

Raising Achievement Deputy – English

Required for January 2027 | MPR/UPR plus TLR 2c (2.3) of £8,511 | Permanent, full time



The opportunity

English at Ponteland High School is a well established department with an experienced and committed team. Outcomes are excellent, and they are achieved by children who like reading, writing and talking about what they have read.

We are looking for a deputy who will work alongside the Raising Achievement Leader to keep that standard and move it further. You will not be handed one fixed part of the department. Your areas of responsibility will be agreed with the Raising Achievement Leader, shaped around the department's priorities and your own strengths. For an ambitious teacher, that means leadership experience across the full range of a head of department's work, with a strong leader beside you while you gain it.

Who we are looking for

You are an excellent teacher of English with a record of strong outcomes in examination classes. You may be ready for your first leadership responsibility, or you may already hold one and want a broader role. Either way, you know what excellent English teaching looks like and you can help other teachers to get there.

You are organised, you work well with colleagues, and you take real pleasure in the subject. The full job description and person specification are provided as a separate document.

Key details

POST

Raising Achievement Deputy Leader, English

SALARY

Main or Upper Pay Scale, plus TLR 2c (2.3) of £8,511 per year

CONTRACT

Permanent, full time

START DATE

January 2027

CLOSING DATE

12pm (midday) Thursday 15 October 2026

INTERVIEWS

Monday 19 October 2026

What you will do

- 01** Teach English across Key Stages 3 and 4 and at A level, and set the standard for classroom practice in the department.
- 02** Lead agreed areas of the department's work, such as curriculum, assessment or intervention, and be accountable for their impact.
- 03** Deputise for the Raising Achievement Leader, including leading department meetings and representing English across the school.
- 04** Coach and support colleagues, including early career teachers and trainees.
- 05** Use assessment information to find the students who need more from us, and make sure that they get it.
- 06** Help to keep English a subject that students enjoy, in lessons and beyond them.

About Ponteland High School

Ponteland High School is an 11 to 18 school of around 1,600 students with a large sixth form, based in a purpose-built school that opened in 2020. Ponteland is eight miles north west of Newcastle upon Tyne. Our aim is simple to state: we want our students to be happy, to feel safe and secure, and to achieve exceptionally well. Our students are enthusiastic, talented and motivated to do well, and they are the best reason to work here.

The majority of our Year 7 students join us from Pele Trust primary schools. Transition is strong as a result, and we keep working at it: a Key Stage 2 to 3 network brings primary and secondary English teachers together, so that Year 7 builds on what children have already been taught.

Visits and enquiries

We welcome visits before you apply, and we would encourage you to come and see the department at work. To arrange a visit or an informal conversation, please contact Clare Barker at c.barker@ponthigh.org.uk.

How to apply

Please send a completed **application form** and a covering letter of no more than two sides of A4 to Clare Barker at c.barker@ponthigh.org.uk by the closing date. The application form is available on the vacancies page of the school website, www.ponthigh.org.uk. We cannot accept a CV in place of an application form.

About Pele Trust

Ponteland High School is part of Pele Trust, a family of 14 primary and secondary schools. Working here means working with subject colleagues across the Trust, with access to professional development and to career opportunities beyond a single school.

English leaders from our three secondary schools, Ponteland High, the Duchess's Community High School in Alnwick and John Spence Community High School in North Shields, meet through the Trust's core subject network to share curriculum thinking and compare what is working.

Every school in the Trust takes part in our peer review programme, and colleagues have the opportunity to join review teams. You will spend time in other schools, looking closely at how they work and bringing ideas back to your own department. Colleagues consistently tell us that this is some of the strongest professional development they have had.

We also invest in our own people. The Trust runs a leadership course every year and keeps a talent register, so that we know who is ready for their next step, and many of our leaders in recent years have been promoted from within.

Safeguarding

Pele Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. This post involves regulated activity with children. It is exempt from the Rehabilitation of Offenders Act 1974, and the successful candidate will be subject to an enhanced Disclosure and Barring Service check with a check of the children's barred list, satisfactory references and the other pre-employment checks required by Keeping Children Safe in Education. Shortlisted candidates will be asked to complete a self-declaration of their criminal record, and an online search will be carried out as part of our due diligence.

Raising Achievement Deputy Leader, English

Post title	Raising Achievement Deputy - English
School	Ponteland High School
Responsible to	Raising Achievement Leader - English
Salary	Main or Upper Pay Scale, plus TLR 2c (2.3) of £8,511 per year
Contract	Permanent, full time, from January 2027

Purpose of the post

- To support the Raising Achievement Leader in raising standards and student outcomes in English.
- To lead agreed areas of the department's work and to be accountable for their impact.
- To deputise for the Raising Achievement Leader in their absence.
- To model excellent teaching of English and to lead, develop and enhance the teaching practice of colleagues.
- To have an impact on the educational progress of students beyond those the postholder teaches.
- To promote a positive approach to English, so that students enjoy the subject as well as succeed in it.

Key tasks

The postholder is expected to meet the requirements of a teacher, as set out in the School Teachers' Pay and Conditions Document and the Teachers' Standards, as well as the following.

Teaching and learning

- Teach English across Key Stages 3 and 4 and at A level, to a standard that sets an example for the department.
- Promote high quality teaching and learning practices across the department.
- Support the Raising Achievement Leader in monitoring the quality of teaching through lesson visits, scrutiny of students' work, student voice and analysis of examination performance.
- Determine and uphold standards of work in the areas delegated to the postholder, including homework.

Curriculum and assessment

- Contribute to the design, sequencing and review of the English curriculum and schemes of work from Year 7 to Year 13, and provide the Raising Achievement Leader and the Senior Leadership Team with up-to-date summaries on request.
- Lead agreed aspects of assessment, including the setting, standardisation and moderation of internal assessments and mock examinations, and non-examination assessment where it applies.
- Keep up to date with GCSE English Language, GCSE English Literature and A level specifications, and make sure that colleagues are well prepared to teach them.
- Support the Raising Achievement Leader with public examination entries.
- Contribute to the school's work on reading and literacy across the curriculum.

Student progress and outcomes

- Analyse student performance in internal and external assessments, identify underachievement early, and plan and lead intervention in response.
- Support the placement of students in appropriate teaching groups.
- Maintain accurate records of students' work, achievement and targets, by student, by class and by year group.
- Keep the Raising Achievement Leader, Pastoral Leaders and the Senior Leadership Team informed of the progress of cohorts towards their targets.
- Make sure that parents and colleagues have an up-to-date picture of students' standards and progress, through reports and parents' evenings in line with school policy.

Leading and developing staff

- Lead, develop and enhance the teaching practice of colleagues through coaching, shared planning and professional development sessions.
- Support the induction of new teachers and the mentoring of early career teachers and trainee teachers, including liaison with initial teacher training providers.
- Act as appraiser for designated colleagues where this is delegated by the Raising Achievement Leader.
- Lead department meetings in the absence of the Raising Achievement Leader, and represent the department at Raising Achievement Leader meetings and other meetings when required.
- Assist with the appointment of staff to the department when asked to do so.

Department planning and management

- Contribute to the Department Commitment Plan, lead the actions delegated to the postholder, and report on their progress.
- Support the aims of the School Commitment Plan within the department.
- Support the Raising Achievement Leader in managing the department's budget, books, teaching materials, rooms and other resources so that they provide value for money.
- Help to organise the setting and quality of work for classes when colleagues are absent.
- Make sure that health and safety requirements are understood and followed in the department, and that defects or difficulties are reported and recorded properly.

The wider life of the department and school

- Develop and promote enrichment in English, such as reading for pleasure, creative writing, debate, theatre visits and competitions.
- Promote the interests of the department in the school and the community, and the interests of the whole school within the department.
- Work with colleagues across Pele Trust, with external advisers and with inspection teams as required.
- Undertake other duties and responsibilities commensurate with the grade of the post, as reasonably requested by the Raising Achievement Leader or the Headteacher.

Safeguarding

Pele Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The postholder must follow the Trust's and the school's safeguarding and child protection policies and procedures, complete the required safeguarding training, and report without delay any concern about the safety or wellbeing of a child or young person. This post involves regulated activity with children and is subject to an enhanced Disclosure and Barring Service check with a check of the children's barred list.

Raising Achievement Deputy Leader, English

Criteria	Essential	Desirable
Qualifications and experience	• Qualified Teacher Status and a degree in English or a closely related subject • Successful experience of teaching English across Key Stages 3 and 4 • A record of strong outcomes with examination classes • The subject knowledge and willingness to teach English at A level	• Experience of teaching A level English Literature or English Language • Experience of leading an area of work within a department • Experience of mentoring early career teachers or trainee teachers • Experience as an examiner or moderator for GCSE or A level English • A higher degree or a National Professional Qualification, for example Leading Teaching or Senior Leadership
Knowledge and understanding	• A clear view of what successful classroom practice in English looks like • A broad base of subject knowledge and pedagogy, including current GCSE and A level specifications and how they are assessed • Effective use of a range of teaching strategies, adapted for students with different starting points and needs • Understanding of how to use assessment information to improve student progress • Understanding of a teacher's safeguarding responsibilities and a commitment to the welfare of children	• Experience of leading others in improving classroom practice • Evidence of taking part in or leading professional development on teaching and learning • Involvement in teaching and learning projects or action research to develop practice • Knowledge of approaches to developing reading and literacy across the curriculum

Criteria	Essential	Desirable
Skills and personal qualities	• Excellent interpersonal skills and the ability to lead, motivate and support colleagues • Ability to work as part of a wider curriculum team • Ability to maintain good classroom behaviour and positive relationships with students • Excellent personal organisation, for example in lesson preparation, curriculum development, record keeping and meeting deadlines • Confident and effective use of ICT in teaching and in managing information • Hard working and reliable • Enjoys working with young people and contributes to the ethos of the whole school • Commitment to enrichment opportunities beyond the classroom	• Evidence of leading school-based initiatives • Leadership skills already shown in a current or recent post • Experience of developing links with outside organisations, for example theatres, writers, universities or examination boards
Other	• Suitability to work with children, confirmed through an enhanced Disclosure and Barring Service check and the other pre-employment checks required by Keeping Children Safe in Education • Commitment to equality, diversity and inclusion	