



Noel-Baker Academy

A L.E.A.D. Academy

# Candidate Information Pack

## Curriculum Director - English

### Noel Baker Academy





## Welcome from the Headteacher

I am incredibly proud to be the Headteacher of Noel-Baker Academy. We recognise that there is always opportunity for continual improvement; we want Noel-Baker Academy to not only be the Academy of choice in the local community, but to continually be improving in every aspect. It's an amazing place to work and I strongly encourage anyone considering applying for one of the roles below to get in touch with us via [vacancies@noelbakeracademy.co.uk](mailto:vacancies@noelbakeracademy.co.uk) to arrange a visit to the school.



**Paul Greenough – Headteacher**

## About Noel-Baker Academy

At Noel-Baker Academy everything we do is underpinned by our passionate belief that outstanding schooling is the right of every child, and a determination that such a vision is achievable. We believe that our students are entitled to the same breadth and depth of provision as any student attending any of the best schools in the country. This is a vision shared with the LEAD Academy Trust, of which we are a part. We are on a journey towards excellence and that with persistent effort, hard work and patience amazing things can and will be achieved for and by our young people. We believe in and aspire to provide an inclusive education for all. That is, high expectations of and for all pupils, an insistence on excellent behaviour, equal access to an academically rigorous curriculum taught by highly skilled subject specialists and a sharp focus on high value enrichment opportunities that will enable all students to excel. We will never accept that family background, socio-economic circumstances or prior attainment will inevitably limit young people's potential and so the profile of our intake will always be a reason for our provision, and never an excuse for our outcomes.



## The Role: Curriculum Director - English



As Curriculum Director for English with Whole-School Responsibility for Literacy, you will play a central role in securing high-quality English provision while driving a coherent, ambitious and inclusive Literacy strategy across the academy.

You will be responsible for the strategic leadership and operational management of the English curriculum, ensuring that curriculum intent is ambitious, well-sequenced and inclusive, and that it translates into consistently strong classroom practice. You will lead curriculum design, implementation and impact within English, securing strong progress and outcomes for pupils across all key stages.

Alongside this, you will hold a whole-school responsibility for Literacy, championing a consistent and evidence-informed approach to reading, writing, reasoning and application across subjects. You will work closely with a Lead Practitioner who will have responsibility for whole school Literacy development and other senior leaders, subject leaders and pastoral teams to ensure that Literacy is embedded as a shared priority and that staff are supported to develop effective subject-specific Literacy strategies.

A key aspect of the role will be improving outcomes for all pupils, particularly disadvantaged pupils and those with SEND, by reducing barriers to Literacy and ensuring that high expectations are applied consistently. You will lead and evaluate targeted interventions, oversee effective deployment of resources and ensure that support is timely, purposeful and impactful.

You will contribute to whole-school quality assurance and improvement planning, using data, work scrutiny, lesson visits and pupil voice to evaluate standards in English and Literacy. You will model excellent practice, support colleagues through coaching and professional dialogue, and build leadership capacity within the English team and beyond.

Working closely with the Senior Leadership Team, you will ensure that English and Literacy play a strong and visible role within whole-school improvement priorities and that high standards are embedded, sustained and continuously improved over time.

### What We Are Looking For

We are seeking an ambitious and effective curriculum leader with a strong track record of securing improvements in English teaching and learning within a secondary school context.

The successful candidate will have a deep and practical understanding of high-quality English curriculum design, pedagogy and assessment. You will be able to articulate what excellent practice looks like in English classrooms and how English understanding develops progressively over time.

You will demonstrate confidence and developing Literacy beyond your subject area, supporting colleagues to develop subject-specific Literacy approaches that enhance access to the curriculum without diluting subject integrity. You will understand the importance of literacy fluency, reasoning and problem-solving in raising attainment across the school.

You will be skilled in the intelligent use of data and evaluation to identify priorities, monitor progress and inform improvement planning. This includes analysing attainment and progress, identifying gaps and implementing strategies to improve outcomes for disadvantaged pupils and those with SEND.

We are looking for a leader who can inspire and develop others, build strong professional relationships and hold colleagues to account with clarity and professionalism. You will be committed to collaboration, reflective practice and continuous improvement.

Above all, you will be a values-driven and resilient leader, committed to inclusion, high expectations and ensuring that all pupils develop the Literacy skills required for academic success and life beyond school.



## Why Join Noel Baker Academy as Curriculum Director for English and Literacy?

This role offers an exciting opportunity to combine subject leadership with genuine whole-school influence, shaping both the English curriculum and the academy's Literacy culture.

You will have the opportunity to lead a core subject at scale while driving Literacy improvement across the curriculum, working collaboratively with colleagues to strengthen teaching and learning in every subject area. Your work will have a direct and lasting impact on pupils' confidence, attainment and readiness for future pathways.

You will join a supportive and values-driven team where professional dialogue, development and shared accountability are central to school improvement. Leaders at Noel Baker Academy work with trust, openness and a shared commitment to improving outcomes for all pupils.

This role provides a strong platform for professional development, enabling you to extend your leadership influence, contribute meaningfully to whole-school strategy and make a sustained difference to pupils' learning experiences and outcomes.

## Our Location & Wider Area

Noel Baker Academy is ideally located in an area that combines excellent connectivity with a high quality of life, making it an attractive place to both live and work. The academy is well connected to nearby towns and cities, providing easy access to a wide range of professional, cultural and leisure opportunities while retaining a strong local identity.

The local area benefits from a welcoming community, good amenities and an affordable cost of living, making it particularly appealing for those looking to settle, relocate or achieve a healthy balance between professional commitment and personal life. Many staff value the sense of community and the supportive, down-to-earth environment in which the academy sits.

One of the standout features of the area is its close proximity to the Peak District National Park, offering exceptional access to some of the country's most beautiful landscapes. Within a short distance, you can enjoy:

- Walking, cycling and a wide range of outdoor pursuits
- Stunning countryside, reservoirs and historic villages
- Space to unwind, recharge and maintain physical and mental wellbeing

For those that enjoy cities, you can reach the following city centres within a relatively short time:

- Derby – 4 miles
- Nottingham – 19 miles
- Leicestershire – 32 miles
- Lichfield – 26 miles
- Stoke on Trent – 37 miles

This unique setting allows staff to combine the demands of a senior leadership role with the restorative benefits of nature and outdoor living. For many colleagues, the ability to step from a challenging and rewarding working day into such a rich natural environment is a significant and valued part of working at Noel Baker Academy.

# Benefits of being part of the Trust



## Annual leave



Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



## Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



## Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



## Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



## Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



## CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



## Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



## Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



## Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



## Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



## Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



## Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



## Curriculum Director - English

Location: Noel-Baker Academy

Salary scale: Leadership L6 - L10

Salary pay range: FTE £58,658- £64,690

Hours: Full-time

Contract Type: Permanent

### Job Purpose:

The Curriculum Director - English under the direction of the Deputy Headteacher (Quality of Education), will take a role in ensuring:

- High quality teaching in English.
- Effective use of resources in English.
- Improved standards of learning and outcomes in English.

The Curriculum Director - English will have a timetabled teaching commitment commensurate with the role, complying with the teachers' standards and modelling best practice for others.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### 1. Strategic direction:

- Develop and implement policies and practices for English which reflect our school's commitment to high achievement and effective teaching and learning.
- Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- Establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental, and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Use data analysis, line management and quality assurance effectively to identify students who are underachieving in the subject, create and implement effective plans to support those students where necessary.
- Analyse and interpret relevant national, local, and school data, as well as research and inspection evidence, to inform intervention, setting, targets, and teaching methods.
- With the involvement of relevant staff, establish short-, medium- and long-term plans for the development and resourcing of the subject.
- Monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

#### 2. Teaching and Learning

Under the direction of the Deputy Headteacher (Quality of Education):

- Deliver a curriculum ensuring clarity on intention, implementation, and impact grounded in powerful knowledge.
- Ensure that teaching and learning across the school reflects a shared whole-school pedagogical approach, promoting consistency, high expectations and effective practice in all classrooms.
- Ensure curriculum pace, continuity, and progression in the subject for all students, including more able students, students with special educational needs and students with English as an additional language.
- Make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students.



- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- Ensure effective development of students' numeracy, literacy, and IT skills through the subject.
- Implement clear policies and practices for assessing, recording, and reporting on student achievement, and for using this information to recognise achievement, set targets, and secure good progress.
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.
- Ensure effective development of students' individual and collaborative study skills.
- Work with staff to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.

### 3. Leadership and Management

Under the direction of the Deputy Headteacher (Quality of Education):

- Assist with the selection and recruitment of new teaching staff.
- Hold clear line management appraisal meetings.
- Help staff to achieve constructive working relationships with students and parents.
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
- Sustain your own motivation and, where possible, that of other staff involved in the subject.
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s).
- Audit training needs of subject staff.
- Lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, developing own sessions, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations.
- Make sure that trainee and ECTs are appropriately trained, monitored, supported and assessed in line with statutory frameworks.
- Enable teachers to achieve expertise in their subject teaching.
- Lead the development of differentiated schemes of work that ensure continuity and progression in the subject for all pupils, including those of high ability and those with learning support needs.
- Work with the SENDCo and any other staff with special educational needs expertise, to make sure that education, health, and care plans are used to set subject-specific targets and match work well to students' needs.
- Make sure that the Headteacher and senior leaders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- Work with staff in the department to ensure that all department rooms and areas present stimulating environments which help to influence pupils' attitudes positively towards the subject.
- Plan and administer the development and storage of relevant equipment, books and other resources.
- Present to Governors on the progress of faculty as required.

### 4. Planning and development

- Develop and maintain systems to monitor the impact of departmental initiatives on student progress and attainment.
- Analyse data to identify gaps and trends, and implement targeted interventions where necessary.
- Report regularly to senior leadership on progress towards Key Performance Indicators (KPIs) and development priorities.
- Keep abreast of current developments in generic and subject specific pedagogy, ensuring the latest methods and innovations within the teaching and curriculum within the subject area are adopted as appropriate.
- Play an active part in the Curriculum Leadership Team, developing a clear and well thought out understanding of current educational issues, theory and practice; disseminating through training and coaching opportunities, to achieve consistent high-quality pedagogy across the school.
- Research and lead the implementation of pedagogy and practice proven to improve the attainment of those pupils who are disadvantaged (PP/SEN/D) through the dissemination and quality assurance of differentiated learning strategies in the department and across the wider school.
- Ensure effective teaching of whole classroom, groups and individuals so that learning objectives are met, momentum, pace and challenge are maintained and the best use is made of learning time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
- Work in collaboration with associate staff attached to any teaching group and their teaching colleagues to ensure joint planning and delivery of support to the pupil.



- Assist in setting expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and learning.
- Plan, implement and review specifications, medium term learning plans, assessment and reporting procedures, in accordance with school aims, policies and practices.
- Maintain a detailed knowledge of new GCSE specification and assessment criteria, liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Develop and sustain high quality teaching and learning of Literacy within the department and throughout the school.

## **5. Monitoring and Evaluation**

- Analyse and interpret relevant national and school performance data to contribute to the updating of the L.E.A.D. Academy Trust Teaching Excellence Framework (TEF) and the school teaching profile.
- Monitor teaching standards in the English department and across the school as appropriate and use this analysis to identify both effective practice and areas for improvement.
- Assist in the quality assurance of teaching, learning and assessment within the department and across the wider school; engaging positively in the school's programme of learning walks and department Reviews.
- Seek out the views of pupils and their parents on the quality of teaching and learning; listening to the views of pupils about their preferred methods and styles of learning.
- Use data analysis to identify areas where individuals or groups of colleagues may need support to improve outcomes for pupils.

## **6. Communication and liaison with other colleagues**

- Forge effective links with a range of educational partners, internal and external, to underpin the raising of pupil attainment.
- Promote a positive culture of Literacy across the school, ensuring students understand its relevance to everyday life and future careers.
- Lead whole-school initiatives, events, and enrichment activities that raise the profile of Literacy.
- Engage parents and carers in supporting Literacy development at home through workshops and resources.
- Take a lead role in the provision of high quality CPD within the department and, where required, across the school.
- Encourage the sharing of best practice by delivering model lessons and having an open policy of peer observations.
- Ensure the highest standards in teaching and learning are continually modelled to all staff.
- Represent the subject, department or school in relevant internal or external meetings, training or events.
- Maintain effective relationships with other middle and senior leaders in the school.
- Liaise with other schools, post 18 education providers and local employers where appropriate.

## **7. Communication with parents and the wider community**

- Establish a partnership with parents to involve them in their child's learning of the subject.
- Develop effective links with the wider community, including business and industry, to extend the subject and enhance teaching and learning.
- Promote the recognition that learning takes place outside the classroom context and provide opportunities to develop pupils' understanding by relating their understanding to real and work related examples.

## **GENERAL**

The Curriculum Director - English will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

- To be committed to safeguarding and promoting the welfare of young children and young people in line with the Governing Body's expectations of all staff and volunteers.
- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third-party organisations as required.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the Academy Equal Opportunities Policy.



- To always respect confidentiality.
- To be familiar with the school's policies, procedures and working practices and adhere to them as appropriate.
- To undertake any training and development commensurate with the post.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

# Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Managing the Organisation	<b>Essential criteria</b>	<b>Desirable criteria</b>
	<ul style="list-style-type: none"> <li>• Apply principles and strategies of school improvement</li> <li>• Plan and manage projects for implementing change</li> <li>• Apply good practice in performance management</li> <li>• Manage equitably staff and resources</li> <li>• Think creatively to anticipate and solve problems</li> <li>• Manage the school efficiently and effectively on a day-to-day basis</li> </ul>	
Experience	<b>Essential criteria</b>	<b>Desirable criteria</b>
	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Ability to share leadership of a large and complex organisation</li> <li>• Appropriate professional updating</li> <li>• Appropriate experience of the age range</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the challenges that exist in areas of multiple deprivation</li> <li>• Good honours degree</li> <li>• National Professional Qualification for Senior Leaders (NPQSL) or Participating in NPQSL training</li> </ul>
Personal Attributes	<b>Essential criteria</b>	<b>Desirable criteria</b>
	<ul style="list-style-type: none"> <li>• Develop positive interpersonal relationships.</li> <li>• Promote individual and team development and sustain a learning community that impacts on school improvement</li> <li>• Share leadership and accountability for goals and standards</li> <li>• Manage change, conflict, and empower individuals and teams</li> <li>• Collaborate and network effectively with others within and beyond the school</li> <li>• Give and receive effective feedback and act to improve personal performance</li> <li>• Give and receive effective feedback and act to improve personal performance</li> </ul>	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline

# Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Abilities, Knowledge and Skills	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> <li>• Think strategically, by building, communicating, and implementing a shared vision of excellence, equity, and high standards for every student</li> <li>• Communicate and model vision and values both within and beyond the school</li> <li>• Set and achieve ambitious, challenging goals and targets</li> <li>• Understand and practise educational inclusion so that all have the opportunity to be the best they can be</li> <li>• Ability to contribute to and lead the implementation of a whole-school pedagogical approach, securing consistency and impact across departments.</li> <li>• Implement strategies for raising achievement and achieving excellence for students, in particular disadvantaged students</li> <li>• Use appropriate models and principles of effective learning and assessment for learning</li> <li>• Ensure high standards of behaviour and attendance</li> <li>• Be strategic in ensuring inclusion, diversity, and access</li> <li>• Use performance data effectively to ascertain areas for improvement</li> <li>• Implement strategies for developing effective teachers to ensure the entitlement of all</li> <li>• students to effective teaching and learning</li> <li>• Implement strategies for raising achievement and achieving excellence for students, in particular disadvantaged students</li> <li>• Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance</li> <li>• Apply principles and practice of quality assurance systems, including school review, self- evaluation, and performance management.</li> <li>• Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional, and cultural development of all students</li> <li>• Hold other relevant staff members to account for student learning outcomes</li> <li>• Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance</li> <li>• Apply principles and practice of quality assurance systems, including school review, self-evaluation, and performance management.</li> </ul>	



# How to apply

Contact email: [Vacancies@noelbakeracademy.co.uk](mailto:Vacancies@noelbakeracademy.co.uk)

Contact number: 01332572026

Please complete the application form using the online recruitment portal found [here](#). If you have any questions, please ring or email on the information above

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



# About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, Primary Strategy Consultant Leader, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

## Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



**Lead**



**Empower**



**Achieve**



**Drive**

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

*Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.*



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Primary Academies



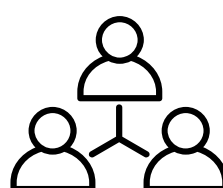
**03**

Secondary Academies



**05**

Geographical Regions



**11,500**

Pupils



**1,650**

Staff



Noel-Baker Academy  
A L.E.A.D. Academy

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