

Key Stage 4 Lead: English





Welcome from Ros Allen, Principal

Thank you for your interest in working at Weydon School. It is a great privilege for me to be the new Principal of a school, which whilst being one of the largest 11-16 schools in the area, cares for the individuals within it.

We are a school with a wonderful tradition of academic excellence, which ensures all of our students, regardless of their starting point, fulfil their potential, due in large part to our enriching and stimulating curriculum which is delivered by a committed and inspiring staff body. Our world-class facilities, alongside our investment in contemporary technologies, ensure that the student and staff experience is difficult to match in the state sector, and also provides the opportunity for our 1600 strong student body to take advantage of a vibrant, inclusive and exciting extra-curricular programme which builds character, resilience and leadership.

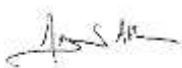
Staff retention is high, not only because of the culture of mutual support between the members of our team, but because our students are a joy to work with; intellectually curious, well-behaved and engaged, they seek to be challenged and respond superbly to teaching which encourages rigorous and deep thinking.

Our record of academic success, most recently in 2024 when 49% of all GCSE grades were at grades 7-9, our 2023 Ofsted report which evaluated our quality of education as outstanding, and our numerous accolades from SSAT and the Sunday Times Parent Power list are pleasing, but we remain relentless in our desire to improve and we welcome new colleagues who will contribute to our continued pursuit of excellence in all that we do.

Key to this is our absolute commitment to professional development; each Monday school finishes early, so that time can be given to dedicated CPD and it is a delight that so many colleagues have secured career advancement at Weydon and elsewhere in the WMAT Trust of which we are a proud member, as a result of the opportunities and development they have received at Weydon.

We very much hope you will submit an application to work at Weydon School. Working in school is a demanding role, and we are committed to ensuring that the hard work of every colleague is recognised and valued, that we work collaboratively and creatively to reduce workload, without reducing the autonomy of teachers in the classroom, and that all new members of staff quickly feel that they belong to, and are cared for as a member of the Weydon community.

I very much look forward to meeting you.

A handwritten signature in black ink, appearing to read "Ros Allen".

Ros Allen (Ms)
Principal

Our vision: Joy and ambition

Weydon is a joyful community which is ambitious for all its members and is restless to improve. We are driven by a moral purpose to provide an excellent and innovative learning experience which develops scholarship, character, confidence and leadership.

Our values: Believe, Belong, Care

Our values in action: The Weydon Way



- We have the **highest expectations** of each other. These are set not by creating a fear of failure, but by our absolute **belief** in the potential of every member of our community to achieve great things and in our responsibility to support them to do so
- We are driven by the mission for all to experience **the joy of belonging** to an inspiring, **ambitious**, safe and compassionate community in which all are valued and respected
- We **believe** the best in everyone and therefore every interaction is considered, thoughtful and kind, even when we do not agree with each other
- We **believe** by **caring** for others in our school and in the wider community, we will experience joy, purpose and pride
- We act with **integrity** by doing and saying the right thing whether or not anyone is watching

The English Department

The English department is a large team, comprising 15 teachers of varying experience, but who all share a passion and expertise for their subject. It is a team who delight in collaborative planning, sharing resources and offering mutual support. Alongside the Head of Faculty, there are postholders for the leadership of Key Stage 3, Key Stage 4, and Pupil Premium progress.

60% of students at Weydon are high prior attainers, but this is a comprehensive school and we work hard to ensure our lessons are adapted to the needs of the individuals in each class. Disciplinary reading is a whole school focus, as the legacy of COVID continue to adversely affect the reading ages of students across the school.



At Weydon, Key Stage 3 is two years in length and classes are taught in mixed ability groups. We cover themes of gothic fiction, the environment and conflict through a range of texts and media which exposes them to the diversity of the world we live in. It encourages critical thinking and facilitates the skills and confidence to navigate a range of quality texts, both seen and unseen from our literary canon. Students develop empathy for others through a range of fiction and non-fiction texts; they are encouraged to challenge assumptions and bias, while expressing their own considered viewpoints

At Key Stage 4 from Year 9, we follow the AQA exam specification for Literature and Language. Students are taught in broad groupings to ensure all are both challenged and supported to succeed. Our principal texts are A Christmas Carol, Macbeth, and Lord of the Flies and we study the Power and Conflict poetry Anthology.

Every student has access to resources through their own iPad; you will have your own iPad and laptop to support your planning and delivery of lessons in and out of school.

Key Stage 4 Lead

Start date	September 2026
Contract	Full time, Permanent
Salary	Attractive - WMAT Teachers Pay Scale £34,398 - £52,490 FTE TLR2C, currently £8,611 per annum



This is a rare and exciting opportunity for you to join our fantastic school, as a middle leader. We are seeking to appoint an outstanding, innovative and inspirational teacher and leader with the passion and enthusiasm to fulfil a key role in the school as Key Stage 4 Lead for English. English results are strong, but we are relentless in our drive for improvement and you will be empowered to bring your subject expertise, emotional intelligence and curriculum vision to secure excellent results for every child, regardless of their starting point.

You are more than welcome to visit us before you apply. Weydon School is a large, vibrant and over-subscribed school in an unspoilt area of Surrey within easy reach of London. We are the founding member school of the Weydon Multi Academy Trust, which also comprises Woolmer Hill School, Rodborough School, Farnham Heath End School, Frogmore Community College and Eggar's School alongside primary and specialist schools from the local area. The close proximity of these schools allows many opportunities for staff collaboration, particularly on curriculum and assessment; there is a Trust Subject Director for English who works with English leaders across the Trust.

The Times frequently rates Weydon School in the top 10 of 11-16 schools in England attainment at GCSE is exceptional. Weydon also features in the Good Schools Guide where it is described as "slick state schooling at its best". You can read the full report [here](#).

Benefits

- *Free use of our fitness suite & extra-curricular opportunities such as staff Zumba/Yoga
- *Cash back medical scheme
- *Priority admissions for Children of staff (subject to service/skills shortage)
- *Access to the Teachers' Pension Scheme with generous employer contributions
- *Lifestyle discounts and benefits scheme through our employee benefits platform
- *Cycle to Work
- *International school trip opportunities
- *Extensive staff CPD offering



To Apply

If you would like to discuss the post or have a tour of the school and our exceptional facilities before making an application, you would be very welcome. Please contact Miranda Francis, HR Officer, either through our recruitment portal; or on 01252 725052 or mfrancis@weydonschool.surrey.sch.uk

Please complete an application on our recruitment platform.

Apply Here

We reserve the right to close early and call for interview immediately, therefore early applications are actively encouraged.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of "it could happen here" where safeguarding is concerned.



Job Profile

Key Stage 4 Lead : English

Job Title	Key Stage 4 Lead for English
Responsible to	Head of Faculty
Main Purpose of Job	To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement within the Key Stage.
Focus of Job	Student Facing
Key responsibilities	<ul style="list-style-type: none"> • Ensure all students make at least expected progress in English at GCSE whatever their starting point, with a particular focus on closing the gap between the outcomes of disadvantage (DA) and SEND students and non-DA and SEND students • Ensure that there is a shared understanding of what constitutes outstanding teaching and learning at KS4 in the department • Strive continually to improve the quality of teaching and learning in the department • Lead the design and implementation of the English curriculum at KS4 • Embed consistent approaches to formative assessment and to the moderation and standardisation of summative assessment • Be a role model of outstanding teaching in the department • Observe, mentor and provide guidance to teachers in the department • Be a role model of outstanding leadership by taking the initiative, demonstrating a growth mind-set and by adopting a rigorous approach to all aspects of the work of the department
Key Tasks	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • In partnership with the Head of Faculty embed a culture in which all English teachers are ambitious for their students regardless of their starting point and establish the highest expectations of engagement, standards of work and vocabulary • Astutely plan and teach engaging and challenging lessons which are carefully adapted to take account of the needs of individual students • Alongside the Head of Faculty, conduct regular evaluations of the quality of teaching and learning at KS4, including marking and feedback, and act on the findings of quality assurance processes to develop definitive actions for improvement • Support the implementation of whole school policies, including FLOW learning, the Behaviour Policy and ensure that there is a clear and consistent approach to formative assessment in the classroom

	<ul style="list-style-type: none"> • Ensure that the department follows a consistent, appropriate and meaningful approach to the setting and marking of home learning • Maintain regular and productive communication with parents highlighting concerns in a timely and professional manner • Contribute to the delivery of departmental professional learning so that excellent practice is disseminated and embedded in the work of the department • Initiate, and where appropriate, organise curricular and educational enhancement activities for KS4 students
	<p>Curriculum</p> <ul style="list-style-type: none"> • Ensure that there is a shared understanding of a clearly defined English curriculum intent at KS4 among teachers and students which supports the delivery of ambitious, joyful, engaging and rigorous programmes of study • Ensure that the KS4 curriculum develops the knowledge and skills to allow students to build reading fluency, develop critical analysis and to produce confident, accurate writing. • Determine the most appropriate sequencing of the curriculum at KS4 to maximise the attainment and achievement of all students with careful reference to the KS3 and KS5 curricula • Establish and implement a variety of systems and processes which provide accurate information about students’ prior learning, which informs future planning of the curriculum at KS4 • Ensure that KS4 assessments are standardised and moderated across the department to ensure consistency of approach and feedback • Ensure that the data generated by assessments is accurate and facilitates meaningful intervention with underachieving students at KS4
	<p>Leadership</p> <ul style="list-style-type: none"> • Contribute to the Department Improvement Plan which identifies clear targets, time scales and success criteria for improvement in response to thorough self – evaluation of all aspects of the work of the department • Analyse progress and attainment data at KS4 for each identified cohort of students, including disadvantaged, SEND and high on entry students, to make data-driven changes to curriculum design and student intervention • Ensure all reports and data trawls are completed accurately and on time by all members of the department • Carry out student voice as part of regular evaluation of KS4 provision

	<ul style="list-style-type: none"> • Act as a line manager for identified staff and ensure that those staff are supported through probation and/or professional development • Contribute to the recruitment of staff for the department and the induction of new members of staff into the department • Contribute to the creation and embedding of a positive culture through effective and regular communication with members of the team, which ensures that colleagues are supported and professionally developed
Additional Duties and Responsibilities	<ul style="list-style-type: none"> • To support school policies on safeguarding and behaviour to maintain a calm and safe environment for all • To engage in regular professional learning to develop subject, pedagogical and leadership expertise
Salary	TLR2C currently £8,611 per annum
	Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person Specification Classroom Teacher

Qualifications		Essential or Desirable	Assessed via
	Degree	E	A/I
	Qualified teacher status in the UK	E	A/I
Experience		Essential or Desirable	Assessed via
	Teaching experience (including training practice) within the designated age range.	E	A
	Exceptional knowledge of current legislation, guidance and developments relating to the subject area.	E	A/I
	Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.	E	A/I/R
	Involvement in and organisation of wider school activities, including extra-curricular activities.	D	A/I/R
Professional Knowledge, Skills and Understanding		Essential or Desirable	Assessed via
	Ability to create outstanding learning and teaching environment for all students.	D	I
	Demonstrate Success in raising achievement	D	I/R
	Knowledge of National Curriculum and interventions for all students to achieve success	D	I
	Strong behaviour management skills	D	I/R

	Strong organisational skills, including excellent time management and ability to effectively prioritise, plan, organise and manage work life balance.	E	I/R
	Confident use of technologies and data to provide analysis, monitor progress, set targets and plan lessons.	D	A/I/R
	Excellent interpersonal and communication skills to be able to work effectively as part of a team	E	A/I/R
	Committed to safeguarding and promotion of welfare of children	E	I
	The ability to ensure equality of access to educational attainment and all aspects of equal opportunities are adhered to	E	I
	Accountable for pupils' attainment, progress and outcomes	E	I
	Able to demonstrate taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	E	I/A
	Commitment to promote a love of learning and children's intellectual curiosity	E	I/A
Personal Qualities		Essential or Desirable	Assessed via
	The ability to develop positive relationships with students, parents, and peers	E	A/I
	High Expectations of themselves, peers, students	E	A/I/R
	Resilience and determination to be successful and ambitious for the school and the children	E	A/I/R
	A commitment to personal CPD and ambitions to continue to learn and improve knowledge, strategies and performance.	E	I

