



Noel-Baker Academy

A L.E.A.D. Academy

Candidate Information Pack

Lead Practitioner - 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 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.





As Lead Practitioner of English, you will play a key role in raising standards of teaching and learning across the academy, ensuring that evidence-informed practice leads to excellent outcomes for all pupils.

You will be an outstanding classroom practitioner whose teaching exemplifies the highest standards. Through coaching, mentoring and modelling effective practice, you will support colleagues within the English department and across the wider curriculum to enhance teaching, strengthen literacy provision and improve pupil outcomes.

Working closely with the Curriculum Leader for English and senior leaders, you will support curriculum development, assessment practices and the implementation of effective teaching strategies. You will champion high standards of reading, writing and oracy, helping to embed literacy across the academy and ensuring pupils are equipped with the skills needed to succeed in school and beyond.

You will play a significant role in staff development, delivering coaching and professional development that supports colleagues to refine their practice, use assessment effectively and remove barriers to learning. A particular focus of the role will be securing strong outcomes for disadvantaged pupils and those with SEND through adaptive teaching and high-quality classroom practice.

This is an exciting opportunity for an ambitious practitioner who is passionate about English, committed to excellence and driven to make a lasting difference to the life chances of young people.

What We Are Looking For

We are seeking an outstanding and reflective classroom practitioner with a proven track record of delivering high-quality English teaching in a secondary school setting and a clear commitment to improving literacy, reading, writing and oracy across the academy.

The successful candidate will have deep subject knowledge and a strong understanding of effective English pedagogy, alongside a clear understanding of the role that literacy plays in enabling success across the curriculum. You will be able to articulate what excellent English teaching looks like and how pupils develop as confident readers, writers, speakers and critical thinkers over time.

You will be confident in supporting and influencing the practice of others through coaching, modelling and professional dialogue, both within English and beyond. You will understand how to provide constructive challenge and support that leads to meaningful and sustained improvement in classroom practice.

You will be skilled in using assessment and evidence to inform teaching and in supporting colleagues to respond effectively to pupils' needs, including addressing misconceptions, developing literacy skills and securing progress for disadvantaged pupils and those with SEND.

We are looking for a professional who is collaborative, credible and committed to continuous improvement. You will demonstrate resilience, integrity and a strong commitment to high standards, while working positively within a team-based culture.

Above all, you will be passionate about English education and committed to ensuring that all pupils experience high-quality teaching that enables them to achieve their full potential, develop a love of reading and communicate with confidence and purpose.

Why Join Noel-Baker Academy?

This role offers an exciting opportunity for an exceptional teacher to extend their influence beyond their own classroom while remaining firmly rooted in teaching and learning.



As Lead Practitioner of English, you will have the opportunity to shape and improve teaching practice across the academy, working collaboratively with subject leaders and teachers to strengthen pedagogy, literacy and pupil outcomes. Your impact will be visible, practical and directly linked to classroom improvement.

You will join a supportive and values-driven team where professional development, collaboration and evidence-informed practice are central to school improvement. Leaders at Noel Baker Academy are committed to developing staff and recognising excellent teaching.

This role provides a strong platform for professional growth, allowing you to develop coaching and system leadership skills while continuing to excel as an expert classroom practitioner. You will play a key role in promoting high standards of reading, writing and communication across the academy, supporting colleagues to deliver outstanding English education and helping all pupils develop the literacy skills needed to succeed in school and beyond.

What do our pupils say

‘Noel-Baker Academy is a place where pupils and teachers work together to help each other succeed. As a Year 11 head pupil, I’ve experienced first-hand how supportive, dedicated and passionate the staff are. This is an academy where teachers genuinely make a difference - not just in the classroom, but in the wider community too’.

‘Join Noel-Baker Academy and become part of a passionate teaching team committed to high expectations, strong relationships and outstanding learning. As we are supported as pupils, you will also be supported to make a lasting impact on our lives every single day’.

‘At Noel-Baker Academy, all staff play a vital role in our success and wellbeing as pupils. From my experience, you will be welcomed into a supportive, respectful and hardworking community where your contribution genuinely matters. Noel Baker is a place where staff can thrive, feel valued and truly enjoy coming to work every day. We do!’

‘As a Year 11 head pupil at Noel-Baker Academy, I can honestly say that the teachers here make a huge difference to our lives. We notice when teachers believe in us, push us and help us grow- not just in our subjects, but as people. If you join our academy, you won’t just be teaching lessons. You’ll be inspiring pupils, building relationships that really matter and helping us achieve things we didn’t always think we could’.

‘We appreciate teachers who care, who understand us and who want to see us succeed. If that sounds like you, we’d love to have you as part of our academy community’.

Our location and 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, by a good road network 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 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 the 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 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 their 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.

Job Description



The Role: Lead Practitioner - English

Location:	Noel-Baker Academy
Salary scale:	Lead Practitioner 3 - 7
Salary pay range:	FTE £54,662 - £60,443
Hours:	Full-time
Contract Type:	Permanent

Job purpose:

To lead and drive the development of outstanding teaching and learning within English through the promotion of evidence-informed practice, high-quality pedagogy and a culture of continuous professional development. The Lead Practitioner of English will work collaboratively with the Associate Assistant Headteacher to improve classroom practice, raise standards of attainment and achievement, and ensure that all pupils receive an excellent English education. This will include supporting the development of literacy, reading, writing and oracy across the academy.

The Lead Practitioner will have a timetabled teaching commitment commensurate with the role, exemplifying the Teachers' Standards and modelling outstanding practice for others. The postholder will support the professional development of colleagues, contribute to whole-school improvement priorities and champion excellence in teaching and learning across the academy.

Key Responsibilities and Accountabilities

1. Strategic Direction and Development of Teaching and Learning

- Support the development and implementation of the academy's teaching and learning strategy in line with the school improvement plan and Trust priorities.
- Champion high-quality, evidence-informed teaching and learning across the academy, with a particular focus on English.
- Act as a role model for outstanding classroom practice and professional conduct.
- Provide inspirational and purposeful leadership for all pupils within a caring and secure environment.
- Support senior and middle leaders in evaluating the impact of teaching and learning initiatives and identifying areas for further development.
- Contribute to the school's self-evaluation and quality assurance processes.
- Promote and develop innovative teaching strategies that improve pupil engagement, progress and achievement.
- Support the implementation of whole-school policies and initiatives that contribute to raising standards and improving outcomes.
- Work collaboratively with the Associate Assistant Headteacher and across the Trust to share best practice and contribute to wider school improvement.
- Lead and support research-informed approaches to teaching, learning and assessment.
- Promote inclusion and ensure that teaching strategies effectively meet the needs of all learners, including disadvantaged pupils and those with SEND.
- Promote literacy, reading and communication across the curriculum and support colleagues in embedding effective literacy practices in all subject areas.

2. Teaching and Learning

- Be an outstanding and supportive member of the English department, contributing to its continued success and development.
- Deliver consistently high-quality teaching across English, modelling exemplary classroom practice.



- Demonstrate excellent subject knowledge and pedagogical expertise across English Language and English Literature.
- Use assessment information effectively to monitor progress, identify underachievement and support colleagues in improving outcomes.
- Model innovative, engaging and challenging lessons that inspire pupils and promote a love of reading, writing and literature.
- Support colleagues in developing effective teaching strategies, classroom routines and approaches to behaviour for learning.
- Coach and mentor teachers at all stages of their careers, helping them to refine and develop their classroom practice.
- Lead professional development activities focused on effective pedagogy, curriculum delivery, assessment and adaptive teaching.
- Support the induction, development and retention of Early Career Teachers, trainees and new staff.
- Work alongside colleagues to evaluate the effectiveness of teaching and learning and implement evidence-based improvements.
- Promote the effective use of assessment, feedback and questioning strategies to maximise pupil progress.
- Contribute to intervention programmes and strategies that accelerate pupil achievement in English.
- Support curriculum development within English to ensure pupils receive an ambitious, coherent and knowledge-rich curriculum.
- Support the development of reading strategies and literacy interventions that improve outcomes across the academy.

3. Leadership and Management

Under the direction of the Associate Assistant Headteacher and Senior Leadership Team:

- Support the continuous development of teaching and learning across the English department, ensuring high standards of classroom practice and pupil outcomes.
- Lead and facilitate professional development opportunities for staff.
- Coach and mentor colleagues through instructional coaching, lesson modelling, collaborative planning and effective feedback.
- Promote evidence-informed approaches to teaching and learning.
- Support colleagues in adapting teaching strategies to meet the needs of all pupils, including disadvantaged pupils and those with SEND.
- Develop and lead professional learning activities focused on effective pedagogy, adaptive teaching, assessment and curriculum implementation.
- Inspire and motivate colleagues through exemplary classroom practice, enthusiasm for English and a commitment to continuous improvement.
- Work collaboratively across the academy and Trust to share best practice and contribute to wider school improvement initiatives.
- Support the development of positive learning environments which promote high expectations, pupil engagement and academic success.
- Plan and deliver high-quality training sessions, workshops and coaching activities for teaching and support staff.
- Contribute to the induction, training and development of Early Career Teachers, trainee teachers and new members of staff.

4. Planning and Development



- Support the evaluation and improvement of teaching and learning through the effective use of assessment data, lesson observations, learning walks and other quality assurance activities.
- Analyse pupil progress and attainment information to identify strengths, areas for development and appropriate strategies for improvement.
- Maintain an up-to-date knowledge of educational research, curriculum developments and effective pedagogical approaches.
- Play an active role in the Teaching and Learning Team, helping to shape and deliver whole-school improvement priorities.
- Lead professional dialogue focused on effective teaching, curriculum implementation and assessment practice.
- Research and disseminate innovative teaching approaches that can improve outcomes for pupils across the school.
- Encourage reflective practice and continuous professional development among all staff.
- Support colleagues in setting ambitious expectations for pupil achievement and maintaining consistently high standards of teaching and learning.
- Assist in the development of intervention strategies that improve progress and attainment in English.
- Maintain a detailed understanding of curriculum design, assessment principles and effective teaching methodologies.
- Contribute to the development and implementation of whole-school teaching and learning policies and practices.
- Promote the effective use of reading strategies, vocabulary instruction, questioning, feedback, retrieval practice and metacognition to maximise pupil learning.

5. Monitoring and Evaluation

- Analyse and interpret relevant national, Trust and academy performance data to support the evaluation and improvement of teaching, learning and pupil outcomes in English.
- Monitor the quality and effectiveness of teaching and learning within English.
- Use assessment information and pupil performance data to identify trends, gaps in knowledge and areas of underachievement.
- Contribute to quality assurance activities, including learning walks, lesson visits, work scrutiny, pupil voice and curriculum reviews.
- Evaluate the impact of coaching, professional development and teaching and learning initiatives on staff practice and pupil outcomes.
- Seek the views of pupils and colleagues regarding the quality of teaching and learning.
- Support the evaluation of curriculum implementation and assessment practice within English.
- Review the impact of evidence-informed teaching strategies and share findings with colleagues.
- Assist leaders in identifying areas where colleagues may benefit from coaching, mentoring or professional development.

6. Communication and Liaison with Other Colleagues

- Develop effective working relationships with colleagues, senior leaders and external education partners.
- Promote a positive culture of professional learning, collaboration and the sharing of best practice.
- Work collaboratively with colleagues to ensure that English contributes effectively to wider academy priorities.

- Take a leading role in the provision of high-quality continuing professional development for teaching and support staff.
- Establish good working relationships with pupils, acting as a positive role model and setting consistently high expectations.
- Represent the English department and academy at relevant meetings, training sessions and events.
- Liaise with other schools, Trust colleagues and external providers to identify and share effective practice.
- Support colleagues through professional dialogue, coaching and constructive feedback.

7. Communication with Parents and the Wider Community

- Establish positive working relationships with parents and carers to support pupils' learning, progress and achievement in English.
- Develop effective links with universities, employers, publishers, theatre organisations, literacy charities and other external partners to enrich the English curriculum and raise aspirations.
- Promote the importance of reading, writing and communication beyond the classroom.
- Support activities that promote literacy, further study and careers linked to English and communication skills.
- Contribute to academy events, transition activities and opportunities that strengthen relationships with pupils, parents, carers and the wider community.

8. Other Responsibilities

- Maintain the highest standards of professional conduct and uphold the Teachers' Standards.
- Comply with all academy and Trust policies and procedures.
- Promote equality, diversity and inclusion.
- Maintain confidentiality and comply with data protection requirements.
- Participate fully in appraisal and professional development activities.
- Attend relevant meetings, training sessions, parents' evenings and academy events.
- Undertake any other duties commensurate with the nature and level of responsibility of the post.

Influencing and Managing Relationships:

- Headteacher
- LEAD Central Support Teams
- External Agencies
- Parents and carers
- Senior Leadership Team
- Staff

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.

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).

Qualifications and Attainments	Essential criteria	Desirable criteria
	<ul style="list-style-type: none">• Qualified Teacher Status.• A degree in relevant or related subject• Evidence of continuous professional development• Recent relevant in-service training in the subject area	<ul style="list-style-type: none">• Evidence of successful coaching at classroom level• Designated SLE

Skills and Knowledge	Essential criteria	Desirable criteria
	<ul style="list-style-type: none">• Ability to teach to GCSE standard.• Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.• Ability to develop and disseminate effective learning and teaching and classroom management strategies. Ability to form and promote positive relationships with staff, pupils, parents, the local community and outside agencies• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively• Knowledge of curricula, specifications and assessment criteria of the leading subjects within the relevant department• Ability to use and promote a wide range of teaching methodologies• Ability to communicate, verbally and written, with a range of people and groups• ICT skills to develop, manage and report on performance data.	<ul style="list-style-type: none">• Ability to teach to A Level standard.• Ability to assess the performance of others and respond appropriately• Ability to devise effective support packages for colleagues, based on accurate identification of need



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).

Experience	Essential criteria	Desirable criteria
	<ul style="list-style-type: none">• Proven track record of outstanding teaching Successful and sustained delivery of outstanding attainment and progress• Innovation and creativity to engage, enthuse and progress learners'• Making effective use of Assessment for Learning to engage Pupils as partners in their learning• Leading the delivery of coaching and INSET sessions to support the professional development of others Use of data to plan and implement intervention strategies to raise academic performance.• An understanding of improving Numeracy / Literacy Strategies.• Use of strategies to promote good pupil relationships and high attainment in an inclusive environment• Vision for the teaching of the subject• An understanding of Health and Safety regulations affecting the curriculum area• Emotional resilience in working with challenging behaviours and attitudes	<ul style="list-style-type: none">• Developing and leading strategies to sustain whole school improvement• Good understanding of the Ofsted inspection framework and of subject-level self-evaluation processes• Partnership working and collaboration within a school or local authority context

Personal Attributes	Essential criteria	Desirable criteria
	<ul style="list-style-type: none">• Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners• A strong belief in the value of education in developing citizens• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline• Highly organised, literate and articulate• Highest levels of professional and personal integrity A strong commitment to inclusion and overcoming barriers to learning and achievement• Personal resilience, persistence and perseverance• Commitment to the pursuit of continuous professional development by oneself and others• Commitment to safeguarding and promoting the welfare of children and young people	



How to apply

Contact email: HR@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.



24 Primary
Academies

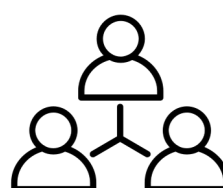


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Geographical
Regions



11,500



1,650



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A L.E.A.D. Academy

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