional staff. We strive to provide not only an outstanding education but also a wide range of enrichment opportunities that allow our students to explore their passions, develop new skills, and broaden their horizons.



At the core of our school is an amazing pastoral team that puts the child at the center of everything we do. Their commitment to the well-being and personal growth of each student ensures that every individual is supported in their journey through school and beyond.

We are also excited to welcome you to our brand-new, state-of-the-art building. This modern facility reflects our commitment to providing the best possible environment for learning, innovation, and personal development. As part of our technology-rich approach, each student is equipped with a 1:1 device, ensuring that they have access to the tools and resources they need to excel both in the classroom and beyond.

If you have any questions or need further information, please don't hesitate to reach out—I'm here to help.

Thank you for your continued support, and I look forward to working together to achieve great things for our school community.

Warm regards,

Miss Kiran Takhar
Headteacher
King Edward VI Handsworth Wood Girls' Academy

Vision

Our vision is to work together to achieve educational excellence and full personal potential.

Mission

Our mission is to unlock a thirst for learning for all so that students can successfully access a range of opportunities in an ever-changing world. To overcome barriers and embrace challenges to enrich themselves and our community.

Values

Scholarship
Character
Community

Intellectual Virtues

Reflection
Critical Thinking

Moral Virtues

Tolerance
Respect
Gratitude

Performance Virtues

Resilience
Ambition
Confidence

Civic Virtues

Social Justice
Volunteering

The Foundation: Our Mission

The mission of the King Edward VI Foundation is simple: to make Birmingham the best place to be educated in the UK.

In many ways, this has not changed since King Edward's School was founded in 1552. However, Birmingham has grown from being little more than a village to the nation's second city, with a population of over one million, a proud industrial heritage and rich with diversity and innovation.

If we are to serve the city's children, we recognise that we need to provide a diverse range of schools: independent as well as Academies, selective and also comprehensive. And we believe that those schools need to be accessible to all, regardless of ethnic, religious and social background.

To that end, we have:

- established and grown an Academy Trust, taking on four new schools in the last decade, with more in the pipeline;
- raised over £20m to provide Assisted Places at our fee-paying schools for families that could not otherwise afford a place; and
- provided a guarantee for any disadvantaged child living in Birmingham a place at their local selective Academy if they achieve the qualifying score on the entrance test. This year, nearly 200 Pupil Premium eligible children will be offered selective school places - a year-on-year increase of nearly 30%.

As of today, we educate over 10,000 children: the largest provider of secondary school places in Birmingham outside the city council.

Our commitment to play a constructive, influential role in the life of the city is reinforced by our patronage of the Greater Birmingham Chambers of Commerce and by our determination to work closely with business and cultural organisations and, as appropriate, with local and national government.

We already work closely with other schools and educational bodies, whether through our nationally acclaimed SCITT, through our primary outreach work or through partnerships with other providers.

Of course, to achieve our mission, we need to do even more. In future years, we need to deepen our commitment to work with other schools in the city and establish ourselves as a role model for other educational organisations, responding positively to the challenging demands of our fast-changing academic and employment environments.

“ To make Birmingham the best place to be educated in the UK ”

The King Edward VI Foundation

Our history can be traced back as early as 1392 when gifts of land were made to found the Gild of the Holy Cross, which during the next 150 years provided support for the people of Birmingham.

Whilst The Gild of the Holy Cross saw its properties confiscated by the advisers to the new King Edward VI in the wake of the Reformation, leading local parishioners successfully petitioned the King for the return of the Gild's property assets in order to establish King Edward's School on 2nd January 1552.

When, in 1547, a Royal Commission dissolved the Gild of the Holy Cross, certain influential men of Birmingham petitioned Edward VI for the return of the gild lands in the form of an endowment for a free Grammar School. On 2nd January 1552 letters patent were sealed, granting this request and appointing twenty of the foremost inhabitants of the town as Governors of a School to be held in the old guildhall in New Street. So, King Edward's School was created in a small Midlands town, one of thirty such schools founded by Edward VI in his brief reign.

In 1831, the original charter was superseded by an Act of Parliament. This Act empowered the Governors for the first time to create other schools in addition to King Edward's School itself. Between 1838 and 1853 eight elementary schools were opened. At the same time, the Act broadened the curriculum of the original school by dividing it into separate Classical and English departments, thereby catering for the rising tradesman class. It also authorised the construction of the school's third and most famous home, Charles Barry's building in New Street.

In the 1870's the State started to provide junior education so that the elementary schools had outlasted their usefulness. Now the pressing need was for secondary schools and the structure of the Foundation was changed once more. Grammar schools were created at Aston, Camp Hill (Boys and Girls) Five Ways and Handsworth, whilst King Edward's School acquired a sister – the High School for Girls, housed in an adjoining building. All but Aston and Handsworth now function from sites to which they were transferred after 1936.

Originally independent, financial considerations persuaded the Grammar schools to become voluntary aided in the 1940's.

In 1974 the grammar schools acquired their own governing bodies – appointed by the Foundation, the city, teachers and parents. Until that time twenty-four Foundation governors had been responsible for all seven schools. The formula thus created, of two independent and five grammar schools, the former admitting fee-paying students, the latter offering free education, was a formula for success and under the Direct Grant system which existed from 1944 to 1979, King Edward's School and the High School for Girls were amongst the most successful schools in the country. These successful schools continue to enjoy excellent reputations both in the city and beyond, educating pupils from a complete cross section of society and have produced men and women of distinction in many fields. In 2011 the five grammar schools converted to academy status so that they are funded directly from central government rather than from the Local Authority.

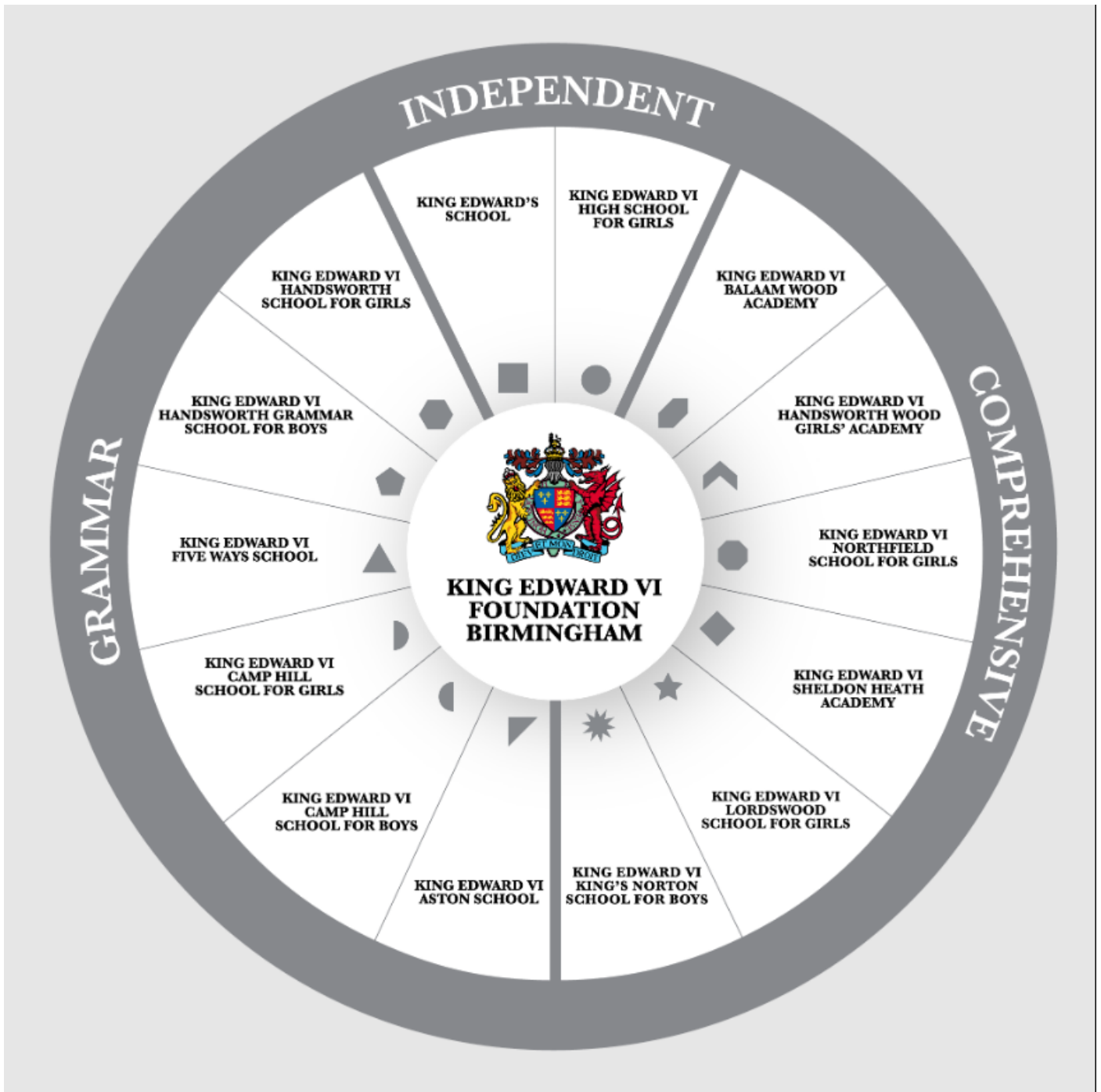
In September 2010 the Foundation sponsored King Edward VI Sheldon Heath Academy, which opened on the site of its predecessor school and has occupied new buildings on that site since September 2013. The sponsorship of this all-ability school serving its local community in east Birmingham fits well with the Foundation's charitable purpose of educating children and young persons living in or around Birmingham. It is a good school which is extremely popular and has a thriving sixth form.

A Multi-Academy Trust was created in September 2017 and Handsworth Grammar School for Boys was welcomed into the organisation.

A period of strategic growth has seen two further non-selective schools added to the Academy Trust. King Edward VI Handsworth Wood Girls' Academy joined in September 2018 and King Edward VI Balaam Wood Academy became the ninth member of the Trust in September 2019.

The Foundation's eleven schools now educate over 10,000 children in the City and we plan to grow the Academy Trust further by adding another three non-selective secondary academies, with a continuing focus on schools that serve disadvantaged communities in Birmingham.

The Foundation Schools



Number 1, Birmingham based SCITT offering initial teacher training.

Become a teacher, change lives.

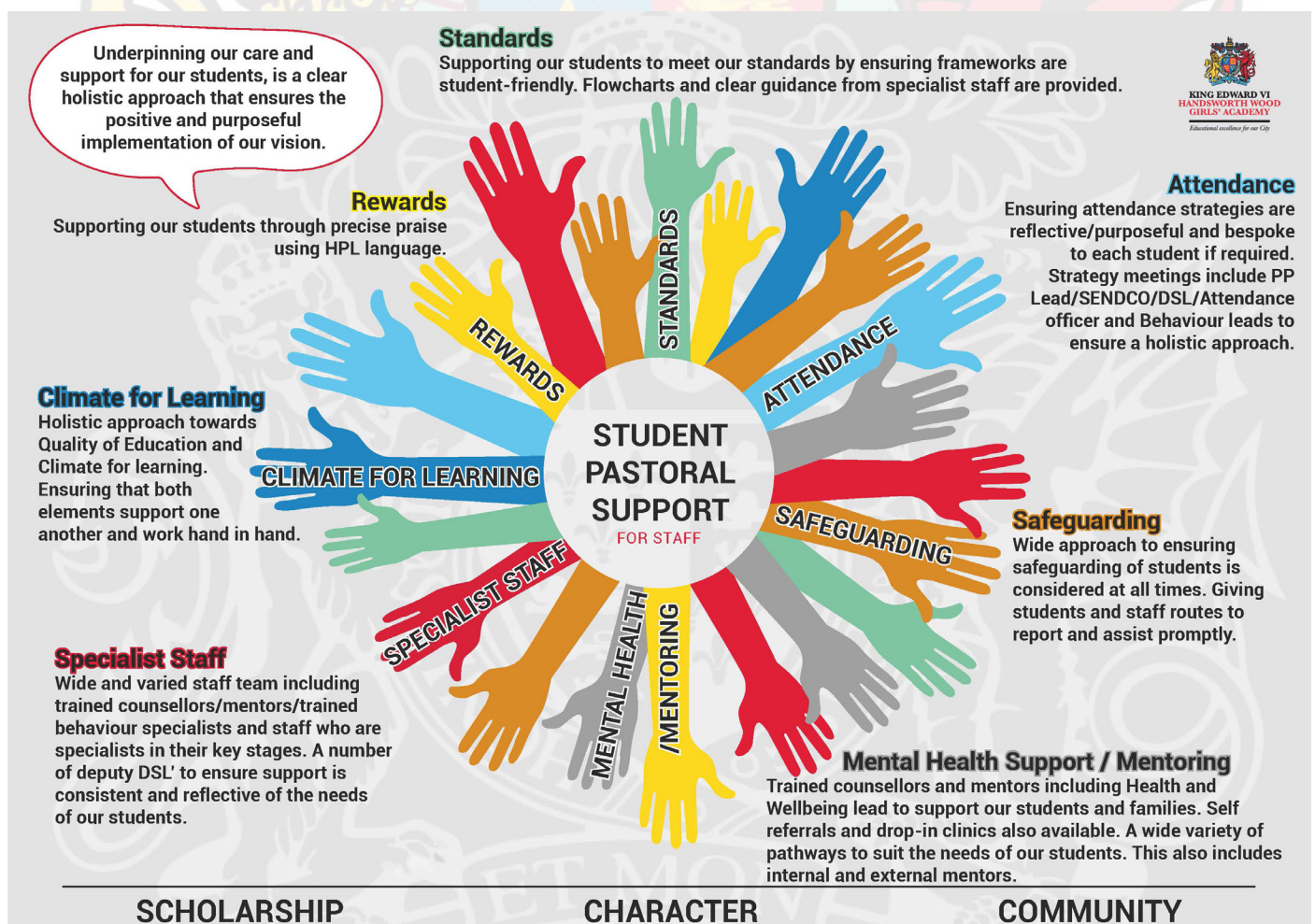
Pastoral Care

HWGA places a strong emphasis on student well-being and support, evident through our comprehensive pastoral structure and dedicated staff. Each year group is guided by a Pastoral Manager and team of form tutors, ensuring continuous support throughout their academic journey. The Head of Sixth Form, supported by a dedicated pastoral team, oversees the well-being and administrative aspects of sixth form education. Our SENDCO collaborates closely with pastoral managers to ensure holistic support for students.

Daily form periods are scheduled at the end of the day, providing an opportunity to reflect on the day's experiences and offer support if needed. These sessions focus on Academic, Character, and Values Development (ACP and VAA), aligning with our High Performance Learning (HPL) focus. Weekly assemblies further reinforce our ethos and values.

To cater to diverse needs, we provide learning mentors for each key stage and access to external agency support. Additionally, a counselor is available three days a week, with sessions coordinated by the health and wellbeing lead in collaboration with the pastoral team. We prioritize student comfort, nurturing, and resilience, with opportunities for self-referral and a "walk-in wellbeing clinic" during lunchtimes.

Our school culture promotes precise praise and rewards, emphasizing attendance and punctuality. The behavior policy focuses on de-escalation and respectful interactions, modeling positive behavior for students. We are committed to equipping students with the skills they need for successful futures. Recognizing the importance of mental health, we actively address this issue by involving students and families in decision-making and challenging associated stigmas. Our aim is to create a supportive environment where students feel heard and valued, fostering a positive and fulfilling educational experience.



A Student's Welcome to Handsworth Wood Girls' Academy

Being a student at this academy means embarking on an enriching journey of learning and growth as we're immersed in an environment that fosters critical thinking and creativity from the onset. Teachers are dedicated in ensuring that every student reaches their full potential whilst offering their utmost support in helping us achieve our goals.

Whether it's through in-class learning, or extracurricular activities, students are empowered to explore their passions and become independent and assured learners who are confident in combatting any challenges they face. The diverse and welcoming school community is undoubtedly fitting for any young woman who wishes to immerse herself in the facilities this academy has to offer.

"Being a student at King Edward VI Handsworth Wood Girls Academy is a great experience as it comes with filled opportunities for growth and learning. Here it's not just about the academics but about being part of a community where you can talk to teachers and approach them comfortably.

In such an environment, students are encouraged to explore their interests with teachers being passionate about their subjects and dedicated to helping students succeed."

Being a student at King Edward VI Handsworth Wood Girls' Academy is a great and wonderful experience. As soon as you enter the school gates you are greeted with big joyful smiles.

The school environment is very pleasant and welcoming to all and we're really diverse. Teachers are very passionate with the subjects they teach and push their students to their fullest because they want what's best for them. Teachers really encourage their students to participate in lessons as it helps develop a student's confidence. The Staff at Hwga are very approachable, so if anything is concerning you at home or at school, you can confide in them, and they will do the best of their abilities to sort it out. At Hwga we often apply ACPs and VAAs into our learning whenever possible, as our school follows the High Performance Learning Framework.

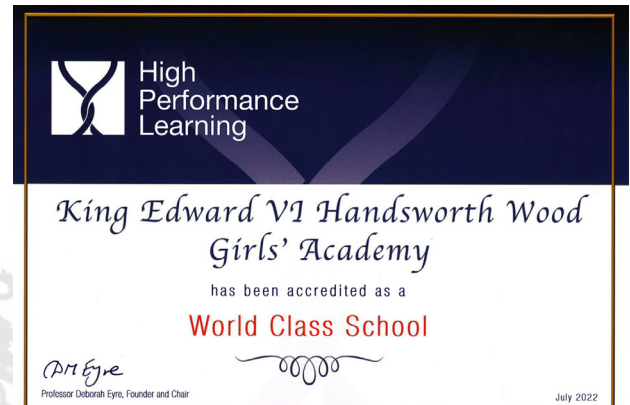
As a student attending HWGA, I can confidently say it is not just a school. It is a community, a community comprised of teachers, school staff and students who are able to communicate with one another and always feel secure within their school. HWGA aims for everyone attending to reach their truest potential whilst being guided along the right path, ensuring all doors are open for us post-16.

This varies from teachers that are willing to hold interventions after school to enrichment opportunities and clubs, allowing us to connect with our fellow students and have access to new experiences both inside and out of school. We are taught to all be high-performance learners and not to be discouraged by failure as failure is the greatest teacher. Being surrounded by such wonderful staff and students has motivated me to feel more assured with myself and has given me a vast number of opportunities that have moulded me into the person

I am today, someone I can be proud of.

Curriculum and Beyond

At KEVI HWGA our curriculum is sequenced to ensure that students gain knowledge, connect key concepts, acquire new skills and learn how to apply this confidently in different contexts. Our curriculum leaders carefully consider what knowledge should be secured and plan how best to map knowledge to ensure that pupils learn that knowledge in a way that means they remember it and can use it. Our curriculum vision is intrinsically linked to our academy vision and our academy values of scholarship, character and community which run through our aims.



Our High Performance Learning Philosophy
As a high performance learning world class school, our core aim is excellence for all. Our vision, mission and values are echoed in the HPL philosophy and framework which means that we believe that all students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the 5 Advanced Cognitive Performance skills and the 3 Values, Attitudes and Attributes of the HPL framework. The HPL framework ties together the Advanced Cognitive Performance Skills (ACPs) and the Values, Attitudes and Attributes (VAAs) across our curriculum and beyond the classroom. We explicitly teach and foster the framework within all our curriculum areas and within our pastoral framework.

CURRICULUM VISION

Curriculum Aims:

Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.	We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.	We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.	Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.	We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.
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The overarching aims of our curriculum will underpin the following outcomes:

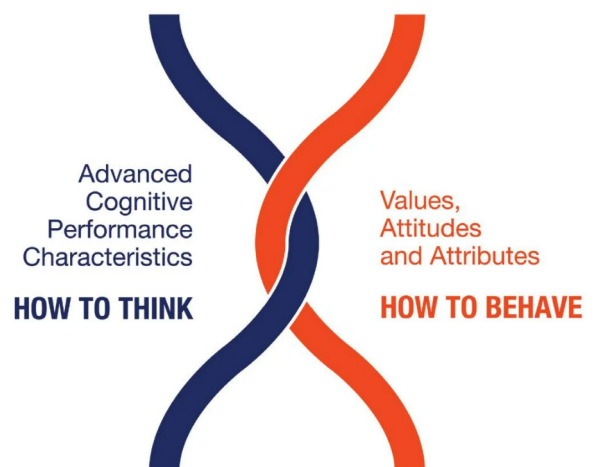
Increasingly strong academic results year-on-year leading to good post school destinations.	Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.	Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.
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Beyond the curriculum

As humans, we learn and grow from new experiences. At King Edward VI Handsworth Wood Girls' Academy, we ensure that all of our pupils have access to the widest range of learning opportunities through our extensive enrichment programme. This provision provides all pupils with the opportunity to learn, develop and master a range of skills that will help to create lifelong interests, whilst building positive relationships, confidence, self-esteem and resilience. We recommend that all students at King Edward VI Handsworth Wood Girls' Academy participate in at least two enrichment activities each week.

Our pupil pledge

We ensure that every student has access to many experiences during their time at King Edward VI Handsworth Wood Girls' Academy. Our Pupil Pledge provides a 'bucket list' of activities that ensures that our students leave us as well-rounded young people with the skills, knowledge and aspiration to go on to succeed in an ever-changing world.



Curriculum and Beyond



World Class School

We use the High Performance Learning philosophy and framework in our school. This means that we believe that all the students can be high performers, and we teach with these expectations in mind.

Using the research-based High Performance Learning approach helps us to systematically build the cognitive competencies that lead a young person to thrive in school and in later life.

We embed the HPL philosophy throughout our school. We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and persevere it will happen. If you want to discover more about High Performance Learning please visit highperformancelearning.co.uk

ACPs
Advanced
Cognitive
Performance
Characteristics

How to think
Meta-thinking
Linking
Analysing
Creating
Realising

VAAAs
Values
Attitudes
Attributes

How to be-
haveAgile
Empathetic
Hard-working

Alongside the ambitious curriculum there are many support and enhancement opportunities which build currency for our students. These include:

Impress the examiner masterclasses: Students have various masterclasses during all Autumn half term, Spring half term, Easter and Summer half terms. These cover core concepts with a specific drive to attainment.

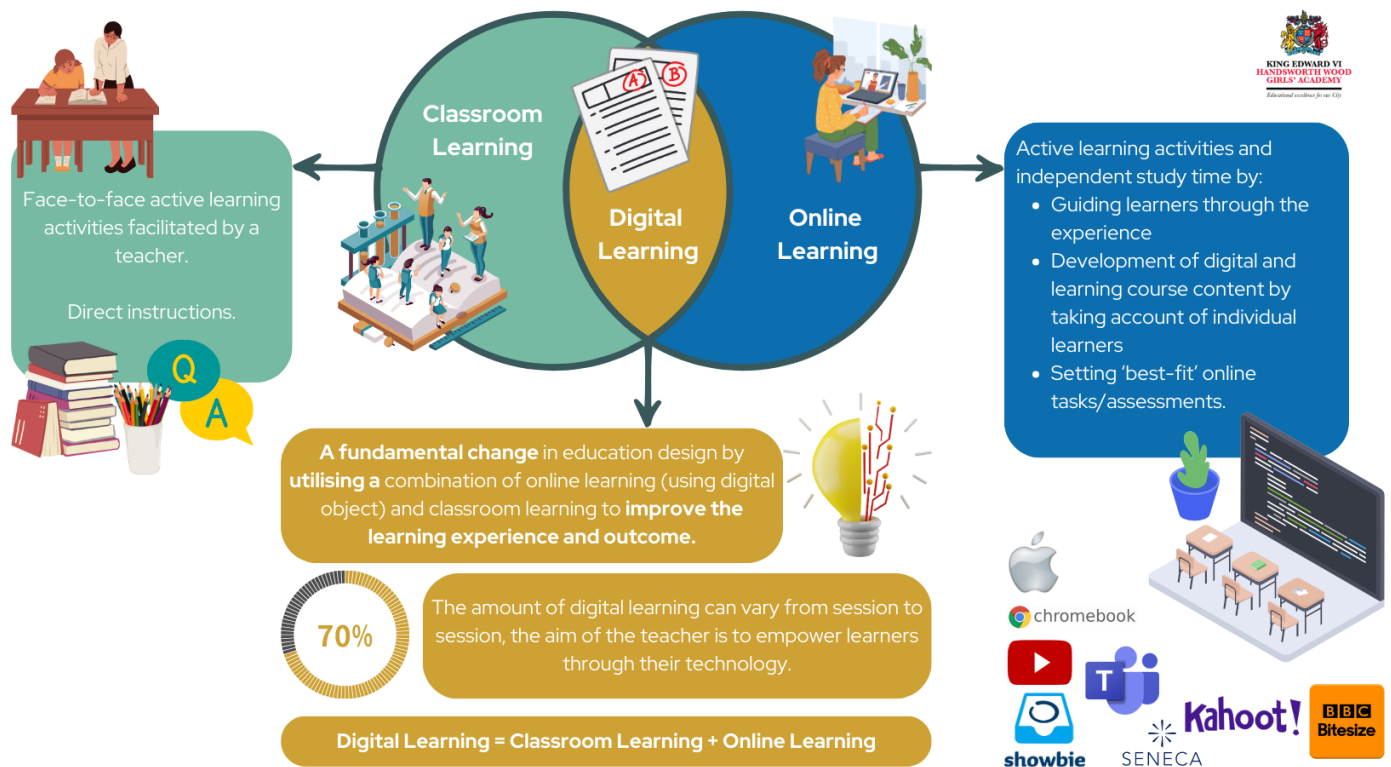
Saturday school: Students are invited to attend tailored suited booster classes on Saturdays with the day been broken down into two sessions (morning and afternoon) focusing on key concepts in core subjects. These sessions are delivered by an external professional agency and aims to challenge students to the best of their abilities.

MyTutor: KS4 students have taken part in online tutoring broken into either one-to-one or three-to-one groups focusing on exam techniques, with tutoring working on exam questions, walk and talk mocks and model answers.

Online platforms: We have invested heavily in many online platforms such as **Seneca, Educake, PiXL, GCSEPod, Kerboodle, UpLearn** and many more – students use this as homestudy and their own independent study programme.

In person tutoring: KS4/KS5 students have opportunities to work in small groups or one-to-one sessions with Maths, Chemistry, Physics and Biology tutors – specialising and targeting their areas of development.

Digital Learning



One to One Devices

All the students at the academy are given a one-to-one device, this means that the device stays with them, they use it for each class and at home for their homework.

In Key Stage 3 (years 7 to 9) this device is an iPad. An iPad is a tablet device that operates using touch screen technology (including an on screen keyboard for typing), the iPad is an Apple device.

The students are given controlled access to a number of pre-installed education applications, which they can use to learn independently and as directed by their teachers.

When the students move into Key Stage 4 they will swap their iPad's for Chromebooks. A Chromebook operates as a 'mini' laptop using the Google Chrome operating system. There are a number of pre-installed applications for the students to use on the devices, with access to most of the tasks set for the students happening within the Chrome Browser.

Key Stage 5 students are given a Chromebook to use to continue their education.

Our Staff

We are a forward-thinking school. We believe in investing in individual staff learning to support scholarship across all members of our community. We work together to ensure that students get a rich classroom experience that secures their knowledge and enhances their understanding.

Our commitment to Continuous Professional Development and Learning

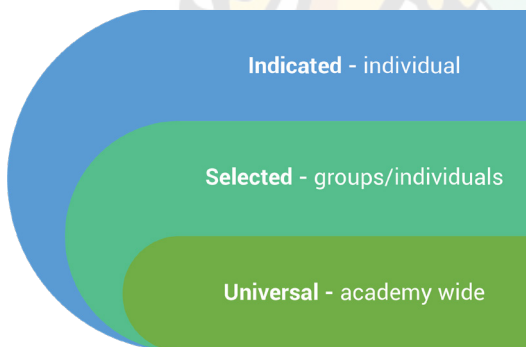
- Membership to high quality professional associations
- Protected time within the school day to meet and develop as subject specialists
- A commitment to the full suite of NPSs, Masters and other higher level qualifications for staff
- Flexible working for professional learning
- A bespoke HWGA professional learning App to support access and progress through learning pathways of choice with complete agency
- Bespoke classroom practice development
- An open, collaborative classroom practice culture for colleagues to learn from each other
- Opportunities to collaborate in professional learning foundation-wide

Culture of Professional Development (PD)

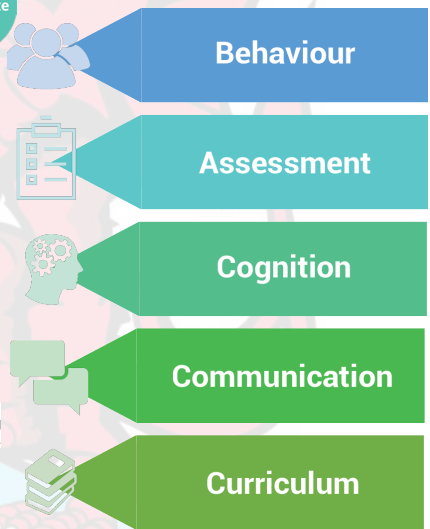
Professional Learning and Development



Our Learning Journey



Strands to Explore



KEVI HWGA T&PL PROGRAMME

Indicated Professional Learning

23/24 ACADEMIC YEAR



The **Indicated** pathway of professional learning is true **agency** in driving individual practice forward. **Protected** directed **time** allows the freedom for exploration and development.

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

- Dylan William

	INNERDRIVE	CHARTERED COLLEGE OF TEACHING (CCT)	SENECA LEARNING
Access and login	Innerdrive Login	CCT Login	Seneca Login
	Sign in with your hwga email and allotted password	Sign in with your hwga email and CCT password	continue with Microsoft to access through scholl login.

Wellbeing Commitment

King Edward VI Handsworth Wood Girls' Academy, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors.

We understand the role positive mental health and wellbeing plays in creating an environment where all are healthy, happy and achieve their best. Our open culture allows students' voices to be heard, and using effective policies and procedures we ensure a safe and supportive environment for all affected – both directly and indirectly - by mental health issues.

We put wellbeing at the heart of our school to ensure successful learning and commit our policies reflecting this. We aim to drive this message forward, and to ensure that mental health and well-being is "everyone's business" across the whole school community. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention.

Vision

Our vision is for all our students, staff and community to have the support they need to build lifelong coping skills and thrive. We will make this happen by:

- Promoting a clear vision and strategy for advocating and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.
- To embed a positive culture which regards emotional wellbeing and mental health as the responsibility of all.
- To actively promote staff and parental emotional wellbeing and mental health.
- To prioritise professional learning and staff development on emotional wellbeing and mental health.
- To ensure staff understand the different types of emotional and mental health needs across the school and are aware of systems in place to respond appropriately.
- To actively seek the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.
- To work in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.
- Increasing opportunities to engage in the evidence based 'five ways to wellbeing' model 1) Connect 2) Be active 3) Take notice 4) Keep learning 5) Give for all stakeholders



Staff Voice

Being a member of staff at HWGA is wonderful experience. You have a supportive environment, lovely students and amazing colleagues who work alongside you. Such an environment fosters professional development, contentment and means there is a community atmosphere. I take pride in being part of a school where students wellbeing and academic excellence is prioritised and knowing we as the staff are making meaningful impact on their lives.

- SLT

Everyday is an innovative, adaptive and evolving experience. Just like our students we never want to stop learning, for that's where the wisdom lies.

- Key Stage Co-ordinator

Being a staff member of HWGA is a positive experience where colleagues are supportive and welcoming. We are a united force where we will collaborate, support and guide one another so we all share a consistent approach to give our students the best learning experience. Teaching at HWGA is enjoyable as our students are enthusiastic towards their learning which enable staff to share their passion for their curriculum domains. The atmosphere at HWGA is positive and kind - hearted in all areas of the academy.

- Faculty Leader

As a member of staff at HWGA I have found that we collaborate closely as a whole school team and are fully supported. SLT are very approachable and work together with us all to ensure any issues and concerns are resolved quickly and effectively. Student and staff wellbeing is paramount here as working in any education environment can be challenging and I have found that we have been provided with accessible strategies to ensure communicating and expressing any concerns have had successful resolves. I enjoy working at HWGA and supporting our students and am very proud that I am a member of staff here.

- Pastoral Manager

It's a very friendly environment. the staff are genuinely warm and helpful. Always ready to lend a hand. The students are well behaved, compliant and hardworking.

- New Starter

I am really proud to be a member of staff at HWGA. It is a fantastic forward thinking school with a great ethos and atmosphere. The students are hard working, kind and passionate about their work. I really enjoy coming into work in such a friendly and helpful environment. We all work as a team and work well together.

- Head of Subject

I enjoy walking into a lab and seeing the students being excited about doing practical work in science. I love testing out these practicals and even more so when they work perfectly in lessons! I love having the option of a well-being day, especially as a parent having that time with my little one before he starts nursery is really nice and important to me. Everyone is always happy to offer a helping hand and I enjoy coming to work, plus we always have cake & biscuits in the office!

- Science Technician

About the Role

Director of English

Leadership 8 – 12 : £61,534 - £67,897

Full Time, Permanent

Are you an outstanding English specialist with the ambition, expertise and leadership potential to shape whole-school improvement? We are seeking to appoint an exceptional Director of English to lead a high-performing core subject and play a pivotal role within our Extended Senior Leadership Team. This is a rare opportunity for an experienced and aspirational middle leader who is ready to accelerate their leadership journey.

The Role

- Lead and develop outstanding English provision across KS3–KS5
- Drive curriculum innovation informed by the latest educational research
- Secure excellent outcomes for all students, including key groups
- Inspire, coach and performance-manage a talented team of teachers
- Take responsibility for a whole-school leadership priority
- Contribute strategically as a member of the Extended Leadership Team

Who We're Looking For

- An experienced and highly effective English teacher and middle leader
- A confident, inspirational leader with a proven track record of raising achievement
- Passionate about equity, inclusion and safeguarding
- Skilled in using data intelligently to drive improvement
- Ambitious, reflective and keen to develop senior leadership skills

Why Join Us?

- A strong commitment to leadership development and progression
- The opportunity to shape both departmental and whole-school practice
- A collaborative, values-driven culture focused on excellence

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to enhanced pre-employment checks.

King Edward VI Handsworth Wood Girls' Academy is an 11-18 comprehensive school in the north-west of Birmingham. Our student intake is from a variety of ethnic backgrounds, making for a very harmonious and happy school. We truly believe that high aspirations can transform the life chances of our students; underpinned by our drive to develop in our students the universal values of Scholarship, Character and Community.

Job Description

Director of English

Job Purpose:

The Director of English will take a major role in driving forward the vision of the school with all internal and external stakeholders. This will apply to running a high performing English Department and as an integral member of the Extended Leadership Team.

The Director of English is a member of the Extended Senior Leadership Team. This role is therefore one where the skills and expertise of senior leadership are developed in addition to those linked to the leadership of a Core Subject within the school. A whole school responsibility will be agreed with the post holder and provision made for them to undertake this whilst in post. It is also expected that the Director will have line management responsibility for another area of the school. Key responsibilities will be:

- To establish outstanding provision within English across all key stages. This to include all systems and structures taking account of the school's vision and values
- Ensuring the smooth and effective running of the department on a day-to-day basis
- Leadership of a Department Improvement Plan which supports the school's strategic development plan
- To work closely with the directors of maths and science to ensure that the core curriculum is high quality, implemented effectively and has the desired impact on student outcomes.
- Providing robust and inspirational leadership to the department and wider school
- Always maintaining high visibility and a positive profile around the school

The Director of English is expected to take on additional responsibilities that allow them to develop skills in Senior Leadership. Building on their knowledge and understanding of leadership and the needs of the school, they have the responsibility to drive forward their areas of whole school improvement, working with a wide range of staff in the school to build capacity and to ensure rigorous processes and accountabilities.

Achievement and Standards:

- To have overall responsibility and accountability for the curriculum and teaching and learning across KS3-5
- Ensure the latest educational research and best practice is used to inform curriculum design and delivery
- Ensure the ACPs and VAAs are consistently used and implemented across all key stages and by all teachers
- Fully maximise the potential of Blended Learning across all Key Stages
- To use assessment to track progress throughout KS3, 4 and 5
- To identify individuals and groups who are making insufficient progress, to challenge this robustly and to organise interventions and support to avoid potential underachievement across KS3-5
- To monitor and support the progress of key groups of students (e.g., pupil premium, SEND and ethnicity)
- To liaise closely with the Head of Maths to know and understand the key students at each threshold of the basics measure to coordinate any targeted interventions appropriately
- To lead the Y11 intervention programme within the Department
- To have oversight of the curriculum delivery and monitoring of any students at Key Stage 5 who are re-sitting their English GCSE
- To lead on teacher feedback, home study, the use of whole class assessment techniques, and the daily classroom checks for understanding throughout each lesson
- To take a lead role in Quality Assurance and Curriculum Reviews within the Department, including lesson visits, work scrutiny and student voice
- To oversee the mentoring and development of all trainees and ECTs working within the department, ensuring that they are progressing well and being supported as appropriate
- To write an analysis of Department performance in public and mock examinations at KS4 and 5 and in student progress and attainment at KS3 following any assessment point

- To recruit students from KS4 to take up courses offered by the Department at KS5, including promoting the offer externally
- To support whole school literacy initiatives to promote reading and the development of vocabulary across the whole school
- To be responsible for reporting annually to Governors about the work of the Department in driving school improvement

Leadership and Management:

To have overall responsibility for the day-to-day performance management of all colleagues in the Department

- To write a Department SEF and Improvement Plan which dovetails with the SDP and which lays out strategies for improving student progress at KS3, 4 and 5 within the Department
- To review progress towards targets and outcomes laid out in the Department Improvement Plan and to amend the plan accordingly
- To be responsible for colleagues' performance management in accordance with school policy, challenging poor performance and concerns as they arise
- To have overview of each colleague's CPD needs and to take responsibility for helping each colleague to fulfil these, including through coaching programmes
- To allocate to each teacher a broad and balanced teaching timetable which has regard for each colleague's CPD
- To complete a Department Self Evaluation and to integrate self-evaluation, performance management, improvement and development planning and monitoring, evaluation, and review into one seamless process
- To take overall responsibility for the faculty budget and to invest in and grow the resources of the Department year on year using financial best practice
- To lead and manage any post holders within the Department
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff in the Department

This is not a comprehensive list of all tasks that the post holder will carry out. It is illustrative of the general nature and level of the role. The post holder may be required to do any other duties and responsibilities appropriate to the grade and role, as directed by the Headteacher.

The successful candidate will be:

- An experienced and highly effective Teacher/Middle Leader, with an excellent track record teaching, outcomes, and leadership
- Someone who passionately believes that all children can achieve, no matter what their starting point, background or needs.
- A commitment to equality of opportunity and the celebration of diversity

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description and allocation of responsibilities will be reviewed on appointment. Such a review will take place as part of the appraisal cycle and at any other time on request.

This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete duties set out above.

Person Specification

Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Good honors degree in relevant subject • Evidence of continuing professional development relating to Teaching and Learning as well as leadership and management • Evidence of further professional/educational study
Professional Competence and Experience	<ul style="list-style-type: none"> • Evidence of strong skills in data analysis and the ability to use data to set targets and identify weaknesses • An understanding of high-quality teaching, and the ability to model this for others and support others to improve • An ability to communicate a vision and inspire others • Current and relevant knowledge of best practice in school leadership and management • An ability to build effective working relationships
Personal Qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school • A creative and innovative thinker who is able to think and act strategically to deliver rapid improvement • An ability to work under pressure and prioritise effectively • A commitment to maintaining confidentiality at all times • A commitment to safeguarding and equality
Management Skills	<ul style="list-style-type: none"> • Ability to establish positive and sensitive interpersonal relationships within the community • Ability to lead a team, involving people and delegating appropriately • Ability to work proactively and independently • Ability to work under pressure, plan time effectively and meet required deadlines • A clear awareness of whole school management issues • An understanding of the management of change • An understanding of people management • Experience of effective self-evaluation methodology •

If you would like to apply, please return a fully completed application form by **9:30am** on Tuesday 12th May **2026**. Date for Interviews TBA
 Application forms to be returned to: **recruitment@hwga.org.uk**

Informal, pre-application visits to the School are welcome. Please contact Mrs Delyth Pear, the Head Teacher's PA via dpear@hwga.org.uk to arrange a visit.



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City



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